**T.C.**

**DOKUZ EYLUL UNIVERSITY**

**FACULTY OF NURSING**

**EDUCATION**

**PROGRAM HANDBOOK**

**2024 -2025 FALL SEMESTER**

**IZMIR-2024**

**EDUCATION PROGRAM HANDBOOK**

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Since our faculty was established as a college, all decisions and practices have been carried out on the basis of 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 teacher. An up-to-date two-year undergraduate education committee is included in Table 1 and Table 2.

**The curriculum handbook was published by Prof. Dr. Gülseren KOCAMAN, Assoc. 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,**

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**CONTENTS……………………………………………………………………………………………………………...5**

[**SECTION 1. INTRODUCTION 8**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543388)

[**SECTION 2 : EDUCATION PROGRAM 9**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543389)

[**2.1. Introduction**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543390) **8**

[**2.2. Aim, Vision, and Mission of the Dokuz Eylül University Nursing Faculty Program 10**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543391)

[**2.2.1 Aim 10**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543392)

[**2.2.2 Vision and Philosophy 10**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543393)

[**2.2.3 Mission 10**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543394)

[**2.3. Curriculum Objectives 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543395)**0**

[**2.4. Program Learning Outcomes 11**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543396)

[**2.5. Educational Schedule 12**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543397)

[**2.5.1. First Year Schedule 12**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543398)

[**2.5.1.1. First Year Fall Semester 12**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543399)

[**2.5.1.2. First Year Spring Semester 12**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543400)

[**2.5.2. Second Year Schedule 13**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543401)

[**2.5.2.1. Second Year Fall Semester 13**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543402)

[**2.5.2.2. Second Year Spring Semester 13**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543403)

[**2.5.3. Third Year Schedule 13**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543404)

[**2.5.3.1. Third Year Fall Semester 13**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543405)

[**2.5.3.2. Third Year Spring Semester 13**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543406)

[**2.5.4. FourthYear Schedule 13**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543407)

[**2.5.4.1. Fourth Year Fall Semester 13**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543408)

[**2.5.4.2. FourthYear Spring Semester 14**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543409)

[**2.6. Course Contents by Years 14**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543410)

[**FIRST YEAR SPRING SEMESTER 14**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543411)

[**REQUIRED COURSE 15**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543412)

[**HEF 1043 CONCEPTUAL FRAMEWORK AND HISTORY OF NURSING 15**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543413)

[**HEF 1045 ASSESSMENT OF HEALTH 19**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543414)

[**HEF 1047 MICROBIOLOGY 23**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543415)

[**HEF 1049 BIOCHEMISTRY 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543416)**7**

[**HEF 1051 Anatomy 3**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543417)**2**

**[HEF 1053 PHYSIOLOGY 36](file:///C:\\Users\\pc\\Downloads\\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx" \l "_Toc151543418)**

**[HEF 1055 bASIC COMMINICATION SKILLS 40](file:///C:\\Users\\pc\\Downloads\\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx" \l "_Toc151543418)**

[**ATA 1001 PRINCIPLES OF ATATURK AND HISTORY OF THE TURKISH REVOLUTION 44**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543419)

[**KPD 1000 CAREER PLANNİNG 47**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543419)

[**TDL 1001 TURKISH LANGUAGE 51**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543420)

[**YDL 1007 FOREIGN LANGUAGE 53**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543421)

[**TBT 1001 BASIC INFORMATION TECHNOLOGY 57**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543422)

**COMPULSORY COURSES 61**

**HEF 2091 INTERNAL MEDİCİNE NURSİNG……………………………………………….…………...........................61**

**HEF 2093 EPIDEMIOLOGY………………………………………………………………………………………………..68**

[**HEF 2095 LIFE CYCLE AND DEVELOPMENT**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543425) **71**

**HEF 2097 HEALTH EDUCATION 76**

**HEF 2107 ETHICS IN NURSING** **80**

[**SECOND YEAR ELECTIVE COURSES 85**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543426)

[**HEF 2101 COMMUNICABLE DISEASES NURSİNG 84**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543428)

[**HEF 2103 PROTECTION AND IMPROVEMENT OF HEALTH 88**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543429)

**HEF 2106 Use of Medical Devices in Nursing 93**

**HEF 2111 EATING BEHAVIORS AND AWARENESS 99**

[**HEF 2060 SEXUAL AND REPRODUCTIVE HEALTH 103**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543430)

**HEF 2070 EMERGENCY NURSING……………………………………………………………………………………106**

**HEF 2072 PERIOPERATIVE NURSING…………………………………………………………………………………113**

**hef 2074 ONCOLOGY NURSING 116**

HEF 2075 CRITICAL THINKING………………………………………………………………………………120

**HEF 2076 FORENSIC NURSING………………………………………………………………………………………….124**

**hEF 2077 NURSING ENGLISH I………………………………………………………………………………………….129**

**HEF 2079 COPING WITH STRESS……………………………………………………………………………………….132**

[**hef 2088 SIGN LANGUAGE**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543427) **137**

**hef 2089 Information Technology Addiction…………………………………………………………….140**

[**hef 2099 Play in Childhood**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543427) **144**

[**THIRD YEAR FALL SEMESTER** **COMPULSIVE COURSE 14**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543432)**8**

[**HEF 3061 WOMEN HEALTH AND DISEASE NURSING 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543434)**48**

[**HEF 3062 NURSING CARE MANAGEMENT 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543435)**54**

[**HEF 3063 chıld heath and dıseases nursıng 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543435)**58**

[**HEF 4091 NURSING CARE MANAGEMENT -I 163**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543436)

[**HEF 4071 EVIDENCE BASED NURSING 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543436)**66**

[**HEF 4073 INTENSIVE CARE NURSING 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543436)**71**

[**HEF 4075 CHRONIC DISEASES NURSING 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543437)**76**

[**HEF 4079 NURSING ENGLISH III 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543438)**83**

[**HEF 4085 HOME CARE 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543441)**86**

[**HEF 4087 SCHOOL HEALTH NURSING 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543442)**90**

[**HEF 4081 Evidence-Based Symptom Management in Cancer Patient 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543439)**94**

[**HEF4083 RESEARCH PROJECT IN NURSING 1**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543440)**99**

**HEF 4089 LEADERSHIP SKILLS DEVELOPMENT IN NURSING 204**

[**HEF 4095 PEDIATRIC PALLIATIVE CARE NURSING 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543444)**08**

[**HEF 4097 PEDIATRIC EMERGENCY NURSING 212**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543445)

[**2.7. APPLICATION AREAS 21**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543446)**7**

[**2.8.STUDENT LEARNING OUTCOMES 217**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543447)

[**HEF 2069 FUNDAMENTALS OF NURSING STUDENT LEARNING OUTCOMES 21**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543448)**7**

[**HEF 2036 INTERNAL DISEASES NURSING STUDENT LEARNING OUTCOMES 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543449)**19**

[**HEF 2038 SURGICAL DISEASES NURSING STUDENT LEARNING OUTCOMES 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543450)**19**

[**HEF 3055 WOMEN HEALTH AND DISEASES NURSING STUDENT LEARNING OUTCOMES 221**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543451)

[**HEF 3060 PUBLIC HEALTH NURSING STUDENT LEARNING OUTCOMES 222**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543452)

**HEF 3058 MENTAL HEALTH AND PSYCHIATRIC NURSING STUDENT LEARNING OUTCOMES 223**

[**HEF 4091 CARE MANAGEMENT IN NURSING I & HEF 4090 CARE MANAGEMENT IN NURSING II STUDENT LEARNING OUTCOMES**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543455) **225**

[**SECTION 3 226**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543456)

[**EDUCATION RELATED COMMISSIONS, REGULATIONS AND DIRECTIVES 226**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543457)

[**3.1. Committees and Commissions 226**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543458)

[**3.2. Regulations**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543459) **227**

[**PART I 228**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543460)

[**Aim Scope Basis and Definitions of Terms 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543461)**28**

[**PART II**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543462) **229**

[**The Principles Concerning Education 22**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543463)**9**

[**PART III 23**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543464)**2**

[**Registration and Courses 232**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543465)

[**PART IV 234**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543466)

[**Exams and Success Assessment 234**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543467)

[**PART V 238**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543468)

[**Miscellaneous and Final Provisions 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543469)**38**

[**3.3. Directives 24**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543470)**1**

[**3.3.1. Field Practices Directive 24**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543471)**1**

[**3.3.2.Exam Directive 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543472)**42**

[**SECTION 4 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543473)**46**

[**FACULTY AND CAMPUS OPPORTUNITIES 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543474)**46**

[**4.1. Region and Campus Features 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543475)**46**

[**4.2. Healthcare 2**](file:///C:\Users\pc\Downloads\Education-Program-Handbook-2023-2024-Fall-Semester%20NG__-%20FY.docx#_Toc151543476)**48**

**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 seven professors, 18 associate professors, two assistant professors, three doctor lecturers, and 32 research assistants, with a total of 62 academic and 18 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, 1158 in the 2019-2020 academic year and 1101 in the 2022 – 2023 academic year. A total of 2440, undergraduate students and 389 postgraduate students graduated from our faculty until the 2020-2021 academic year. 2666 undergraduate and 429 graduate students have graduated from our faculty until the 2022-2023 Academic Year. 2897 undergraduate and 468 graduate students have graduated until the 2023-2024 Academic Year.

Affiliated to the Institute of Health Sciences, our faculty has offered Master 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 in Nursing Fundamentals, Internal Medicine Nursing, Surgical Nursing, Obstetrics and Gynecology Nursing, Child Health and Diseases Nursing, Psychiatric Nursing, Public Health Nursing, Oncology Nursing, Nursing Management and Oncology 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**

**TABLE OF CONTENTS**

**2.1. Introduction**

**2.2. The Aim, Vision and Mission of the Dokuz Eylul University Nursing Faculty Program**

**2.2.1. Aim**

**2.2.2. Vision and Philosophy**

**2.2.3. Mission**

**2.3. Curriculum Objectives**

**2.4. Program Learning Outcomes**

**2.5.** **Education - Teaching Plan**

**2.5.1. First Year Program**

**2.5.2. Second Year Program**

**2.5.3. Third Year Program**

**2.5.4. Fourth Year Program**

**2.6.** **Course Contents by Years**

**2.6.1. First Year Courses**

**2.6.1.1. First-Year Fall Semester Courses**

**2.6.1.2.** **First-Year Spring Semester Courses**

**2.6.2. Second-Year Courses**

**2.6.2.1. Second-Year Fall Semester Courses**

**2.6.2.2. Second-Year Spring Semester Courses**

**2.6.3. Third-Year Courses**

**2.6.3.1. Third-Year Fall Semester Courses**

**2.6.3.2. Third-Year Spring Semester Courses**

**2.6.4. Fourth-Year Courses**

**2.6.4.1. Fourth-Year Fall Semester Courses**

**2.6.4.2. Fourth-Year Spring Semester Courses**

**2.7. Application Areas**

**2.8. Student Learning Outcome**

**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 the majority 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 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 will fulfill the roles and functions of a graduate.

**2.2.2 Vision and Philosophy**

“Our vision is to be a university which is the center of education and science, guides the future in the field of entrepreneurship and innovation”

**2.2.3 Mission**

“To increase the economic, cultural and social wealth of humanity through education and scientific research.”

**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 B1)K |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes (LO)** | **Education Program Objectives (EPO)** | | | |
| EPO 1  Nurses who can provide holistic care, and fulfill their roles and responsibilities in line with ethical principles | EPO 2  Can collaborate and communicate well with other members of the healthcare team, patients and their families | EPO 3  Having autonomy, leadership features, open to innovations, and maintaining lifelong learning responsibilities | EPO 4  who can work in positions  5% academician, 10% manager,  85% clinical nurse |
| **LO 1** | 5 |  |  | 5 |
| **LO 2** | 5 |  |  | 5 |
| **LO 3** | 5 |  |  | 5 |
| **LO 4** | 5 |  |  | 5 |
| **LO 5** | 5 |  |  | 5 |
| **LO 6** | 5 |  |  | 5 |
| **LO 7** | 5 |  |  | 5 |
| **LO 8** | 5 |  |  | 5 |
| **LO 9** |  | 5 |  | 5 |
| **LO 10** | 5 |  |  | 5 |
| **LO 11** |  |  | 5 | 5 |
| **LO 12** |  |  | 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 | Nursing Conceptual Framework and History | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 1045 | Assessment of Health | 3 | 2 | 0 | 5 | 1 Semester |
| - | HEF 1047 | Microbiology | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 1049 | Biochemistry | 1 | 0 | 0 | 1 | 1 Semester |
| - | HEF 1051 | Anatomy | 3 | 0 | 0 | 3 | 1 Semester |
| - | HEF 1053 | Physiology | 3 | 0 | 0 | 3 | 1 Semester |
| - | HEF 1055 | Basic Communication Skills | 2 | 2 | 0 | 3 | 1 Semester |
| - | KPD 1000 | Career planning | 1 | 0 | 0 | 2 | 1 Semester |
| - | YDI 1007 | Foreign Language- I (English) | 2 | 0 | 0 | 2 | 1 Semester |
| - | TDL 1001 | Turkish Language I | 2 | 0 | 0 | 2 | 1 Semester |
| - | ATA 1001 | Ataturk's Principles and History of the Turkish Revolution I | 2 | 0 | 0 | 2 | 1 Semester |
| - | TBT 1001 | Basic Information Technologies | 2 | 2 | 0 | 3 | 1 Semester |

**2.5.1.2. First Year Spring Semester**

**Required Course**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Prerequisite** | **Code** | **Course Unit Title** | **T** | **L** | **P** | **ECTS** | **Semester** |
| - | HEF 1052 | Fundamentals of Nursing | 6 | 6 | 10 | 18 | 1 Semester |
| - | HEF 1054 | Physiopathology | 2 | 0 | 0 | 3 | 1 Semester |
| - | HEF 1056 | Pharmacology in Nursing | 2 | 0 | 0 | 3 | 1 Semester |
| - | ATA1002 | Ataturk's Principles and History of the Turkish 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 Development | 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 Nursing | 6 | 0 | 10 | 15 | 1 Semester |
| - | HEF 2092 | First aid | 2 | 0 | 0 | 3 | 1 Semester |
| - | HEF 2094 | Research in Nursing | 3 | 0 | 0 | 4 | 1 Semester |
| - | HEF 2096 | Geriatric Nursing | 2 | 0 | 0 | 3 | 1 Semester |
| - | HEF 2098 | Professional 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 Gynaecology Nursing | 6 | 0 | 10 | 15 | 1 Semester |
| HEF 2090 | HEF 3063 | Child Health and Diseases Nursing | 6 | 0 | 10 | 15 | 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 | Community 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 I | 4 | 0 | 26 | 22 | 1 Semester |
| - | HEF 4101 | Education in Nursing | 4 | 0 | 4 | 6 | 1 Semester |

**2.5.4.2. FourthYear 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 | 28 | 22 | 1 Semester |
|  | HEF 4096 | Nursing Management | 4 | 0 | 4 | 6 | 1 Semester |

**2.5.5. 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 Health Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4089 | Leadership Skills Development | 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 | Child 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 | Transcultural Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4107 | Disaster Nursing and Management | 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 Studies in Nursing Care | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4115 | Newborn Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 4117 | Palliative Care and End of Life Care | 2 | 0 | 0 | 2 | 1 Semester |

**2.5.5. 2. Pool Elective Courses**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Prerequisite** | **Code** | **Course Unit Title** | **T** | **L** | **P** | **ECTS** | **Semester** |
| - | IHD 1001 | Human rights | 2 | 0 | 0 | 4 | 1 Semester |
| - | HEF 2060 | Sexual and Reproductive Health | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2066 | Quality in Nursing and Patient Safety | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2068 | Nursing English II | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2070 | Emergency Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2072 | Perioperative 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 | Nursing English I | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2079 | Coping with Stress | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2080 | Assertiveness | 2 | 0 | 0 | 2 | 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 to Health | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2102 | Communicable Diseases Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2103 | Health Protection and Promotion | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2104 | Disadvantaged Children | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2105 | Developing Nursing Care Behavior | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2106 | Use of Medical Devices in Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2108 | Tradational Dance Culture | 1 | 0 | 1 | 2 | 1 Semester |
| - | HEF 2109 | Nursing Approaches to Childhood Addictions | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2110 | Tissue and Organ Transplant Nursing | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2111 | Eatıng Behaviors and Awareness | 2 | 0 | 0 | 2 | 1 Semester |
| - | HEF 2112 | Heatlh Sociology | 2 | 0 | 0 | 2 | 1 Semester |

**DOKUZ EYLUL UNIVERSITY**

**FACULTY OF NURSING**

**2024-2025 FALL SEMESTER 1. YEAR**

**HEF 1043 NURSING CONCEPTUAL FRAMEWORK AND HISTORY**

**COURSE DESCRIPTION FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Conceptual Framework and History |
| **Course Level:** (Undergraduate) | | | **Course Code:** HEF 1043 |
| **Issuance/Renewal Date of the Form:**  19/09/2024 | | | **Course type:** Compulsory |
| **Language of the course:** Turkish | | | **Instructor(s) of the course:**  Prof.Ezgi Karadağ  Assist.Prof. Nurten Alan  Lecturer. PhD. Fethiye Yelkin Alp  Assist. Prof. Cahide Ayik  Assist. Prof. PhD. İlkin Yılmaz |
| **Prerequisite of the course:**  -- | | | **Prerequisite course for:**  -- |
| **Weekly course hours:** 2 | | | **Course Coordinator (Responsible for registers to the course):**  Assist.Prof. Nurten Alan |
| **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.** | | | |

|  |
| --- |
| **Course Objective:**  In this course, the student understands the framework, components, properties and philosophy of nursing. |
| **Learning Outputs of the Course:**   1. The student can explain the four main concepts of nursing. 2. The student can explain the roles and functions of the nurse. 3. The student can explain the role of the nurse in the healthcare team. 4. The student can discuss the concept of professionalism. 5. The student knows the national and international nursing organizations. 6. The student can explain the concepts and models related to nursing. |

|  |
| --- |
| **Learning and Teaching Methods:**  Visual presentation support, case analysis, group discussion, brainstorming, question and answer. |

|  |  |  |
| --- | --- | --- |
| **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 | | |

|  |
| --- |
| **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.)  Interpretation, recollection, decision making, description, classification, information combination skills shall be assessed in the exams. |

|  |
| --- |
| **Recommended Resources for the Course:**   1. Alpar Ş.E., Bahçecik N., Karabacak Ü. Çağdaş Hemşirelikte Etik. İstanbul Tıp Kitabevi. 3. Baskı, İstanbul, 2013. 2. Aştı T.A., Karadağ A. Hemşirelik Esasları: Hemşirelik Bilimi ve Sanatı. Akademi Basın ve Yayıncılık. İstanbul, 2012. 3. Ay F.A. Sağlık Uygulamalarında Temel Kavramlar ve Beceriler. Nobel Tıp Kitabevleri. 3. Baskı, İstanbul, 2011. 4. Birol L. Hemşirelik Süreci. Etki Matbaacılık Yayıncılık Ltd.Şti., 10. Baskı, İzmir, 2011. 5. Craven R.F., Hirnle C., Jense S. (Çev.Edit. Uysal N, Çakırcalı E.) Hemşirelik Esasları: İnsan Sağlığı ve Fonksiyonları. Palme Yayıncılık. Ankara, 2015. 6. Köşgeroğlu N. Hemşirelik ve Estetik: Hemşire Olmak Hayata. Nobel Tıp Kitabevleri. İstanbul, 2013. 7. Ocakçı A.F., Alpar Ş.E. Hemşirelikte Kavram, Kuram ve Model Örnekleri. İstanbul Tıp Kitabevi. İstanbul, 2013. 8. Özcan A. Hemşire Hasta İlişkisi ve İletişim. Sistem Ofset Bas. Yay. San. Tic. Ltd.Şti. Ankara, 2006. 9. Özçelik Z., Karaduman B., Bafra K., Yıldırım A. Çelik S.Ş., Ülker S. Hemşirelikte Haklar ve Sorumluluklar. THD Yayını. Odak Ofset Matbaacılık. Ankara, 2006. 10. Özkan H.A. Hemşirelikte Bilim, Felsefe ve Bakımın Temelleri. Akademi Basın. İstanbul, 2014. 11. Şentürk S.E. Hemşirelik Tarihi ve Deontolojisi. Can Kitapçılık. İstanbul, 1990. 12. Terakye G., Ocakçı A.F. Etik Konulardan Seçmeler. İstanbul Tıp Kitabevi, İstanbul, 2013. 13. Ulusoy M.F., Görgülü R.S. Hemşirelik Esasları. TDFO Ltd. Şti. 5. Baskı, Ankara, 2001. 14. Ulusoy MF, Uçar H. Araştırma Etiği. 72 Tasarım Ltd. Şti. Ankara, 2002. 15. Velioğlu P. Hemşirelikte Kavram ve Kuramlar. Akademi Basın ve Yayıncılık. İstanbul, 2012. 16. Velioğlu P, Babadağ K. Hemşirelik Tarihi ve Deontolojisi, 1992. |
| **Policies and Rules concerning the Course:** **(Instructor can use this title if an explanation is needed):** |
| **Contact information of the course instructor:** Lecturer, Dr. Nurten Alan,  [nurten.alan@deu.edu.tr](mailto:nurten.alan@deu.edu.tr); tel: 02324124771 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Content:** | | | |
| **Week** | **Topics** | **Lecturer** | **Training Method and Material Used** |
| **1.Week** | The history of nursing and education | Prof. Dr. Ezgi Karadağ | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **2.Week** | The basic concept of nursing: Environment: Physics, Biological, Social Environment | Assist ProfNurten Alan | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **3.Week** | The basic concept of nursing: Health and Disease | Prof. Dr. Ezgi Karadağ  Assist Prof. İlkin Yılmaz | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **4.Week** | Nursing definition, roles, function | Lecturer F.Yelkin Alp | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **5.Week** | Health Care System | Assist Profİlkin Yılmaz | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **6.Week** | H. concepts, models, concept of care, evidence-based care | Assist Prof. İlkin Yılmaz  Lecturer F.Yelkin Alp | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **7. Week** | Midterm Exam | Assist Prof. İlkin Yılmaz  Assist Prof. Nurten Alan |  |
| **8. Week** | Importance of ethics, values ​​and intercultural care in nursing | Prof. Dr. Ezgi Karadağ | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **9. Week** | Concept of Health Services and Team | Lecturer F.Yelkin Alp | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **10.Week** | Protection and development of health | Assist Prof. İlkin Yılmaz | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **11. Week** | Job, Profession and Professionalism Criteria | Assist Prof. Cahide Ayik | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **12. Week** | Organization and Professional Organizations + Invitation of THD İzmir Branch President | Assist Prof. Cahide Ayik | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **13. Week** | Problem Solving Process | Assist Prof. Nurten Alan | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **14.Week** | Professional Socialization: Undergraduate Socialization | Assist Prof. Cahide Ayik | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |
| **15. week** | Concept Map | Assist Prof. Nurten Alan | Visual presentation support, case analysis, group discussion, brainstorming, question and answer |

**Table 1. Contribution of course learning outcomes to programme 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** |
| Conceptual Framework and History of Nursing | 3 | 0 | 3 | 3 | 0 | 3 | 3 | 3 | 0 | 3 | 0 | 0 | 0 |

**Table 2. Relationship between Course Learning Outcomes and Programme 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** |
| Conceptual Framework and History of Nursing | LO1-6 |  | LO1-4 | LO1-6 |  | LO 1-4 | LO1,2, 4-6 | LO1-6 |  | LO1-6 |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | HEF 1043 CONCEPTUAL FRAMEWORK AND HISTORY OF NURSING COURSE COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | |
| Weekly | Course Contents | **Dersin Öğrenim Kazanımları** | | | | | |
| 1.Be able to explain the four concepts of nursing | 2.Be able to discuss the roles and functions of the nurse | 3.Be able to explain the role of the nurse within the health team | 4.Be able to discuss the concept of professionalism | 5.Be aware of national and international nursing organizations | 6.Be able to explain concepts and models related to nursing |
| **1** | The history of nursing and education (World and Turkey) |  | x | x | x |  |  |
| **2** | Basic Concept of Nursing: Human | x | x | x | x |  | x |
| **3** | Basic Concept of Nursing: Environment: Physical, Biological, Social Environment | x | x | x | x |  | x |
| **4** | Basic Concept of Nursing: Health and Disease | x | x | x | x |  | x |
| **5** | Definition of Nursing, Roles, Function | x | x | x | x | x | x |
| **6** | Job, Profession and Professionalism Criteria | x | x | x | x | x | x |
| **7** | Health Care System | x | x | x | x | x | x |
| **8** | MIDTERM EXAM | **x** | **x** | **x** | **x** | **x** | **x** |
| **9** | Healthcare and Team concept | x | x | x | x | x | x |
| **10** | Ethics and Values ​​in Nursing | x | x | x | x | x | x |
| **11** | Nursing Concepts, Models, Concept of Care | x | x | x | x | x | x |
| **12** | Organization and Professional Organizations | x | x | x | x | x | x |
| **13** | Problem Solving Process | x | x | x | x |  | x |
| **14** | Concept Map | x | x | x | x |  | x |
|  | FINAL EXAM | **x** | **x** | **x** | **x** | **x** | **x** |

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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 | | | | |
| Preparation for Quiz etc. |  |  |  | | | | |
| Preparing Assignments |  |  |  | | | | |
| Preparing presentation |  |  |  | | | | |
| Independent study | 14 | 1 | 14 | | | | |
| **Total Workload (hour)** |  |  | 50/25 | | | | |
| **ECTS Credits of Course** |  |  | 2 | | | | |

**HEF 1045 ASSESSMENT OF HEALTH**

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| --- | --- | --- | --- | --- |
| Offered by: Faculty Of Nursing | | | | Offered to: Faculty of Nursing |
| Name of the Department:  Nursing | | | | Course Name: Assesment of Health |
| Course Level: Bachelor | | | | Course code: HEF 1045 |
| Form Submitting/Renewal Date:  July 2024 | | | | Course Status: Compulsory |
| Language of Instruction: Turkish | | | | Instructor/s:  Prof. Dr. Ozlem Ugur  Assos. Dr. Yaprak S. Ordin  Assist. Prof. Dilek Sezgin  Assist. Prof. Burcu Cengiz  Assist. Prof. Merve Aliye Akyol  Assist. Prof. Eda Ayten Kankaya  Assist. Prof. Buket Çelik  Assist. Prof. Buse Güler |
| Prerequisite: None. | | | | Prerequisite to: None. |
| Weekly Course Hours: 2 | | | | Course Coordinator:  Assist. Prof. Burcu Cengiz |
| Theory | Practice | Laboratory | Presentation | National Credit:4 |
| 3 | - | 2 | - | ECTS Credit:5 |

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| Course Objective: The aim of this course; To understand the importance of health assessment in nursing care, to provide and develop the necessary knowledge and awareness to make the physical  and psychosocial assessment of the individual. |
| Learning Outcomes:   1. Understands the importance of obtaining data that will form the basis for planning nursing care 2. Takes a comprehensive health history using appropriate interview techniques. 3. Gain awareness of the role of family, culture and environment in health assessment 4. Knows physical examination methods that can be used in nursing care. 5. Knows the system-specific physical diagnostics of the individual 6. Uses the data obtained as a result of physical diagnosis in the decision-making process for nursing care. |

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| Learning and Teaching Strategies: Power point presentation  Brainstorm  Question-answer  Discussion on the scenario  Case map  Role play  Demonstration  Skill monitoring, repetition and practice |

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| --- | --- | --- |
| Assessment Methods: | | |
|  |  |  |
| Semester Requirements |  |  |
| Midterm exam | **X** | **%50** |
| Quiz |  |  |
| Homework Assignments/  Presentation |  |  |
| Projects |  |  |
| Laboratory work |  |  |
| Final exam | **X** | **%50** |
| Attending lesson / PBE lesson |  |  |

**Further Notes about Assessment Methods:**

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| --- |
| Assessment Criteria: 50% intra-semester grade (Mid-term exam) + 50% final grade  Further notes about assessment methods:  Midterm grade: 50% of the midterm exam + 50% of the lab 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 |
| Textbook(s)/References/Materials:  1. Görgülü RS, Hemşireler için fiziksel muayene yöntemleri, İstanbul Kitapevi, 1.  Baskı, 2014.  2. Bellack PJ., Edlung JB. Nursing Assesment and Diagnosis. Jones and Barlett  Publıshers, Boston, Second edition, 1992.  3. Bowers CA., Thompson MJ., Miller M. Clinical Manuel of Health Assessment. Fourthedition. Mosby Year Book, Housten, 1992.  4. Sims KL., D? Amico D., Stiesmeyer KJ., Webster AJ. Health Assessment in Nursing.  Copyright, 1995.  5. Wilson FS., Giddens FJ. Health Assessment for Nursing Practice. Third Edition,  Copyright,1996.  6. Potter AP., Perry GA. Fundamentals of Nursing. Third Edition. Copyright,1993.  7. DeLaune SC., Ladner KP. Fundamentals of Nursing Standarts&Practice, Copyriht,1998.  Yardımcı kaynaklar:  8. Lewis SM, Bucher L, McLean M, Harding MM, Second editors: Kwong J, Roberts D.  Medical-surgical nursing: assessmnet and amanegement of clinical problems, Elsevier,  St. Louis Missouri, 10th edition, 2017. |
| Course Policies and Rules: |
| Contact Details for the Instructor: Assist.Prof.Burcu CENGİZ  05543506404 |
| Office Hours: Each semester varies according to the individual program created. |
| Course Outline: |

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| --- | --- | --- | --- |
| Week | Topics | |  |
| Hafta | Teorik | Laboratuvar | Instructor |
| 1 | Introduction to health assessment  Holistic approach to health assessment  Role of family, culture and environment in health  assessment | Introduction to the laboratory and the role of  family-culture-environment in-class laboratory  through scenario | Assoc.Dr.Yaprak SARIGÖL ORDİN  Assist.Prof. Burcu CENGİZ |
| 2 | Health history taking and interview methods | Getting a health history | Assist.Prof. Buket ÇELIK  Assist.Prof. Merve Aliye AKYOL |
| 3 | Examination techniques and methods used in health  assessment  Introduction to the nursing process | Examination techniques scenarios and nursing  diagnosis | Assoc.Dr.Yaprak SARIGÖL ORDİN  Assist.Prof. Burcu CENGİZ |
| 4 | Evaluation of the musculoskeletal system | Neurovascular assessment | Assist.Prof. Dilek Sezgin Assist.Prof. Merve Aliye AKYOL |
| 5 | Evaluation of the nervous system | Mental Status Evaluation  Cranial evaluation | Assist.Prof. Dilek Sezgin Assist.Prof. Merve Aliye AKYOL |
| 6 | Evaluation of the cardiovascular system | Pulse counting from the apex  Evaluation of peripheral pulses | Prof. Dr. Özlem Uğur Assist.Prof. Dilek Sezgin |
| 7 | Evaluation of the Respiratory System | Respiratory assessment  Respiration counting and breathing types  (speed, depth, types | Prof. Dr. Özlem Uğur  Assist.Prof. Buket ÇELIK |
| 8 | Midterm exam | | |
| 9 | Evaluation of the gastrointestinal tract and abdomen | Bowel sound assessment | Assist.Prof. Eda Ayten Kankaya  Assist.Prof. Buket Çelik |
| 10 | Evaluation of the endocrine system | Breast Self Examination | Assist.Prof. Buse Güler  Assist.Prof. Eda Ayten Kankaya |
| 11 | Reproductive system assessment | pelvic exam | Assist.Prof. Buse Güler  Assist.Prof. Burcu Cengiz |
| 12 | Urinary system evaluation | Balance follow | Prof.Dr.Özlem Uğur  Assoc.Dr.Yaprak SARIGÖL ORDİN |
| 13 | Evaluation of the skin and sense organs  Feedback | Skin evaluation for skin cancer | Prof. Dr. Özlem Uğur  Assist.Prof. Dilek SEZGİN |
| 14 | Psychosocial assessment of health | Psychosocial assessment of the patient | Prof.Dr. Zekiye Ç. DUMAN  Assoc. Dr. Yaprak SARIGÖL ORDİN |

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 |
| Assesment of Health | **3** | **3** | **3** | **3** | **3** | **2** | **3** | **3** | **3** | **3** | **0** | **0** | **0** |

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 |
| Assesment of Health | LO 1,3,4,5,6 | LO 4 | LO 2 | LO 1,3,4,5,6 | LO 2 |  | LO 1,2,3,4,5,6 | LO 6 | LO 4,5,6 | LO 6 |  | LO 3 |  |

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| **Table 3. Course Contents and Learning Outcomes Matrix** | | | | | | | | | |
|  | **HEF 1045 Assesment of Health COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | | | |
| LO 1 | LO 2 | LO 3 | LO4 | LO 5 | LO 6 | |
| **1** | Introduction to health assessment | X |  | X |  |  |  |
| **2** | Holistic approach to health assessment | X | X | X |  |  |  |
| **3** | Role of family, culture and environment in health | X | X | X | X | X | X |
| **4** | assessment | X | X |  | X | X | X |
| **5** | Health history taking and interview methods | X | X |  | X | X | X |
| **6** | Examination techniques and methods used in health | X | X |  | X | X | X |
| **7** | Midterm exam |  |  |  |  |  |  |
| **8** | Evaluation of the nervous system | X | X |  | X | X | X |
| **9** | Evaluation of the cardiovascular system | X | X |  | X | X | X |
| **10** | Evaluation of the endocrine system | X | X |  | X | X | X |
| **11** |  | X | X |  | X | X | X |
| **12** | Reproductive system assessment | X | X |  | X | X | X |
| **13** | Urinary system evaluation | X | X |  | X | X | X |
| **14** | Evaluation of the skin and sense organs | X | X | X | X | X | X |
| **15** | Assesment of Elderly | X | X |  | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| ECTS Table | | | |
| Course Activities | Number | Duration  (hour) | Total work load  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 3 | 42 |
| Lab practice | 14 | 2 | 28 |
| Exams |  |  |  |
| Mid-term | 1 | 2 | 2 |
| Final | 1 | 2 | 2 |
| Practical exam |  |  |  |
| Out Class activities |  |  |  |
| Preparation before/after weekly lectures | 14 | 2 | 28 |
| Preparation for Mid-term Exam | 1 | 12 | 12 |
| Preparation for Final Exam | 1 | 12 | 12 |
| Total Work Load (hour) |  |  | 126/25 |
| ETS Credits of the Course= Total Work Load (hour) / 25 |  |  | 5 |

**HEF 1047 MICROBIOLOGY**

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| --- | --- | --- | --- |
| Department(s) Giving the Course: Faculty of Medicine | | | Department(s) Taking the Course: Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course: Microbiology |
| Course Level: First Cycle Programmes | | | Course Code: HEF 1047 |
| Issuance/Renewal Date of the Form: 06.11.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Dr. Albay OZBEK  Prof. Dr. Nuran ESEN  Prof. Dr. Hüseyin BASKIN  Prof. Dr. Aydan OZKUTUK  Prof. Dr. Arzu SAYINER  Assoc. Prof. Dr. Cem ERGON  Assoc. Prof. Dr. Ozlem MIMAN  Assist. Prof. Yavuz DOGAN |
| Prerequisite of the course:- | | | Prerequisite course for:- |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course): Assist. Prof. Yavuz DOGAN |
| 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 aims to teach the general characteristics of microorganisms that cause  infections in humans, their classification, the factors that play a role in the  formation of infectious diseases caused by these microorganisms, the ways of transport  and the general characteristics of prevention methods. It is aimed to learn the general  features and components of the immune system that play a role in the development of  infectious diseases.. |
| Learning Outcomes of The Course:   1. Categorizes the microorgasm. Define the differences between eukaryotic and prokaryotic cells. 2. The student can explain the properties of microorganisms. 3. The student can explain the relationship between microorganisms and infectious 4. The student can list the infectious agents, transmission routes, prevention and basic treatment principles 5. The student can explain the basic mechanisms of action and resistance development of antibiotics. 6. The student can explain the mechanisms that provide protection from infection and immunization. |

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| Learning and Teaching Methods:  Remote access to lectures, presentation, discussion, question-answer, self-learning |

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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.  Course Success Grade: 50% 1st Midterm exam + 50% final grade | | |
| 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. Kayser, , Bienz, K.A., Eckert, J., Zinkernagel, R. M. (2002). Tıbbi Mikrobiyoloji. Çev. Ed. Küçüker, M. A., Tümbay, E., Anğ, Ö., Erturan, Z. Nobel Tıp Kitabevi, 9. Baskı, İstanbul.  2. Murray, P. R., Baron, E. J., Jorgensen, J. H., Landry, M. L., Pfaller, M. A. (2009). Klinik Mikrobiyoloji. Çev. Ed. Başustaoğlu, A. Atlas Kitap Kılık, 9. Baskı, Ankara.  3. Jawetz, Melnick, Adelberg’s Medical Microbiology 26th ed. Brooks GF, Carroll KC, Butel JS, Morse SA, Mietzner TA (yazarlar).McGrawHill/Lange Companies 2013 | | |
| Policies and Rules concerning the Course:(Instructor can use this title if an explanation is needed): | | |
| Contact Information of The Course Instructor: Lecturer MD Nazlı GÜRKAN | | |

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| --- | --- | --- | --- |
| Course Content: | | | |
| Week | Subjects | Lecturer | Training Method and Material Used |
| 1.Week | Introduction to microbiology and general information | Assist. Prof. Yavuz DOGAN | Presentation, discussion, question-answer, self-learning |
| 2.Week | Classification and general characteristics of microorganisms  Agent-host relationships, pathogenesis of infectious diseases, concept of normal flora (microbiome) | Assist. Prof. Yavuz DOGAN Prof. Dr. Nuran ESEN | Presentation, discussion, question-answer, self-learning |
| 3.Week | Bacterial structure, classification and reproduction characteristics  Virulence factors of bacteria, disease-causing bacteria and transmission routes | Prof.Dr. Hüseyin BASKIN  Assist. Prof. Yavuz DOGAN | Presentation, discussion, question-answer, self-learning |
| 4.Week | Sterilization, disinfection, antisepsis concepts and application principles  Antibiotics action and resistance mechanisms | Assoc. Prof. Cem ERGON  Assist. Prof. Yavuz DOGAN | Presentation, discussion, question-answer, self-learning |
| 5.Week | Introduction to immunology; Immune system organs and cells, basic functions  Innate immune response and functions | Assoc. Cem ERGON  Prof.Dr. Hüseyin BASKIN | Presentation, discussion, question-answer, self-learning |
| 6.Week | Acquired immune response I; Humoral immune response  Acquired immune response II; Cellular immune response | Prof. Dr. Hüseyin BASKIN | Presentation, discussion, question-answer, self-learning |
| 7. Week | Midterm | Assist. Prof. Yavuz DOGAN | |
| 8. Week | The role of the immune system in disease manifestations (concepts of inflammation and autoimmunity)  Immunization (active and passive immunization) and protection from infectious diseases  The role of the immune system in disease manifestations (concepts of inflammation and autoimmunity) | Prof. Dr. Arzu SAYINER  Assist. Prof. Yavuz DOGAN | Presentation, discussion, question-answer, self-learning |
| 9. Week | Structure, properties, classification of viruses and important human infections, transmission and protection principles | Prof. Dr. Arzu SAYINER | Presentation, discussion, question-answer, self-learning |
| 10.Week | Structure, properties, classification of fungi and important infections they cause in humans | Prof.Dr. Aydan ÖZKÜTÜK | Presentation, discussion, question-answer, self-learning |
| 11. Week | Important human diseases caused by parasites, their transmission and protection principles - I - helminths | Assoc. Prof. Özlem MİMAN | Presentation, discussion, question-answer, self-learning |
| 12. Week | Important human diseases caused by parasites, transmission and protection principles II-Protozoa and ectoparasites  Importance and technique of hand washing | Assoc. Prof. Özlem MİMAN  Assist. Prof. Yavuz DOGAN | Presentation, discussion, question-answer, self-learning |
| 13. Week | New and re-emerging infectious agents, transmission and protection principles  Environment and its importance in hospital infections; approach to special situations | Prof. Dr. Hüseyin BASKIN  Assoc. Prof. Cem. ERGON | Presentation, discussion, question-answer, self-learning |
| 14.Week | Hospital infections and their importance. Hospital infection agents and monitoring  Hospital infection transmission routes and precautions (standard precautions and precautions for transmission route | Prof. Dr. Alpay ÖZBEK | Presentation, discussion, question-answer, self-learning |
| 15.Week | Evaluation of the Course | Assist. Prof. Yavuz DOGAN | 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** |
| **Microbiology** | 3 | 2 | 0 | 2 | 1 | 0 | 0 | 2 | 2 | 3 | 0 | 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** |
| **Microbiology** | LO 1,2,3,4,5,6 | LO 3, 4,6 |  | LO 1,2,3,4,5,6 | LO 2,5,6 |  |  | LO 2,3,4,5,6 | LO 1,2,3,4,5,6 | LO 1,2,3,4,5,6 |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 3. Course Contents and Learning Outcomes Matrix** | | | | | | | |
|  | **HEF 1047 MICROBIOLOGY COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | |
| LO 1 | LO 2 | LO 3 | LO4 | LO 5 | LO 6 |
| **1** | Introduction to microbiology and general information | X |  |  |  |  |  |
| **2** | Classification and general characteristics of microorganisms  Agent-host relationships, pathogenesis of infectious diseases, concept of normal flora (microbiome) | X | X |  |  |  |  |
| **3** | Bacterial structure, classification and reproduction characteristics  Virulence factors of bacteria, disease-causing bacteria and transmission routes | X | X | X |  |  |  |
| **4** | Sterilization, disinfection, antisepsis concepts and application principles  Antibiotics action and resistance mechanisms | X | X | X | X |  |  |
| **5** | Introduction to immunology; Immune system organs and cells, basic functions  Innate immune response and functions | X | X | X | X | X | X |
| **6** | Acquired immune response I; Humoral immune response  Acquired immune response II; Cellular immune response | X | X |  |  |  | X |
| **7** | Midterm |  | | | | | |
| **8** | The role of the immune system in disease manifestations (concepts of inflammation and autoimmunity)  Immunization (active and passive immunization) and protection from infectious diseases  The role of the immune system in disease manifestations (concepts of inflammation and autoimmunity) | X | X |  |  |  | X |
| **9** | Structure, properties, classification of viruses and important human infections, transmission and protection principles | X | X |  |  |  |  |
| **10** | Structure, properties, classification of fungi and important infections they cause in humans | X | X |  |  |  |  |
| **11** | Important human diseases caused by parasites, their transmission and protection principles - I - helminths | X | X |  |  |  |  |
| **12** | Important human diseases caused by parasites, transmission and protection principles II-Protozoa and ectoparasites  Importance and technique of hand washing | X |  | X |  |  | X |
| **13** | New and re-emerging infectious agents, transmission and protection principles  Environment and its importance in hospital infections; approach to special situations | X | X |  |  |  |  |
| **14** | Hospital infections and their importance. Hospital infection agents and monitoring  Hospital infection transmission routes and precautions (standard precautions and precautions for transmission route | X | X |  |  | X |  |
| **15** | Evaluation of the Course |  | | | | | |
|  | **FINAL EXAM** |  | | | | | |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total work load (Hour) |
| In Class Activities | | | |
| Lectures | 13 | 2 | 26 |
| Practice |  |  |  |
| Exams | | | |
| Midterm Exam | 1 | 1 | 1 |
| Project |  |  |  |
| 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 | 10 | 10 |
| Preparation for final exam | 1 | 10 | 10 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Independent study |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 60 |
| ECTS Credits of Course |  |  | 2 |

**HEF 1049 BIOCHEMISTRY**

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| Department(s) Giving the Course: Faculty of Medicine | | | Department(s) Taking the Course: Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course: Biochemistry |
| Course Level: First Cycle Programmes | | | Course Code: HEF 1049 |
| Issuance/Renewal Date of the Form: 06.11.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Dr. Tuncay KÜME  Prof. Dr. Ayşe Semra KOÇTÜRK  Prof. Dr. Pınar AKAN  Prof. Dr. Emine Pınar TUNCEL  Prof. Dr. Gül Hüray İŞLEKEL  Prof. Dr. Sezer UYSAL  Assoc. Dr. Murat ÖRMEN  Assoc. Dr. Özlem GÜRSOY DORUK |
| Prerequisite of the course:- | | | Prerequisite course for:- |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course): Assoc. Dr. Özlem GÜRSOY DORUK |
| Theory | Practice | Laboratory | National Credit of the Course: 1 |
| 1 | 0 | 0 | ECTS Credit of the Course: 1 |
| 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 learn the basic information regarding the field of biochemistry and integrate this information into the nursing  field |
| Learning Outcomes of The Course:   1. The student can evaluate clinical biochemistry analysis 2. The student can explain the structures, classification and metabolism of carbohydrates 3. The student can explain the structures, classification and metabolism of amino acids 4. The student can explain the structure, functions and plasma proteins of proteins 5. The student can explain the energy metabolism 6. The student can explain the structures and classification of lipids 7. Knowing and classifying the structures of nucleic acids 8. The student can explain lipoprotein metabolism and disorders 9. The student can evaluate cardiac dysfunction and evaluating cardiac markers 10. Knowing and evaluating basic hematological tests 11. The student can explain the acid-base balance and evaluate its disorders |

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| Learning and Teaching Methods:  Visually supported presentation  Group work  Question answer  Case Report |

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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 grade in determining the calculations during the semester. | | |
| Assessment Criteria: In exams; remembering, making decisions, explaining, classifying, and combining their knowledge will be evaluated. | | |
| Recommended Resources for the Course:  Champe PC, Harvey RA, Ferrier DR. Lippincott’s Biyokimya. (Ulukaya E), 2007, Nobel Tıp Kitapevleri, İstanbul.  Harvey F (2015) Lippincott Biyokimya (çev.ed. Ulukaya E), güneş tıp kitabevi, 5.baskı, İstanbul.  Adam B, Yiğitoğlu R (2012), Tıbbi Biyokimya, Nobel Tıp Kitapevleri, İstanbul.  Gözükara EM (2010), Biyokimya, Nobel Tıp Kitapevleri, 5.baskı, İstanbul. | | |
| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): | | |
| Contact Information of The Course Instructor: Assoc. Prof.Tuncay KÜME | | |

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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** |
| **Biochemistry** | 3 | 2 | 0 | 2 | 1 | 0 | 0 | 2 | 2 | 3 | 0 | 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** |
| **Biochemistry** | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12, 13 | LO 1, 2, 11, 12, 13 |  | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12, 13 | LO 1, 2, 11, 12, 13 |  |  | LO 1, 2, 11, 12, 13 | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12, 13 | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12, 13 |  |  |  |

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|  | **Table 3. Course Contents and Learning Outcomes Matrix** | | | | | | | | | | | | | | | | |
|  | |  | **HEF 1049 BIOCHEMISTRY COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | | | | | | | | | |
| **Week** | | **Weekly Course Contents** | |  | | **Learning Outcomes of the Course** | | | | | | | | | | | |
| LO 1 | LO 2 | | LO 3 | LO4 | LO 5 | LO 6 | LO 7 | LO 8 | LO 9 | LO 10 | LO 11 | LO 12 | LO 13 |
| **1** | | Introduction to Medical Biochemistry  • Field of Medical Biochemistry and Course Introduction  • Medical laboratory (Definition, Structure, Function)  • Medical Biochemistry (Methods, Tests)  • Preanalytical Phase  • Analytical Phase  • Postanalytical Phase | | X |  | |  |  |  |  |  |  |  |  |  |  |  |
| **2** | | Structures, classifications and metabolism of amino acids  • Structures  • Functions  • ClassificationMetabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use) | | X | X | | X | X | X |  |  |  |  |  |  |  |  |
| **3** | | Structures, classifications and metabolism of carbohydrates  • Structures  • Functions  • Classification  • Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use) | | X | X | | X |  | X |  |  |  |  |  |  |  |  |
| **4** | | Structure, functions of proteins and plasma proteins  • Structure (Primary, Secondary, Tertiary, Quaternary)  • Functions  • Classification  • Plasma Proteins | | X |  | | X | X | X |  |  |  |  |  |  |  |  |
| **5** | | Energy metabolism  • Energy cycle in the body (Anabolism and Catabolism)  • Energy sources (fuels) and carriers (ATP)  • Energy production in the cell  o Glycolysis (Anoxic)  o Krebs and Oxidative Phosphorylation (Axygenated) | | X | X | | X | X | X |  |  |  |  |  |  |  |  |
| **6** | | Structures and classification of lipids  • Structures  • Functions  • Classification  • Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use) | | X |  | |  |  | X | X |  |  |  |  |  |  |  |
| **7** | | Midterm Exam | |  | |  | | | | | | | | | | | |
| **8** | | Structures and classification of nucleic acids  • Structures  • Functions  • Classification | | X | X | | X |  | X | X | X |  |  |  |  |  |  |
| **9** | | Lipoprotein metabolism and disorders  • Structures  • Functions  • Classification  • Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use)  • Lipoprotein metabolism disorders | | X |  | | X | X | X |  |  |  |  |  |  |  |  |
| **10** | | • Preanalytical error sources in biochemical analyses | | X | X | |  | X | X |  |  |  |  |  |  |  |  |
| **11** | | Evaluation of clinical biochemistry analyses  • Purpose of test request  • Reference range and threshold value  • Diagnostic Performances of Tests  • Situations Causing Variability in Tests (measurement uncertainty, biological variation) | | X | X | | X | X | X | X | X | X | X | X | X | X | X |
| **12** | | Cardiac dysfunction and cardiac markers  • Heart Muscle Damage  • Cardiac Markers | | X |  | | X |  |  |  |  |  |  |  | X |  |  |
| **13** | | Basic hematological tests  • Complete blood count  • Coagulation  • Sedimentation | | X | X | | X | X | X | X | X | X | X | X | X | X | X |
| **14** | | Acid-base balance  • Acid, Base, pH Concepts  • Acid-Base Balance in the Body (Buffer Systems, Lungs, Kidneys)  • Acid-Base Balance Disorders | | X |  | |  |  | X |  |  |  |  |  |  |  | X |
| **15** | | General Discussion | |  | | | | | | | | | | | | | |
|  | | **FINAL EXAM** | |  | | | | | | | | | | | | | |

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| Course Content: | | | |
| Week | Subjects | Lecturer | Training Method and Material Used |
| 1.Week | Introduction to Medical Biochemistry  • Field of Medical Biochemistry and Course Introduction  • Medical laboratory (Definition, Structure, Function)  • Medical Biochemistry (Methods, Tests)  • Preanalytical Phase  • Analytical Phase  • Postanalytical Phase | Assoc. Prof. Tuncay KÜME | Visually supported presentation, question-answer |
| 2.Week | Structures, classifications and metabolism of amino acids  • Structures  • Functions  • ClassificationMetabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use) | Prof. Dr. Ayşe Semra KOÇTÜRK | Visually supported presentation, question-answer |
| 3.Week | Structures, classifications and metabolism of carbohydrates  • Structures  • Functions  • Classification  • Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use) | Assoc. Prof. Tuncay KÜME | Visually supported presentation, question-answer |
| 4.Week | Structure, functions of proteins and plasma proteins  • Structure (Primary, Secondary, Tertiary, Quaternary)  • Functions  • Classification  • Plasma Proteins | Prof. Dr. Pınar AKAN | Visually supported presentation, question-answer |
| 5.Week | Energy metabolism  • Energy cycle in the body (Anabolism and Catabolism)  • Energy sources (fuels) and carriers (ATP)  • Energy production in the cell  o Glycolysis (Anoxic)  o Krebs and Oxidative Phosphorylation (Axygenated) | Prof. Dr. Ayşe Semra KOÇTÜRK | Visually supported presentation, question-answer |
| 6.Week | Structures and classification of lipids  • Structures  • Functions  • Classification  • Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use) | Assoc. Prof. Dr. Ozlem GURSOY DORUK | Visually supported presentation, question-answer |
| 7. Week | Midterm Exam | Assoc. Prof. Dr. Ozlem GURSOY DORUK |  |
| 8. Week | Structures and classification of nucleic acids  • Structures  • Functions  • Classification | Prof. Dr. Sezer UYSAL | Visually supported presentation, question-answer |
| 9. Week | Lipoprotein metabolism and disorders  • Structures  • Functions  • Classification  • Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use)  • Lipoprotein metabolism disorders | Prof. Dr. Emine Pınar TUNCEL | Visually supported presentation, question-answer |
| 10.Week | • Preanalytical error sources in biochemical analyses | Assoc. Prof. Dr. Murat ORMEN | Visually supported presentation, question-answer |
| 11. Week | Evaluation of clinical biochemistry analyses  • Purpose of test request  • Reference range and threshold value  • Diagnostic Performances of Tests  • Situations Causing Variability in Tests (measurement uncertainty, biological variation) | Prof. Dr. Sezer UYSAL | Visually supported presentation, question-answer |
| 12. Week | Cardiac dysfunction and cardiac markers  • Heart Muscle Damage  • Cardiac Markers | Assoc. Prof. Dr. Ozlem GURSOY DORUK | Visually supported presentation, question-answer |
| 13. Week | Basic hematological tests  • Complete blood count  • Coagulation  • Sedimentation | Assoc. Prof. Dr. Murat ORMEN | Visually supported presentation, question-answer |
| 14.Week | Acid-base balance  • Acid, Base, pH Concepts  • Acid-Base Balance in the Body (Buffer Systems, Lungs, Kidneys)  • Acid-Base Balance Disorders | Prof. Dr. Gül Hüray İŞLEKEL | Visually supported presentation, question-answer |
| 15.Week | General Discussion | Assoc. Prof. Dr. Ozlem GURSOY DORUK | Question-answer |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total work load (Hour) |
| In Class Activities | | | |
| Lectures | 14 | 1 | 14 |
| 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.) | 14 | 1 | 14 |
| Preparation for midterms exam | 1 | 4 | 4 |
| Preparation for final exam | 1 | 4 | 4 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 50 |
| ECTS Credits of Course |  |  | 50/25=2 |

**HEF 1051 Anatomy**

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| Department(s) Giving the Course: Faculty of Medicine | | | Department(s) Taking the Course: DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course: Anatomy II |
| Course Level: First Cycle Programmes | | | Course Code: HEF 1051 |
| Issuance/Renewal Date of the Form: 06.11.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course: Assoc. Prof. Gökşin Nilüfer DEMİRCİ |
| Prerequisite of the course:- | | | Prerequisite course for:- |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course): Assoc. Prof. Gökşin Nilüfer DEMİRCİ |
| Theory | Practice | Laboratory | National Credit of the Course:2 |
| 2 | 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:  To allow students to learn the common terminology used in the medical field, to familiarize them with the normal structure of systems in human body and organs that form these systems and teach them the structure-function relationship both in theory and practice. |
| Learning Outcomes of The Course:   1. To be able to explain the basic anatomy terminology. 2. To be able to explain the basic anatomy of the nervous system. 3. To be able to explain the basic anatomy of spinal nerves. 4. To be able to explain the basic anatomy of the movement system 5. To be able to explain the basic anatomy of the circulatory system. 6. To be able to explain the basic anatomy of the respiratory system. 7. To be able to explain the basic anatomy of the gastrointestinal system. 8. To be able to explain the basic anatomy of the urinary system. 9. To be able to explain the basic anatomy of the reproductive system. 10. To be able to explain the basic anatomy of the endocrine system. 11. To be able to explain the basic anatomy of the sense organs. |

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| Learning and Teaching Methods:  Visual presentation  Group work  Answer questions  Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) IfAvailable | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  A midterm exam creates the semester 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 | | |
| Assessment Criteria: A midterm exam creates the semester grade.  50% of the semester grade and 50% of the final exam make up the success grade. | | |
| Recommended Resources for the Course:  Sağlık Bilimlerine Yönelik Anatomi, Yazar. Doç. Dr. Nüket Göçmen Karabekir, 2019  Anatomia, Yazar: Mete Edizer, 2018, O Tıp Kitabevi, İzmir  Temel Anatomi, Yazar: Meserret Cumhur, 2. Baskı, 2011, ODTÜ yayınevi, Ankara.  Temel Nöroanatomi, Yazar: Mehmet Yıldırım, 2. Baskı, 2007, Nobel Tip Kitabevi, İstanbul.  İnsan Anatomisi 1,2, Yazar: Mehmet Yıldırım, 7. Baskı, 2012, Nobel Tip Kitabevi, İstanbul. Fonksiyonel Anatomi, Yazarlar: Meserret Cumhur, Bedia Sancak, 8. Baskı, 2014, ODTÜ yayınevi, Ankara.  Bir Bakışta Anatomi, Faiz O, Blackburn S, Moffat D, Çeviri: Büyükmumcu M, 2017, İstanbul tıp kitabevleri, İstanbul Auxiliary Resource  Netter İnsan Anatomisi Atlası, Çeviri Editörü: Meserret Cumhur, 5. Baskı, 2011, Nobel Tip Kitabevi, İstanbul. Dorland s Gray s Anatomi Sözlüğü ve Cep Atlası, Drake RL, Vogl AW, Çeviri: İlgi S, Güneş Tıp Kitabevleri, 2010 Feneis Sistematik Resimli Anatomi Sözlüğü, Dauber W, Çeviri: Yıldırım M, Marur T, Nobel Tıp Kitabevleri, 2007, İstanbul Tıbbi Terminoloji, Recep Mesut, Nobel Tıp Kitabevleri, 2011, İstanbul | | |

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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: Assoc. Prof. Gökşin Nilüfer DEMİRCİ |

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| Course Content: | | | |
| Week | Subjects | Lecturer | Training Method and Material Used |
| 1.Week | Introduction to human anatomy, terminology and common terms | Assoc. Prof. Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 2.Week | Anatomical parts of the human body | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 3.Week | Nervous system anatomy (Central nervous system: Spinal cord, brain; Peripheral nervous system: Spinal Nerves, Cranial Nerves) | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 4.Week | Nervous system anatomy (Autonomic nervous system: Sympathetic and parasympathetic nerves) | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 5.Week | Locomotor system anatomy (Skeleton, muscles, bones, joints) | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 6.Week | Heart and circulatory system anatomy | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 7. Week | Midterm Exam | Assoc. Prof.Gökşin Nilüfer DEMİRCİ |  |
| 8. Week | Respriratory system anatomy | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 9. Week | Gastrointestinal system anatomy | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 10.Week | Urinary system anatomy | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 11. Week | Reproductive system anatomy | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 12. Week | Endocrine system anatomy | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 13. Week | Sense Organs (Skin, Olfactory Organ, Taste Organ, Eye, Ear) Anatomy | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 14.Week | Genaral overview | Assoc. Prof.Gökşin Nilüfer DEMİRCİ | Visually supported presentation, question-answer |
| 15.Week |  | Assoc. Prof. Gökşin Nilüfer DEMİRCİ |  |

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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** |
| **Anatomy** | 3 | 2 | 0 | 2 | 1 | 0 | 0 | 2 | 2 | 3 | 0 | 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** |
| **Anatomy** | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12, 13 | LO 2,3,4,5,6,7,8,9,  10,11,12,13,14 |  | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12, 13 | LO 2, 3, 4, 5, 6, 7, 8, 9, 10 |  |  | LO 3, 8, 9,  10, 11,  12 | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12, 13 | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12, 13 |  |  |  |

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|  | **Table 3. Course Contents and Learning Outcomes Matrix** | | | | | | | | | | | | | | | |
|  |  | **HEF 1051 ANATOMY DERSİ COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | | | | | | | | | |
| **Week** | **Weekly Course Contents** | |  | | **Learning Outcomes of the Course** | | | | | | | | | | | |
| LO 1 | LO 2 | | LO 3 | LO4 | LO 5 | LO 6 | LO 7 | LO 8 | LO 9 | LO 10 | LO 11 | LO 12 | LO 13 |
| **1** | Introduction to human anatomy, terminology and common terms | | X | X | | X | X | X | X | X | X | X | X | X | X | X |
| **2** | Anatomical parts of the human body | | X | X | | X | X |  |  |  |  |  |  | X |  |  |
| **3** | Nervous system anatomy (Central nervous system: Spinal cord, brain; Peripheral nervous system: Spinal Nerves, Cranial Nerves) | | X | X | | X | X |  |  |  |  |  |  |  |  |  |
| **4** | Nervous system anatomy (Autonomic nervous system: Sympathetic and parasympathetic nerves) | | X | X | | X | X |  |  |  | X |  |  |  |  |  |
| **5** | Locomotor system anatomy (Skeleton, muscles, bones, joints) | | X | X | | X | X |  |  |  | X | X |  | X | X |  |
| **6** | Heart and circulatory system anatomy | | X | X | | X | X | X | X | X | X | X |  | X | X |  |
| **7** | Midterm Exam | |  | |  | | | | | | | | | | | |
| **8** | Respriratory system anatomy | | X |  | |  |  | X | X | X | X |  |  | X |  |  |
| **9** | Gastrointestinal system anatomy | | X |  | |  |  | X |  |  | X |  |  | X | X |  |
| **10** | Urinary system anatomy | | X | X | |  |  | X |  |  | X | X |  | X | X |  |
| **11** | Reproductive system anatomy | | X | X | | X | X | X | X | X | X | X |  | X | X |  |
| **12** | Endocrine system anatomy | | X |  | |  |  | X |  |  | X | X | X | X |  |  |
| **13** | Sense Organs (Skin, Olfactory Organ, Taste Organ, Eye, Ear) Anatomy | | X | X | |  |  | X |  |  |  | X | X | X | X |  |
| **14** | Genaral overview | | X |  | |  |  |  |  |  |  |  |  | X | X | X |
| **15** | Genaral overview | |  | | | | | | | | | | | | | |
|  | **FINAL EXAM** | |  | | | | | | | | | | | | | |

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| --- | --- | --- | --- |
| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| In Class Activities | | | |
| Lectures | 13 | 3 | 39 |
| 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.) | 12 | 1 | 12 |
| Preparation for midterms exam | 1 | 10 | 10 |
| Preparation for final exam | 1 | 10 | 10 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 75 |
| ECTS Credits of Course |  |  | 4 |

**HEF 1053 PHYSIOLOGY**

|  |  |  |  |
| --- | --- | --- | --- |
| Department(s) Giving the Course: Faculty of Medicine | | | Department(s) Taking the Course: Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course: Physiology |
| Course Level: First Cycle Programmes | | | Course Code: HEF 1053 |
| Issuance/Renewal Date of the Form: 06.11.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Assoc. Prof. Ferda Ulviye HOŞGÖRLER  Lecturer Dr. Sevim KANDİŞ |
| Prerequisite of the course:- | | | Prerequisite course for:- |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course): Assoc. Prof. Ferda Ulviye HOŞGÖRLER |
| Theory | Practice | Laboratory | National Credit of the Course:3 |
| 3 | 0 | 0 | ECTS Credit of the Course:3 |
| 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 provide information about basic physiological concepts, regular functioning principles of human body from cells to systems and basic physiological mechanisms on the basis of systems. |
| Learning Outcomes of The Course:  1.To be able to know general physiology concepts and cell stracture.  2. To be able to explain the physiology of the nervous system.  3.To be able to explain the physiology of the muscle physiology, contraction-relaxation process in striated and smooth muscle  4.To be able to explain the physiology of the heart and circulation system  5.To be able to explain the physiology of the blood and components  6.To be able to explain the physiology of the respiratory system  7.To be able to explain the physiology of the gastrointestinal system  8.To be able to explain the physiology of the urinary system  9.To be able to explain the physiology of the reproductive system  10.To be able to explain the regulatory role of endocrine system and the effects of main hormones  11.To be able to know the physiological functioning of sense organs (tactile sense, olfactory sense, tasting, vision, hearing) |

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| Learning and Teaching Methods:  Visual supported presentations Brainstorming Question-Answer |

|  |  |  |
| --- | --- | --- |
| Assessment Methods:  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course) | | |
|  | Mark as (X) IfAvailable | Percentage (%) |
| Intra-Semester / Semester-End Studies |  |  |
| 1st Midterm Exam | X | %50 |
| Application |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods:  Two midterm exam grades make up the semester grade. It constitutes 50% of the semester grade and 50n 50% of the final exam. | | |
| 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. 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 2. Özgünen T (Çev. Edt.) (2014) Vander İnsan Fizyolojisi, Güneş Tıp Kitabevi, İstanbul 3. Berns RM, Levy MN, Koeppen BM, Stantonl BA (Edit), Türk Fizyolojik Bilimler Derneği (Çev. Edt.) (2008), Fizyoloji, Güneş Tıp Kitabevi, İstanbul Peker T (Çev. Edt.) (2014) Hemşirelik Öğrencileri İçin Anatomi ve Fizyolojinin Temelleri, Güneş Tıp Kitabevi, İstanbul 4. Boron WF, Boulpaep EC (2012) Medical Physiology, 2. Edition, Sounders Elsevier, ABD. | | |

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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:  Asistant Prof. Ulviye Ferda HOŞGÖRLER |

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| --- | --- | --- | --- |
| Course Content: | | | |
| Week | Subjects | Lecturer | Training Method and Material Used |
| 1.Week | Introduction to physiology, homeostasis mechanisms  Cell physiology | Lecturer Dr. Sevim KANDİŞ | Visual supported presentations Brainstorming Question-Answer |
| 2.Week | Transport of substances across the cell membrane  Resting membrane potential, action potential | Lecturer Dr. Sevim KANDİŞ | Visual supported presentations Brainstorming Question-Answer |
| 3.Week | Nervous system physiology | Lecturer Dr. Sevim KANDİŞ | Visual supported presentations Brainstorming Question-Answer |
| 4.Week | Muscle physiology | Lecturer Dr. Sevim KANDİŞ | Visual supported presentations Brainstorming Question-Answer |
| 5.Week | Heart and circulatory system physiology | Lecturer Dr. Sevim KANDİŞ | Visual supported presentations Brainstorming Question-Answer |
| 6.Week | Respiratory system physiology | Lecturer Dr. Sevim KANDİŞ | Visual supported presentations Brainstorming Question-Answer |
| 7. Week | Midterm | Assoc. Prof. Ferda Ulviye HOŞGÖRLER |  |
| 8. Week | Blood and components physiology | Assoc. Prof. Ferda Ulviye HOŞGÖRLER | Visual supported presentations Brainstorming Question-Answer |
| 9. Week | Gastrointestinal system physiology | Assoc. Prof. Ferda Ulviye HOŞGÖRLER | Visual supported presentations Brainstorming Question-Answer |
| 10.Week | Urinary system physiology | Assoc. Prof. Ferda Ulviye HOŞGÖRLER | Visual supported presentations Brainstorming Question-Answer |
| 11. Week | Reproductive system physiology | Assoc. Prof. Ferda Ulviye HOŞGÖRLER | Visual supported presentations Brainstorming Question-Answer |
| 12. Week | Endocrine system physiology | Assoc. Prof. Ferda Ulviye HOŞGÖRLER | Visual supported presentations Brainstorming Question-Answer |
| 13. Week | Sense organs physiology (general senses, smell and taste) | Assoc. Prof. Ferda Ulviye HOŞGÖRLER | Visual supported presentations Brainstorming Question-Answer |
| 14.Week | Physiology of Sensory Organs (vision, hearing) | Assoc. Prof. Ferda Ulviye HOŞGÖRLER | Visual supported presentations Brainstorming Question-Answer |
| 15.Week | General Overview | Assoc. Prof. Ferda Ulviye HOŞGÖRLER | 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** |
| **Physiology** | 3 | 2 | 0 | 2 | 1 | 0 | 0 | 2 | 2 | 3 | 0 | 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** | |
| **Physiology** | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12 | LO 1, 4 |  | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12 | LO 1 |  |  | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12 | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12 | LO 1,2,3,4,5,6, 7, 8, 9, 10, 11, 12 |  |  |  | |

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| **Table 3. Course Contents and Learning Outcomes Matrix** | | | | | | | | | | | | | |
|  | **HEF 1053 PHYSIOLOGY COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | | | | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | | | | | | | | |
| LO 1 | LO 2 | LO 3 | LO4 | LO 5 | LO 6 | LO 7 | LO 8 | LO 9 | LO 10 | LO 11 | LO 12 | |
| **1** | Introduction to physiology, homeostasis mechanisms  Cell physiology | X |  |  |  |  |  |  |  |  |  |  |  | |
| **2** | Transport of substances across the cell membrane  Resting membrane potential, action potential | X | X |  |  |  |  |  |  |  |  |  |  | |
| **3** | Nervous system physiology | X | X | X |  |  |  | X | X |  |  |  |  | |
| **4** | Muscle physiology | X | X | X | X |  |  | X |  |  |  |  |  | |
| **5** | Heart and circulatory system physiology | X | X | X | X | X | X | X |  |  |  |  |  | |
| **6** | Respiratory system physiology | X | X |  |  |  | X |  |  |  |  |  |  | |
| **7** | Midterm |  | | | | | | | | | | | | |
| **8** | Blood and components physiology | X | X |  |  |  | X | X |  |  |  |  |  | |
| **9** | Gastrointestinal system physiology | X | X |  |  |  |  |  | X |  |  |  |  | |
| **10** | Urinary system physiology | X | X |  |  |  |  | X |  | X |  |  |  | |
| **11** | Reproductive system physiology | X | X |  |  |  |  |  |  |  | X |  |  | |
| **12** | Endocrine system physiology | X |  | X |  |  | X | X | X | X | X | X |  | |
| **13** | Sense organs physiology (general senses, smell and taste) | X | X |  |  |  |  |  |  |  |  |  | X | |
| **14** | Physiology of Sensory Organs (vision, hearing) | X | X |  |  | X |  |  |  |  |  |  | X | |
| **15** | General Overview |  | | | | | | | | | | | | |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total work load (Hour) |
| In Class Activities | | | |
| Lectures | 13 | 3 | 39 |
| 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.) | 13 | 1 | 13 |
| Preparation for midterms exam | 1 | 9 | 9 |
| Preparation for final exam | 1 | 10 | 10 |
| Web browsing and library work |  |  |  |
| Reading |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 73 |
| ECTS Credits of Course |  |  | 3 |

**HEF 1055 BASIC COMMUNICATION SKILLS**

**COURSE SYLLABUS FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **Offered by:** Faculty of Nursing | | | **Offered to:** Faculty of Nursing |
| **Name of the Department:**  Nursing | | | **Course Name:**  Basic Communication Skills |
| **Course Level:** Bachelor | | | **Course Code:** HEF 1055 |
| **Form Submitting/Renewal Date:** 17.09.2024 | | | **Course Status:** Compulsory |
| **Language of Instruction:** Turkish | | | **Instructor/s:**  Professor Zekiye Çetinkaya Duman  Professor Neslihan Günüşen  Associate Prof. Burcu Akpınar Söylemez  Associate Prof Sibel Coşkun Badur  Dr. Gülsüm Zekiye Tuncer  Dr. Eda Ayten Kankaya  Dr. Nazife Gamze Özer Özlü |
| **Prerequisite: -** | | | **Prerequisite to:** - |
| **Weekly Course Hours:** 2 | | | **Course Coordinator:**  Associate Prof. Burcu Akpınar Söylemez |
| Theory | Application | Laboratory | **National Credit: 3** |
| 2 | - | 2 | **ECTS Credit: 3** |

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| **Course Objective:**  The aim of this course is to educate nurses who are able to understand the importance of therapeutic relationship and communication, to gain self-awareness and to develop basic communication skills, to understand the responses to health and disease and to use communication skills effectively. |
| **Learning Outcomes:**  LO 1. The student knows the importance of communication and the factors affecting it.  LO 2. The student knows and applies basic communication skills and interview techniques.  LO 3. The student knows and applies communication techniques and approaches appropriate to the needs of the individual in special situations.  LO 4. The student develops skills of self-knowledge and assertiveness.  LO 5. The student gains the ability to comprehend the importance of feedback, to receive and give feedback.  LO 6. The student gains critical thinking, reflective thinking skills. |

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| **Learning and Teaching Strategies:** Class participation, lecture, presentation, discussion, question-answer, case study, role playing, watching videos  **Assessment Methods:** f needed, other assessment methods can be added to the table given below. |

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| --- | --- | --- |
|  | If used, check as (X). | Grading (%) |
| **Semester Requirements** |  |  |
| **Mid-term exam** | X | 50% |
| **Quiz** |  |  |
| **Homework Assignments/**  **Presentation** |  |  |
| **Projects** |  |  |
| **Laboratory work** | X | 50% |
| **Final Exam** | X | 50% |
| **Practice** |  |  |
| **Assessment Criteria:** Midterm grade: It is the sum of 50% of the midterm exam grade + 50% of the lab grade.  Course Success Grade: 50% of the semester grade + 50% of the final or make-up exam grade will be determined as the course success grade. Minimum course grade: 60 out of 100 full grades.  Minimum Final and make-up exam grade: Must be at least 50 out of 100 full grades. | | |
| **Evaluation Criteria:**  In exams; interpretation, remembering, decision-making, explanation, classification, information gathering skills will be evaluated. | | |

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| **Textbook(s)/References/Materials:**   1. Arnold, E.C., Underman Boggs, K. (2016). Interpersonal relationship: professional communication skills for nurses. Elsevier, USA. 2. Kocaman, N. (2010). Sağlık bakım profesyonelleri ve hasta iletişimi. Klinik Beceriler: Sağlığın Değerlendirilmesi, Hasta Bakım ve Takibi. 161-195. 3. Sheldon, F.K., Foust, J. (2013). Communication for nurses: talking with patients. Jones & Barlet company. USA. 4. Riley, J.B., (2012). Communication in Nursing. Elsevier, Mosby, USA. 5. Sully, P. (2010). Essential Communication Skills for Nursing and Midwifery. Mosby Elsevier. 6. Fakhr-Movahedi A, Salsali M, Negarandeh R, Rahnavard Z. (2011). Exploring contextual factors of the nurse-patient relationship: A qualitative study. *Koomesh,* 13(1): 23-34. 7. Üstün, B., Demir, S. (Ed). (2019). Hemşirelikte İletişim. Akademi Basın ve Yayıncılık, İstanbul. 8. Üstün B. Akgün E. Partlak N (2005) Hemşirelikte İletişim Becerileri Öğretimi. Akademi Basın ve Yayıncılık. 9. Yılmaz M. (2020). Sağlık Profesyonelleri İçin İletişim. Akademisyen Kitapevi. Ankara 10. Okanlı A., Gürhan N. (2017). Yaşamın Sırrı İletişim. Ankara Nobel Tıp Kitabevi. Ankara |
| **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. |
| |  |  |  |  | | --- | --- | --- | --- | | **Week** | **Topics** | **Instructor** |  | |  | Introduction to the course | Associate Prof. Burcu Akpınar Söylemez | Lecture, question and answer | |  | The concept and importance of communication Factors affecting communication | Dr. Gülsüm Zekiye Tuncer | Lecture, question and answer, case study, watching video | |  | The Perception / Prejudice | Associate Prof Sibel Coşkun Badur | Lecture, question and answer, awareness exercise | |  | Self-knowledge, awareness and improving awareness | Dr. Eda Ayten Kankaya | Lecture, question and answer, case study, role play, watching video | |  | Basic communication skills | Associate Prof Sibel Coşkun Badur | Lecture, question and answer, case study, role play | |  | Empathy | Professor Neslihan Günüşen | Lecture, question and answer, case study, role play, watching video | |  | Midterm |  |  | |  | Interview techniques | Associate Prof. Burcu Akpınar Söylemez | Lecture, question and answer, case study, role play | |  | Therapeutic relationship | Prof. Zekiye Ç. Duman | Lecture, question and answer, case study, role play | |  | Approach to the angry individual | Prof. Zekiye Ç. Duman | Lecture, question and answer, case study, role play | |  | Communication in special cases | Associate Prof. Burcu Akpınar Söylemez | Lecture, question and answer, case study, role play | |  | Approach to the anxious individual | Professor Neslihan Günüşen | Lecture, question and answer, case study, role play | |  | Behaviours affecting communication, assertiveness | Dr. Gülsüm Zekiye Tuncer | Lecture, question and answer, case study, role play | |  | Giving and receiving feedback Saying no, Making a request | Prof. Zekiye Ç. Duman | Lecture, question and answer, case study, role play, | |  | Reflection  Evaluation of the course | Prof. Zekiye Ç. Duman | Lecture, question and answer, case study, role play |   **Contact Details for the Instructor:** Associate Prof. Burcu Akpınar Söylemez, 0 232 412 47 83, burcu.akpinar@deu.edu.tr |

**Table 1. Contribution of course learning outcomes to program 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** |
| Basic Communication Skills | 3 | 0 | 3 | 2 | 3 | 0 | 3 | 3 | 3 | 2 | 0 | 0 | 0 |

**Table 2. Relation of Course Learning Outcomes and Program 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** |
| Basic Communication Skills LO (1-6) | LO 1, 2, 3, 4, 5, 6 | LO  2, 3, 5 |  | LO 1, 2, 3, 4, 5, 6 | LO 1, 2, 3, 4, 5, 6 | LO 1, 2, 3, 4, 5, 6 | LO 1, 2, 4, 5, 6 | LO 1, 2, 3, 4, 5, 6 | LO 1, 2, 3, 4, 5, 6 | LO 1, 2, 3, 4, 5, 6 | LO 4, 5, 6 | LO 3, 4, 6 |  |

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| **ECTS Table** | | | |
| **Course Activities** | Number | Duration  (hour) | Total Workload  (hour) |
| **In Class Activities** | | | |
| Lectures | 14 | 2 | 28 |
| Labratory | 14 | 2 | 28 |
| **Exams** | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Ouiz etc. |  |  |  |
| **Out Class activities** | | | |
| Preparation before/after weekly lectures |  |  |  |
| Preparation for Mid-term Exam | 1 | 9 | 9 |
| Preparation for Final Exam | 1 | 8 | 8 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| **Total Work Load (hour):77/25** |  |  |  |
| **ECTS Credits of Course=** 3 ECTS |  |  |  |

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|  | **HEF 1055 BASIC COMMUNICATION SKILLSCOURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | |
| **Week** |  | **Learning Outcomes:** | | | | |  |
| 1. Knowing the importance of communication and the factors affecting it | 1. Knowing and applying basic communication skills and interview techniques | 1. To be able to know and apply communication techniques and approaches suitable for the needs of the individual in special situations | 1. Developing self-knowledge and assertive skills | 1. Understanding the importance of feedback, gaining the ability to give and receive feedback | 1. Critical thinking, gaining reflective thinking skills |
| **1** | Introduction of the course  The concept of communication and its importance  -Factors affecting communication | X | X |  |  |  |  |
| **2** | -Perception/Bias | X | X |  | X |  | X |
| **3** | Developing self-knowledge, awareness and awareness |  |  |  | X |  |  |
| **4** | Basic communication skills |  | X |  |  |  |  |
| **5** | Empathy |  | X |  |  |  |  |
| **6** | Interview techniques |  | X |  |  | X |  |
| **7** | - Behaviors that affect communication,  -Assertiveness  - Give and receive feedback | X |  |  | X | X |  |
| **8** | MIDTERM EXAM | **X** | **X** | **X** | **X** | **X** | **X** |
| **9** | -Don't say no,  -Making a request |  |  | X | X |  |  |
| **10** | Communication in special situations (approach to crying, visually and speech-impaired and elderly individuals) |  |  | X |  |  |  |
| **11** | Approach to the anxious individual |  |  | X |  |  |  |
| **12** | Approach to the angry individual |  |  | X |  |  |  |
| **13** | Therapeutic relationship | **X** |  | X |  |  |  |
| **14** | -Reflect  -Evaluation of the course |  |  |  |  |  | X |
|  | **LAB** | **X** | **X** | **X** | **X** | **X** | **X** |
|  | **FINAL EXAM** | **X** | **X** | **X** | **X** | **X** | **X** |

**ATA 1001 PRINCIPLES OF ATATURKAND HISTORY OF THE TURKISH REVOLUTION**

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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 I | | | | | |
| Course Level: First Cycle Programmes | | | | | Course Code: ATA 1001 | | | | | |
| Issuance/Renewal Date of the Form: 06.11.2024 | | | | | Course type: Compulsory | | | | | |
| Language of the course: Turkish | | | | | Instructor(s) of the course:Lecturer Dr. İbrahim ŞAHİN | | | | | |
| Prerequisite of the course: | | | | | Prerequisite course for:- | | | | | |
| Weekly course hours:2 | | | | | Course Coordinator (Responsible for registers to the course):Lecturer Dr. İbrahim ŞAHİN | | | | | |
| 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:  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 politcal, economical, militarial 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 |
| 1.Week | | | | | State, Monarchy, Oligarchy, Republic, Laicism, Democracy, Insurrection, Revolution, Nation-State | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 2.Week | | | | | Feudalism, Crusades, Age of Geography, Renaissance and Reformation Movements, French Revolution, Industrial Revolution | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 3.Week | | | | | Ottoman Modernisation | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 4.Week | | | | | Competition that happened in international arena from 19th century to 20th century and its reflection to the Ottoman Empire | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 5.Week | | | | | Imperialism, colonialism, nationalism and formation of blocs in the process which goes to the Great War | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 6.Week | | | | | Tripoli and Balkan Wars | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 7. Week | | | | | Midterm Exam | | | | | |
| 8. Week | | | | | Great War and the Ottoman Empire | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 9. Week | | | | | Moudros Armistice Treaty and occupation process | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 10.Week | | | | | Glance of Mustafa Kemal to the existing situation | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 11. Week | | | | | Developments that happened during the National Struggle period | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 12. Week | | | | | Mudanya Armistice Treaty | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 13. Week | | | | | Lausanne Peace Treaty | | | Lecturer Dr. İbrahim ŞAHİN | | Presentation, expression |
| 14.Week | | | | | Course overall evaluation - feedback | | | Lecturer Dr. İbrahim ŞAHİN | |  |

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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** |
| **Principles of Ataturk And History of The Turkish Revolution I** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 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** |
| **Principles of Ataturk And History of The Turkish Revolution I** |  |  |  |  |  |  |  |  |  | LO 1,2,3,4,5,6 |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 3. Course Contents and Learning Outcomes Matrix** | | | | | | | |
|  | **ATA 1001 ATA 1001 PRINCIPLES OF ATATURK AND HISTORY OF THE TURKISH REVOLUTION I COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | |
| LO 1 | LO 2 | LO 3 | LO4 | LO 5 | LO 6 |
| **1** | State, Monarchy, Oligarchy, Republic, Laicism, Democracy, Insurrection, Revolution, Nation-State | X | X | X |  |  |  |
| **2** | Feudalism, Crusades, Age of Geography, Renaissance and Reformation Movements, French Revolution, Industrial Revolution | X | X | X |  |  |  |
| **3** | Ottoman Modernisation | X | X | 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 | X |  |  |  |
| **5** | Imperialism, colonialism, nationalism and formation of blocs in the process which goes to the Great War | X | X | X | X | X |  |
| **6** | Tripoli and Balkan Wars | X | X | X | X | X |  |
| **7** | Midterm Exam |  | | | | | |
| **8** | Great War and the Ottoman Empire | X | X | X | X | X | X |
| **9** | Moudros Armistice Treaty and occupation process | X | X | X | X | X | X |
| **10** | Glance of Mustafa Kemal to the existing situation | X | X | X | X | X | X |
| **11** | Developments that happened during the National Struggle period | X | X | X | X | X | X |
| **12** | Mudanya Armistice Treaty | X | X | X | X | X | X |
| **13** | Lausanne Peace Treaty | X | X | X | X | X | X |
| **14** | Course overall evaluation - feedback | X | X | X | X | X | X |
| **15** | Course overall evaluation |  | | | | | |
|  | **FINAL EXAM** |  | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |

**KPD 1000 THE OFFICE OF CAREER PLANNING AND ALUMNI RELATIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Offered by:** | | | **Offered to:** |
| **Name of the Department:** **The Office Of Career Planning And Alumni Relations** | | | **Course Title:** Career Planning |
| **Course Level:** Undergraduate | | | **Course Code:**  KPD1000 |
| **Form Submitting/Renewal Date:** | | | **Course Status: Obligatory** |
| **Language of Instruction:** | | | **Instructor:** |
| **Prerequisite** | | | **Prerequisite to:**  - |
| **Weekly Course Hours:**  1 | | | **Course Coordinator: Prof. Diğdem M. Siyez** |
| Theory | **Application** | Laboratory | **National Credit: 1** |
| 1 | 0 | 0 | **ECTS Credit: 2** |

|  |
| --- |
| **Course Objective:**  The primary purpose of the course is to improve associate degree learners' career awareness, to make them aware of the expectations and dynamics of business life, to increase their employability by supporting their personal and professional development |
| **Learning Outcomes:**  1- Be able to understand career and related concepts, individual career planning process and its importance  2- Be able to have self-awareness,  3- Be able to understand career options,  4- Be able to grasp future professions and competencies,  5- Be able to use self-expression and communication skills effectively,  6- Be able to apprehend the importance of social capital and professional relationship networks  7- Be able to reach the right resources and use the resources effectively in the career planning process. |

|  |
| --- |
| Learning and Teaching Strategies:  Lectures, discussions, role playing, case studies, questionnaires, tests, inventory etc. |

|  |  |  |
| --- | --- | --- |
| **Assessment Methods: SUCCESSFUL / UNSUCCESSFUL** | | |
|  | If applicable mark (X) | Percentage (%) |
| **Term / End of Term Activities** |  |  |
| **Midterm Exam** |  |  |
| **Quizzes** |  |  |
| **Paper/Presentation** |  |  |
| **Paper/Presentation** |  |  |
| **Project Exam** |  |  |
| **Laboratory** |  |  |
| **Final Exam** |  |  |
| **Explanations related to assessment methods**  In order to be successful in this course, assignments related to the following five criteria must be uploaded to the OnlineDEU learning management system:  1. Complete the career-related pre-test and post-test inventory and upload the feedback message to the assignments in OnlineDEU  2. Create a CBIKO Talent Gateway Online Platform Profile and upload the screenshot to assignments in OnlineDEU  3. Completing Linkedin Profiling and Career Goal Setting trainings at BTK Academy and uploading 2 certificates to assignments in OnlineDEU  4. Participate in at least five (5) of the Career Pathway Programs / career events and upload the event participation form to the system from the assignments tab  5. Complete the course evaluation questionnaire and upload it to assignments in OnlineDEU | | |

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| **Textbooks/References/Materials:**  Yena D. J. (2022). Kariyer yönetimi: İdeal kariyeriniz için yeni yollar (Çev ed. D. Siyez). Ankara: Nobel | | |
| **Course Policies and Rules:**  1. Attending at least 70 percent of lectures is mandatory. 2. Plagiarism of any type will result in disciplinary action. 3. Participation in class discussions is required. | | |
| **Contact Details for the Instructor: kariyerplanlama@deu.edu.tr** | | |
| Office Hours: | | |
| **Course Outline:** | |  |
| **Week** | **Topics** | **Notes** |
| **1** | The purpose and scope of the career planning course |  |
| **2** | Career related concepts and changing nature of career |  |
| **3** | Getting to know yourself |  |
| **4** | Personal future design |  |
| **5** | Profession and competencies of the future, soft competencies |  |
| **6** | Basic communication skills |  |
| **7** | Management of professional relationship networks |  |
| **8** | CV and cover letter preparation, effective interview techniques |  |
| **9** | Career in the public sector |  |
| **10** | Career in the private sector |  |
| **11** | Entrepreneurship career |  |
| **12** | Academic career |  |
| **13** | Career in NGOs |  |
| **14** | Career planning course term evaluation and future action plan |  |

**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** |
| Career Planning | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 2 |

**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** |
| Career Planning |  | LO  1 |  | LO  2 |  |  |  |  | LO  1,3,4,  5 |  | LO  1,5 |  | LO  2,4 |

|  |  |  |  |
| --- | --- | --- | --- |
| **ECTS Table:** | | | |
| **Course Activities** | Number | Duration  (hour) | Total work load  (hour) |
| **In Class Activities** | | | |
| Theoretical | 14 | 1 | 14 |
| Application |  |  |  |
| **EXAMS** | | | |
| Final Exam |  |  |  |
| Midterm Exam |  |  |  |
| Quizzes |  |  |  |
| **Out Class Activities** | | | |
| Pre Class-Self Study | 14 | 1 | 14 |
| Midterm Preparation |  |  |  |
| Final Preparation |  |  |  |
| Quiz Preparation |  |  |  |
| Paper Preparation | 3 | 2 | 6 |
| Research Presentation |  |  |  |
| Others (Please indicate) |  |  |  |
| Participation orientation program | 1 | 2 | 2 |
| Participation seminars | 5 | 2 | 10 |
| Participation career activies | 2 | 2 | 4 |
|  |  |  |  |
| **Total work load (hour )** |  |  | 50 |
| ECTS Credits of the Course= |  |  | 50/25 |
| Total Work Load (hour) / 25 |  |  | 2 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **KPD 1000 Career Planning - Course Content and Learning Outcomes Matrix** | | | | | | | |
| **Week** | **Topics** | **Learning Outcomes** | | | | | | |
| 1. Be able to understand career and related concepts, individual career planning process and its importance | 2. Be able to have self-awareness | 3. Be able to understand career options | 4. Be able to grasp future professions and competencies | 5. Be able to use self-expression and communication skills effectively | 6. Be able to apprehend the importance of social capital and professional relationship networks | 7. Be able to reach the right resources and use the resources effectively in the career planning process |
| 1 | The purpose and scope of the career planning course | X | X | X | X | X | X | X |
| 2 | Career related concepts and changing nature of career | X | X | X | X |  | X |  |
| 3 | Getting to know yourself | X | X | X |  | X |  |  |
| 4 | Personal future design |  | X | X | X |  | X | X |
| 5 | Profession and competencies of the future, soft competencies | X | X |  | X | X | X | X |
| 6 | Basic communication skills | X | X |  |  | X |  |  |
| 7 | Management of professional relationship networks | X |  |  |  | X | X |  |
| 8 | CV and cover letter preparation, effective interview techniques | X | X | X | X | X |  | X |
| 9 | Career in the public sector | X | X | X | X | X | X | X |
| 10 | Career in the private sector | X | X | X | X |  |  | X |
| 11 | Entrepreneurship career | X | X | X | X | X | X | X |
| 12 | Academic career | X | X | X | X | X | X | X |
| 13 | Career in NGOs | **X** | X | X |  | X | X |  |
| 14 | Career planning course term evaluation and future action plan | X | X | X | X |  | X | X |
|  | **DÖNEM ÖDEVLERİ** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**TDL 1001 TURKISH LANGUAGE**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 I |
| Course Level: First Cycle Programmes | | | Course Code: TDL 1001 |
| Issuance/Renewal Date of the Form: 06.11.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Lecturer Gülece BİLEN |
| Prerequisite of the course:  - | | | Prerequisite course for:- |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course):  Lecturer Gülece BİLEN |
| 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:  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. 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 |

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| 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 | 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. | | |

|  |
| --- |
| 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 |

|  |
| --- |
| 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: |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Content: | | | | | | |
| Week | Subjects | Lecturer | | | Training Method and Material Used | |
| 1.Week | Introduction to the objective, principles and subjects of the Turkish Language Course | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 2.Week | The significance of language in society | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 3.Week | The significance of the Turkish Language among the world languages. | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 4.Week | The historical eras of the Turkish Language. | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 5.Week | The current situation of Turkish Language and the regions of spread. | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 6.Week | Spelling rules and implementation. | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 7. Week | Midterm Exam. | Lecturer Gülece BİLEN | | |  | |
| 8. Week | Punctuation marks and implementation | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 9. Week | Turkish Phonetics and classification. | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 10.Week | Turkish Phonology. | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 11. Week | The Features Turkish Phonetics. | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 12. Week | General information about essay writing. | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 13. Week | Expression styles in essay writing. | Lecturer Gülece BİLEN | | | Presentation, expression | |
| 14.Week | General evaluation of term topics. | Lecturer Gülece BİLEN | | | Presentation, expression | |
|  |  |  | | |  | |
| ECTS Table: | | | | | | |
| Course activities | | | Number | Duration  (Hour) | | Total work load (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 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| **Turkish Language I** | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 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** |
| **Turkish Language I** |  |  | LO 1,3,4,5 |  |  |  |  |  |  | LO 1, 2, 3, 4, 5, 6 |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 3. Course Contents and Learning Outcomes Matrix** | | | | | | |
|  | **TDL 1001 TURKISH LANGUAGE COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | |
| LO 1 | LO 2 | LO 3 | LO4 | LO 5 |
| **1** | Introduction to the objective, principles and subjects of the Turkish Language Course | X | X | X | X | X |
| **2** | The significance of language in society | X | 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 |  |  | X |
| **5** | The current situation of Turkish Language and the regions of spread. | X | X |  |  | X |
| **6** | Spelling rules and implementation. | X |  | X | X | X |
| **7** | Midterm Exam. |  | | | | |
| **8** | Punctuation marks and implementation | X |  | X | X | X |
| **9** | Turkish Phonetics and classification. | X |  | X | X | X |
| **10** | Turkish Phonology. | X |  | X | X | X |
| **11** | The Features Turkish Phonetics. | X |  | X | X | X |
| **12** | General information about essay writing. | X |  | X | X | X |
| **13** | Expression styles in essay writing. | X |  |  | X | X |
| **14** | General evaluation of term topics. | X | X | X | X | X |
| **15** | Course overall evaluation |  | | | | |
|  | **FINAL EXAM** |  | | | | |

**YDL 1007 FOREIGN LANGUAGE**

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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 I (English) |
| Course Level: First Cycle Programmes | | | Course Code: YDL 1007 |
| Issuance/Renewal Date of the Form:  06.11.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Instructor Melike OZBEYLI |
| Prerequisite of the course:  - | | | Prerequisite course for:- |
| Weekly course hours:2 | | | Course Coordinator (Responsible for registers to the course):  Instructor Melike OZBEYLI |
| 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. 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 |

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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 |
| 1.Week | Unit7A- 7 B Voc: state verbs, business and trade Gr: simple and continious aspects; activitiy and stare verbs | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 2.Week | Unit 7C- 7D Voc: the internet; prefixes, on the phone Gr: present perfect simple and present perfect continious Ls: making plans onthe phone | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 3.Week | Unit 8A- 8B Voc: dealing with money, phrasal verbs: money Gr: wishes1; I hope....; it is time..... | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 4.Week | Unit 8C -Unit 8D Voc: synonmy, Gr: wishes2; should have. Ls: UK and USA tipping habits | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 5.Week | Unit 9A-B Voc: the cinema, entertainment adjectives, Gr: the passive, as, like, such as, so, such | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 6.Week | Unit 9C-D Voc: homonyms Gr: review of the units Ls: arranging an evening out. | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 7. Week | Midterm Exam | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 8. Week | Unit 10A-B Voc: household jobs Gr: have/get sth done, get somebody to do sth, do sth yourself | Instructor Melike OZBEYLI |  |
| 9. Week | Unit 10C-D Voc: compound nouns and adjectives Gr: quantifiers Ls: why men lie and women cry | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 10.Week | Unit 11A-B Voc: work collocations, business collocations Gr: descrbing future events; future perfect | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 11. Week | Unit 11C-D Voc: reporting verbs, advertising Gr: reported speech Ls: two friends arranging to meet. | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 12. Week | Unit 12A-B Voc: colloquial words/ phrases, news collocations Gr: modal verbs2 , deduction in the present and the past | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 13. Week | Unit 12C Voc. things and places at an airport Gr. positive and negative, have you ever... questions and short answers Ls : questions on phone | Instructor Melike OZBEYLI | Lectures, Communicative approach, Question-answer |
| 14.Week | General review | Instructor Melike OZBEYLI | Question-answer |
| 15.Week | General review | Instructor Melike OZBEYLI | 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** |
| **Foreign Language I (English)** | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 |

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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** |
| **Foreign Language I (English)** |  |  | LO 1, 2, 3, 4, 5 |  |  |  |  |  |  | LO 1, 2, 3, 4, 5 |  |  | LO 1, 2, 3, 4, 5 |

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| **Table 3. Course Contents and Learning Outcomes Matrix** | | | | | | |
|  | **YDL 1007 FOREIGN LANGUAGE (ENGLISH) COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | |
| LO 1 | LO 2 | LO 3 | LO4 | LO 5 |
| **1** | Unit7A- 7 B Voc: state verbs, business and trade Gr: simple and continious aspects; activitiy and stare verbs | X | X | X | X | 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 | X | X | X |
| **3** | Unit 8A- 8B Voc: dealing with money, phrasal verbs: money Gr: wishes1; I hope....; it is time..... | X | X | X | X | X |
| **4** | Unit 8C -Unit 8D Voc: synonmy, Gr: wishes2; should have. Ls: UK and USA tipping habits | X | X | X | X | X |
| **5** | Unit 9A-B Voc: the cinema, entertainment adjectives, Gr: the passive, as, like,such as, so, such | X | X | X | X | X |
| **6** | Unit 9C-D Voc: homonyms Gr: review of the units Ls: arranging an evening out. | X | X | X | X | X |
| **7** | Midterm Exam |  | | | | |
| **8** | Unit 10A-B Voc: household jobs Gr: have/get sth done, get somebody to do sth, do sth yourself | 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 | X | X | X | X |
| **12** | Unit 12A-B Voc: colloquial words/ phrases, news collocations Gr: modal verbs2 , deduction in the present and the past | X | X | X | X | 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 | X |  | X | X |
| **14** | General review |  | | | | |
| **15** | General review |  | | | | |
|  | **FINAL EXAM** |  | | | | |

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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 |

**TBT 1001 BASIC INFORMATION TECHNOLOGY**

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| Department(s) Giving the Course: Basic Information Technology | | | Department(s) Taking the Course: DEU Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course: Basic Information Technology |
| Course Level: First Cycle Programmes | | | Course Code: TBT 1001 |
| Issuance/Renewal Date of the Form: 06.11.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:Assoc. Prof. Dr. Ozlem KIREN GURLER |
| Prerequisite of the course:- | | | Prerequisite course for:- |
| Weekly course hours:4 | | | Course Coordinator (Responsible for registers to the course): Assoc. Prof. Dr. Ozlem KIREN GURLER |
| Theory | Practice | Laboratory | National Credit of the Course: - |
| 2 | 0 | 2 | ECTS Credit of the Course:3 |
| THIS TABLE WILL BE TRANSFERRED FROM THE REGISTAR’S OFFICE AUTOMATION SYSTEM. | | | |
| Course Objective:  This course related with information technology, information systems and computers. In this course, basic information such as how to use computer and information technologies, is given to learners. Also this course is interested in Office tools that learners need in real life applications. | | | |
| Learning Outcomes of The Course:  1.The student can have basic information about computers and their hardwares  2.The student can have basic information about operating systems  3.The student can have information about the functions of the Microsoft Office Word program  4.The student can have information about the functions of the Microsoft Office Excel program  5.The student can have information about the functions of the Microsoft Office Power Point program  6.The student can obtain the skill of using the Microsoft Office Word program efficiently  7.The student can obtain the skill of using the Microsoft Office Excel program efficiently  8.The student can obtain the skill of using the Microsoft Office Power Point program efficiently  9.The student can access to information via internet  10.The student can communicate via internet | | | |
| Learning and Teaching Methods:  Presentation, laboratory work, homework preparation, question and 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) IfAvailable | 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 | | |
| 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: | | |
| 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 | Subjects | Lecturer | Training Method and Material Used |
| 1.Week | Orientation week Publicity of the computer laboratory | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 2.Week | Course content and share of objectives Profession of Nursing and use of information technologies Computer history How does the computer function (Hardware-Software) Components that comprise the computer Publicity of the operating systems used on the computer (MS-DOS, Windows) Use of keyboard and mouse | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 3.Week | Publicity of the Windows operating systems and basic operations Start menu Task keys Publicity of desktop symbols/Control panel elements Monitor settings Use of communication boxes Use of disks Use of CDs (Expansion of Mpeg-Jpeg-Tiff-Avi files.) Use of Flash Memory, Portable Hard Disks (Formatting, copying, virus scanning) Frequent Problems and Solution Suggestions | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 4.Week | Cont. basic functions of Windows Use of menus Opening, naming, selecting, creating, dragging, copying a file, folder Recycle bin Receiving help Windows explorer Tool bars Status bars Frequent Problems and Solution Suggestions | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 5.Week | Publicity of the Basic Functions of MS WORD (Tool bars) Creating, formatting, saving, printing documents, making the page setup, using forms | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 6.Week | Cont. MS WORD Practices aimed at enriching the text features (Use of tool bars such as typefaces, bullets, etc.) Table formation Use of drawing object Word Art Frequent Problems and Solution Suggestions | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 7. Week | Midterm Exam | | |
| 8. Week | Introduction to the internet and www Pages related to nursing Search engines Databases used for nursing E-mail programs and their use Video and audio transmission programs | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 9. Week | Publicity of the online databases of library Access to the nursing literature Saving and downloading the knowledge Scanning the Web Access to information on databases Correspondence with groups Frequent Problems and Solution Suggestions | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 10.Week | Publicity of the basic functions of MS Excel Working environment Data entry, formulas, numbers, texts Data organization, use of tool bars | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 11. Week | MS Excel Database operations Processing and arraying a list Frequent Problems and Solution Suggestions | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 12. Week | Publicity of the basic functions of MS Power Point Slide design Saving the slides | Assoc. Prof. Dr. Ozlem KIREN GURLER | Presentation, laboratory work, homework preparation, question and answer |
| 13. Week | Cont. Power Point Principles of presentation preparation Enriching the presentations Frequent Problems and Solution Suggestions | Assoc. Prof. Dr. Ozlem KIREN GURLER | question and answer |
| 14.Week | General course repetition | Assoc. Prof. Dr. Ozlem KIREN GURLER | question and answer |
| 15.Week | General course repetition | Assoc. Prof. Dr. Ozlem KIREN GURLER | question and 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** |
| **Basic Information Technology** | 0 | 0 | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 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** |
| **Basic Information Technology** |  |  | LO 1, 2, 3, 4, 5 |  |  | LO 3, 4, 5, 6,7, 8, 9 ,10 |  |  |  | LO 1, 2, 3, 4, 5 |  |  |  |

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| **Table 3. Course Contents and Learning Outcomes Matrix** | | | | | | | | | | | |
|  | **TBT 1001 BASIC INFORMATION TECHNOLOGY COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | | | | | |
| LO 1 | LO 2 | LO 3 | LO4 | LO 5 | LO 6 | LO 7 | LO 8 | LO 9 | LO 10 |
| **1** | Orientation week Publicity of the computer laboratory | X | X | X | X | X | X | X | X | X | X |
| **2** | Course content and share of objectives Profession of Nursing and use of information technologies Computer history How does the computer function (Hardware-Software) Components that comprise the computer Publicity of the operating systems used on the computer (MS-DOS, Windows) Use of keyboard and mouse | X | X |  |  |  |  |  |  |  |  |
| **3** | Publicity of the Windows operating systems and basic operations Start menu Task keys Publicity of desktop symbols/Control panel elements Monitor settings Use of communication boxes Use of disks Use of CDs (Expansion of Mpeg-Jpeg-Tiff-Avi files.) Use of Flash Memory, Portable Hard Disks (Formatting, copying, virus scanning) Frequent Problems and Solution Suggestions | X | X |  |  |  | X | X |  |  |  |
| **4** | Cont. basic functions of Windows Use of menus Opening, naming, selecting, creating, dragging, copying a file, folder Recycle bin Receiving help Windows explorer Tool bars Status bars Frequent Problems and Solution Suggestions | X | X | X |  |  |  | X |  |  |  |
| **5** | Publicity of the Basic Functions of MS WORD (Tool bars) Creating, formatting, saving, printing documents, making the page setup, using forms | X | X | X |  |  |  |  | X |  |  |
| **6** | Cont. MS WORD Practices aimed at enriching the text features (Use of tool bars such as typefaces, bullets, etc.) Table formation Use of drawing object Word Art Frequent Problems and Solution Suggestions | X | X | X |  |  |  |  |  |  |  |
| **7** | Midterm Exam |  | | | | | | | | | |
| **8** | Introduction to the internet and www Pages related to nursing Search engines Databases used for nursing E-mail programs and their use Video and audio transmission programs | X | X |  |  |  |  | X |  |  |  |
| **9** | Publicity of the online databases of library Access to the nursing literature Saving and downloading the knowledge Scanning the Web Access to information on databases Correspondence with groups Frequent Problems and Solution Suggestions | X | X |  |  |  |  |  |  | X | X |
| **10** | Publicity of the basic functions of MS Excel Working environment Data entry, formulas, numbers, texts Data organization, use of tool bars | X | X |  |  |  |  |  |  |  |  |
| **11** | MS Excel Database operations Processing and arraying a list Frequent Problems and Solution Suggestions | X | X |  | X |  |  |  |  |  |  |
| **12** | Publicity of the basic functions of MS Power Point Slide design Saving the slides | X | X |  |  | X |  |  | X |  |  |
| **13** | Cont. Power Point Principles of presentation preparation Enriching the presentations Frequent Problems and Solution Suggestions | X | X |  |  | X |  |  | X |  |  |
| **14** | General course repetition | X | X |  |  | X |  |  | X |  |  |
| **15** | General course repetition |  | | | | | | | | | |
| **16** | **FINAL EXAM** | | | | | | | | | | |

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| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total work load (Hour) |
| In Class Activities | | | |
| Lectures | 12 | 2 | 24 |
| 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.) | 12 | 1 | 12 |
| Preparation for midterms exam | 1 | 10 | 10 |
| Preparation for final exam | 1 | 16 | 16 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Assignments |  |  |  |
| Preparing presentation |  |  |  |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 66 |
| ECTS Credits of Course |  |  | 3 |

**HEF 2091 INTERNAL MEDICINE NURSING**

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| Department(s) Giving the Course: Faculty of Nursing | | | Department(s) Taking the Course: Faculty of Nursing |
| Name of the Department: Nursing | | | Name of the Course: Internal medicine nursing |
| Course Level: Undergraduate | | | Course Code: HEF 2091 |
| Issuance/Renewal Date of the Form: 18.09.2024 | | | Course type: Compulsory |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Hatice MERT  Prof. Dr. Özlem UĞUR  Prof. Dr. Ezgi KARADAĞ  Prof. Dr. Burcu AKPINAR SÖYLEMEZ  Assoc. Prof. Dilek BÜYÜKKAYA BESEN  Assoc. Prof. Merve Aliye AKYOL  Asist. Prof. Dilek SEZGİN  Asist. Prof. Merve ERÜNAL |
| Prerequisite of the course:  HEF 1052 Fundamentals of Nursing | | | Prerequisite course for:  HEF 2090 Surgical Diseases Nursing |
| Weekly course hours: 16 | | | Course Coordinator (Responsible for registers to the course):  Asist. Prof. Merve Aliye AKYOL |
| Theory | Practice | Laboratory | National Credit of the Course: 11 |
| 6 | 10 | - | AKTS Credit of the Course: 15 |
| 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 knowledge and skills related to the basic concepts and topics of internal medicine nursing. |
| Learning Outputs of the Course:  LO 1. Knowing the system diseases and nursing care  LO 2.Using the nursing process in the care of patients with acute or chronic internal diseases  LO 3. Approaching the healthy individual/patient holistically  LO 4.Discussing the knowledge obtained in the field of internal medicine nursing with a critical approach  LO 5.Giving health training according to requirements of the patient/family on the primary, secondary and tertiary level of health prevention  LO 6.Knowing the patient’s rights and ethical approaches in internal medicine clinics  LO 7.Following the current knowledge related to internal medicine  LO 8.Being willing to take part in patient care in a multidisciplinary team in internal medicine clinics |

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| **Learning and Teaching Methods:** Presentation, discussion, brainstorm, project, case presentation, question&answer, laboratory |

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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 |  |  |
| Midterm | x | %50 |
| Application | x | %50 |
| Assignment/Presentation |  |  |
| Project |  |  |
| Laboratory |  |  |
| Final Exam | X | %50 |
| Explanations Concerning the Assessment Methods: | | |

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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.)  The intra-semester grade shall be calculate by taking 50% of the average midterm grade of the student and 50% of the application grade. The semester grade shall be calculated by taking 60% of the intra-semester grade and will 40% of the final grade.  **Semester Grade:** 50% intra-semester grade (50% of Midterm Exam +50% application) + 50% final grade |

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| Recommended Resources for the Course:  Main Resources:   1. Phipps W.J., Sands J.K., Marek J.F., Medical Surgical Nursing Concept and Clinical Practice, Mosby Year Book, Philidelphia, 1999. 2. Akdemir N., Birol L., İç Hastalıkları ve Hemşirelik Bakımı, 2004, Vehbi Koç Vakfı Yayınları, İstanbul, 2004. 3. Karadokovan A., Aslan F., Dahili ve Cerrahi Hastalıklarda Bakım, Nobel Kitabevi, Adana, 2010. 4. Durna Z., Kronik Hastalıklar ve Bakım, Nobel Tıp Kitabevleri, İstanbul, 2012. 5. Standarts of medical care in diabetes, American Diabetes Association, Diabetes Care, 2014, 36(1): 11-50. 6. ADA, Standards of Medical Care in Diabetes,2013. 7. International Diabetes Federation, Diabetes Atlas, Sixth edition, 2013, 19-48. 8. Mancia G., Fagart R., Narkiewicz K., Redon J. et al., The Task Force for the management of arterial hypertension of the European Society of Hypertension (ESH) and of the European Society of Cardiology (ESC), ESH/ESC Guidelines for the management of arterial hypertension, Journal of Hypertension, 2013, 31(7): 1281-1357. 9. Mancia G., Backer G., Dominiczak A., Cifkova R. Et al., Avrupa Hipertansiyon Derneği (ESH) ve Avrupa Kardiyoloji Derneği (ESC) Arteriyel Hipertansiyon Tedavisi Görev Grubu, Arteriyel Hipertansiyon Tedavisi Kılavuzu, 2007, Türk Kardiyol. Dern. Arş. Suppl., 3: 25-36. 10. A Global Brief on Hypertension, WHO, 2013, 7-37.   http://apps.who.int/iris/bitstream/10665/79059/1/WHO\_DCO\_WHD\_2013.2\_eng.pdf   1. Noncomunicable Diseases Country Profiles, World Health organization, 2014.   http://apps.who.int/iris/bitstream/10665/128038/1/9789241507509\_eng.pdf,   1. Standards of Medical Care in Diabetes, Amerıcan Diabetes Associatıon, Diabetes Care, 2013, 36 (1): 11-66. 2. Kaplan G., Dedeli Ö., 2012, Temel İç Hastalıkları Hemşireliği Kavram ve Kuramlar, İstanbul Tıp Kitabevi, 1. Baskı. 3. Dökmeci İ., Farmakoloji, İstanbul Tıp Kitabevi, 2007, 1. Baskı. 4. Akbayrak N., Erkal – İlhan S., Ançel G., Albayrak A., Hemşirelik Bakım Planları (Dahiliye – Cerrahi Hemşireliği ve Psiko-sosyal Boyut, Alter Yayıncılık, 1. Basım, 2007. 5. Erdemir F., Hemşirelik Tanıları El Kitabı, Nobel Tıp Kitabevi, 2012. 6. Topçuoğlu M.A., Durna Z., Karadakovan A. (2014) Nörolojik Bilimler Hemşireliği Kanıta Dayalı Uygulamalar, Nobel Tıp Kitabevleri, İstanbul. 7. Durna Z. (2013) İç Hastalıkları Hemşireliği Akademi Basın, İstanbul, 290-296. 8. Erdil F., Bayraktar N. (2004) Hemşireler için sıvı elektrolit ve asit-baz dengesinin ABC'si , Aydoğdu Ofset , Ankara. 9. Kaptan G. (2013) Geriatrik Bakım İlkeleri, Nobel Tıp Kitabevi, İstanbul. 10. Gökçe Kutsal Y. (2007) Temel Geriatri, Güneş Tıp Kitabevleri, İstanbul.   Arıoğul S. (2006) Geriatri ve Gerontoloji, MN Medical&Nobel, Ankara.  Other course materials: Discussion questions, case analysis, video and animation. |
| Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed): |
| Contact information of the course instructor: |
| Prof. Dr. Hatice MERT e-mail: [**hatice.mert@deu.edu.tr**](mailto:hatice.mert@deu.edu.tr) Tel: 4124786  Prof. Dr. Özlem KÜÇÜKGÜÇLÜ e-mail: [**ozlem.kguclu@deu.edu.tr**](mailto:ozlem.kguclu@deu.edu.tr) Tel: 4126966  Prof. Dr. Özlem UĞUR e-mail: [**ozlem.ugur@deu.edu.tr**](mailto:ozlem.ugur@deu.edu.tr) Tel: 4124785  Prof. Dr. Ezgi KARADAĞ e-mail: [**ezgikaradag44@gmail.com**](mailto:ezgikaradag44@gmail.com) Tel: 4126972  Prof. Dr. Burcu AKPINAR SÖYLEMEZ e-mail: [**burcu.akpinar@deu.edu.tr**](mailto:burcu.akpinar@deu.edu.tr) Tel: 4124783  Assoc. Prof.Dilek BÜYÜKKAYA BESEN e-mail: [**dilek.buyukkaya@deu.edu.tr**](mailto:dilek.buyukkaya@deu.edu.tr) Tel: 4126963  Assoc. Prof. Merve Aliye AKYOL e-mail: [**merve.akyol@deu.edu.tr**](mailto:merve.akyol@deu.edu.tr) Tel: 4124774  Asist. Prof. Dilek SEZGİN e-mail: [**dileksezginn@hotmail.com**](mailto:dileksezginn@hotmail.com) Tel: 4124793  Asist. Prof. Merve ERÜNAL e-mail: merve.erunal@deu.edu.tr Tel: 4124775  Dr. Arzu AKBABA e-mail: arzu.akbaba@deu.edu.tr Tel: 4124797 |
| Office days and hours of the course instructor:  Asist. Prof. Merve Erünal Mondays 09.00-12.00 |

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| Course content: Exam dates will be specified in the course program. When these dates are determined, they can be changed. | | | |
| WEEKS | Topics | Lecturer | Teaching Strategies |
| 1 | Introduction of the course  Chronic Diseases and Nursing Care  Chronic Diseases and Technology Use  Management of Chronic Diseases in Disasters | Prof. Dr. Burcu AKPINAR SÖYLEMEZ  Assoc. Prof. Merve Aliye AKYOL  Assist. Prof. Merve Erünal | Presentation, discussion |
| 2 | Respiratory System Diseases (6 hours) | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Burcu AKPINAR SÖYLEMEZ | Presentation, discussion |
| 3 | Respiratory System Diseases (4 hours)  Endocrine System and Metabolism Diseases Nursing Care (2 hours) | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Özlem UĞUR  Prof. Dr. Burcu AKPINAR SÖYLEMEZ  Assoc. Prof. Dilek BÜYÜKKAYA BESEN  Dr. Arzu AKBABA | Presentation, discussion |
| 4 | Endocrine System and Metabolism Diseases Nursing Care (6 hours) | Prof. Dr. Özlem UĞUR  Assoc. Prof. Dilek BÜYÜKKAYA BESEN  Assist. Prof. Merve Erünal | Presentation, discussion |
| 5 | REPUBLIC HOLIDAY |  |  |
| 6 | Nervous System Diseases and Nursing Care (6 hours) | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Burcu AKPINAR SÖYLEMEZ | Presentation, discussion |
| 7 | Midterm exam (40 min) | Prof. Dr. Burcu AKPINAR SÖYLEMEZ  Assist. Prof. Merve Erünal |  |
| 8 | Nervous System Diseases and Nursing Care (2 hours)  Laboratory (Neurologic monitoring) (4 hours) | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Hatice MERT  Prof. Dr. Özlem UĞUR  Prof. Dr. Ezgi KARADAĞ  Prof. Dr. Burcu AKPINAR SÖYLEMEZ  Assoc. Dr. Dilek BÜYÜKKAYA BESEN  Assoc. Prof. Merve Aliye AKYOL  Asist. Prof. Dilek SEZGİN  Assist. Prof. Merve Erünal  Dr. Arzu AKBABA | Presentation, discussion Laboratory application |
| 9 | Nervous System Diseases and Nursing Care (2 hours)  Cancer and Nursing Care (4 hours) | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Özlem UĞUR  Prof. Dr. Ezgi KARADAĞ  Prof. Dr. Burcu AKPINAR SÖYLEMEZ | Presentation, discussion |
| 10 | Cancer and Nursing Care (2 hours)  Communication Laboratory (4 hours) | Prof. Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Hatice MERT  Prof. Dr. Özlem UĞUR  Prof. Dr. Ezgi KARADAĞ  Prof. Dr. Burcu AKPINAR SÖYLEMEZ  Assoc. Dr. Dilek BÜYÜKKAYA BESEN  Assoc. Prof. Merve Aliye AKYOL  Asist. Prof. Dilek SEZGİN  Assist. Prof. Merve Erünal  Dr. Arzu AKBABA | Presentation, discussion  Laboratory application |
| 11 | Cardiovascular System Diseases and Nursing Care (6 hours) | Prof. Dr. Hatice MERT  Asist. Prof. Dilek SEZGİN | Presentation, discussion |
| 12 | Cardiovascular System Diseases and Nursing Care (3 hours)  Renal System Diseases and Nursing Care (3 hours) | Prof. Dr. Hatice MERT  Asist. Prof. Dilek SEZGİN  Prof. Dr. Ezgi KARADAĞ  Assoc. Prof. Merve Aliye AKYOL  Assoc. Dr. Dilek BÜYÜKKAYA BESEN  Asist. Prof. Dilek SEZGİN | Presentation, discussion |
| 13 | Renal System Diseases and Nursing Care (3 hours)  Hematologic diseases and Nursing Care (3 hours) | Prof. Dr. Hatice MERT  Prof. Dr. Ezgi KARADAĞ  Assoc. Dr. Merve Aliye AKYOL  Dr. Arzu AKBABA | Presentation, discussion |
| 14 | Hematologic diseases and Nursing Care (3 hours)  Joint and Connective Tissue Diseases and Nursing Care (3 hours) | Prof. Dr. Özlem Uğur  Assoc. Dr. Dilek BÜYÜKKAYA BESEN  Asist. Prof. Dilek SEZGİN | Presentation, discussion |
| 15 | Joint and Connective Tissue Diseases and Nursing Care (3 hours)  Digestive System Diseases and Nursing Care (3 hours) | Prof. Dr. Ezgi KARADAĞ  Assoc. Dr. Dilek BÜYÜKKAYA BESEN  Assist. Prof. Merve Erünal | Presentation, discussion |
| 16 | Digestive System Diseases and Nursing Care (5 hours)  End of Term Feedback (1 hour) | Prof. Dr. Ezgi KARADAĞ  Assoc. Dr. Dilek BÜYÜKKAYA BESEN  Assist. Prof. Merve Erünal | Presentation, discussion |

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| **Table 1. Contribution of course learning outcomes to 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 |
| INTERNAL MEDICINE NURSING | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 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 |
| INTERNAL MEDICINE NURSING | LO1,  2,3,4,  5,6,7 | LO  1,2,4 | LO  1,3,4  ,5,6,8 | LO1,  2,3,4,  5,6,7 | LO1,  2,3,  4,5,6,7 | LO  1,2,  4,7 | LO6 | LO  6,8 | LO1,  2,3,4,  5,6,7 | LO  6,7 | LO  8 | LO  8 | - |

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|  | HEF 2091 INTERNAL MEDICINE COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | | |  |
|  |  |  | | | | | | |  |
| 1. Knowing system diseases and nursing care | 2. Ability to use the nursing process in the care of individuals with acute and chronic internal diseases | 3. Ability to take a holistic approach to the healthy individual/patient | 4. Ability to discuss the knowledge and skills acquired in the field of internal medicine nursing with a critical approach | 5. Ability to provide health education according to the needs of the patient/family at the primary, secondary and tertiary prevention levels regarding diseases | 6. Knowing patient rights and ethical approaches in internal clinics | 7. Ability to follow current information on internal medicine | 8. Willingness to take part in multidisciplinary teams in patient care in internal medicine clinics |
| 1 | Introduction of the course (1 hour)  Chronic Diseases and Nursing Care (2 hours)  Chronic Diseases and Technology Use (2 hours)  Management of Chronic Diseases in Disasters (1 hour) | X | X | X | x | x | x | x | x |
| 2 | Respiratory System Diseases (6 hours) | X | X | X | X | X | X | X | x |
| 3 | Respiratory System Diseases (4 hours)  Endocrine System and Metabolism Diseases Nursing Care (2 hours) | X | X | X | X | x | x | X | x |
| 4 | Endocrine System and Metabolism Diseases Nursing Care (6 hours) | X | X | X | x | X | x | X | x |
| 5 | REPUBLIC HOLIDAY | X | X | X | x |  | X | X | x |
| 6 | Nervous System Diseases and Nursing Care (6 hours) | X | X | X | x | x | X | X | x |
| 7 | Midterm exam (40 min) | x | x | x | x | X | X | X | x |
| 8 | Nervous System Diseases and Nursing Care (2 hours)  Laboratory (Neurologic monitoring) (4 hours) | X | X | X | x |  | x |  |  |
| 9 | Nervous System Diseases and Nursing Care (2 hours)  Cancer and Nursing Care (4 hours) | x | x |  | x | x | x | x | x |
| 10 | Cancer and Nursing Care (2 hours)  Communication Laboratory (4 hours) | X | X | X | x | x | X | X | x |
| 11 | Cardiovascular System Diseases and Nursing Care (6 hours) | X | X | X | x | x | x | X | x |
| 12 | Cardiovascular System Diseases and Nursing Care (3 hours)  Renal System Diseases and Nursing Care (3 hours) | X | X | X | x | X | X | X | x |
| 13 | Renal System Diseases and Nursing Care (3 hours)  Hematologic diseases and Nursing Care (3 hours) | X | x | x | x | x | X | X | x |
| 14 | Hematologic diseases and Nursing Care (3 hours)  Joint and Connective Tissue Diseases and Nursing Care (3 hours) | X | X | X | x | x | X | X | x |
|  | Joint and Connective Tissue Diseases and Nursing Care (3 hours)  Digestive System Diseases and Nursing Care (3 hours) | X | X | X | x | x | X | X | x |
|  | Digestive System Diseases and Nursing Care (5 hours)  End of Term Feedback (1 hour) | X | X | X | x | x | X | X | x |
|  | FİNAL EXAM | X | X | X | X | X | X | X | X |

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| AKTS Table: | | | |
| Course Activities | Number | Duration  (hour) | Total Workload  (Hour) |
| Activities during the course | | | |
| Lecturing | 14 | **6** | 84 |
| Practice | 14 | **10** | **140** |
| Exams  (If the exam is performed within the course hours, the exam duration in question shall be extracted from the activities during the course) | | | |
| Final Exam | 1 | 2 | 2 |
| Mid-term Exam | 1 | 2 | 2 |
| Other short exams/ quizzes etc. | - | - | - |
| Activities outside of the course | | | |
| Weekly pre-course/post-course preparations (reading the course materials, the articles, etc.) | 14 | 4 | 56 |
| Preparation to the midterm exam | 1 | 20 | 20 |
| Preparation to the final exam | 1 | 20 | 20 |
| Independent study | 14 | 4 | 56 |
| Preparation to other short exams | - | - | - |
| Homework | - | - | - |
| Making presentation | - | - | - |
| Other (please specify) | - | - | - |
| Total Workload (hour ) |  |  | 380 |
| AKTS credit of the course |  | 380/25 | 15 AKTS |

**HEF 2093 EPIDEMIOLOGY**

**COURSE SYLLABUS FORM**

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| **Offered by:** **FACULTY OF NURSING** | | | **Offered to:** **FACULTY OF NURSING** |
| **Name of the Department: Hemşirelik** | | | **Course Title: Epidemiology** |
| **Course Level:** Bachelor’s | | | **Course Code: HEF 2093** |
| **Form Submitting/renewal Date: September 2024** | | | **Course Status: Compulsory** |
| **Language of Instruction:** Turkish | | | **Instructor/s:** Prof. Dr. Gülendam KARADAĞ  Prof. Dr. Meryem ÖZTÜRK HANEY  Assos. Prof. Şeyda ÖZBIÇAKÇI  Assist. Prof. Burcu CENGİZ |
| **Prerequisite:** | | | **Prerequisite to:** |
| **Weekly Course Hours: 2** | | | **Course Coordinator (Responsible for Course Entries):** Prof. Dr. Gülendam KARADAĞ |
| Theory | Application | Laboratory | **National Credit: 2** |
| 2 | - | - | **ECTS Credit: 3** |
| **THIS TABLE WILL BE TRANSFERRED FROM STUDENT AFFAIRS AUTOMATION SYSTEM** | | | |

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| **Course Objective:** The Purpose of this course is to allow students to apply their existing knowledge to improve the community's health and use research methods to understand determinants that influence health and disease status. This course improves their competencies in analysis, synthesis and planing by provide them with required knowledge and skills to evaluate the health status of the community. |
| **Learning Outcomes of the Course:**   1. The student knows the principles of epidemiology. 2. The student knows the application fields of epidemiology. 3. The student can explain the steps to identify an area. 4. The student knows the notification and surveillance systems. 5. The student can explain the principles of pandemic and infectious disease prevention. 6. The student knows the principles of diagnosis via epidemiological criteria. 7. The student knows the epidemiological research methods. |

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| **Learning and Teaching Methods:**  Presentation, Discussion, Question-Answer, Literature Review, Self Learning, Area Practices |

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| **Assessment Methods:**  (Assessment method must be compatible with learning outcomes and teaching methods used in the course) | | |
|  | If used, sign as (X) | Grading (%) |
| **Semester Requirements** |  |  |
| **Midterm Exam** | X | %50 |
| **Practise** |  |  |
| **Homework Assignments/**  **Presentation** |  |  |
| **Projects** |  |  |
| **Laboratory work** |  |  |
| **Final Exam** | 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 | | |

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| **Assessment Criteria:** Optional, if the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. The semester grade shall be calculated by taking 60% of the intra-semester grade and will 40% of the final grade.  Semester Grade: 50 % Midterm Exam + 50% final grade |

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| **Domestic Sources:**   * Akbulut t, Sabuncu H (1993). Sağlık bilimlerinde araştırma yöntemi epidemiyoloji prensip ve uygulamalar. Sistem Yayıncılık,Yayın no:014,İstanbul. * Dünya Sağlık Örgütü, Hacettepe Üniversitesi Halk Sağlığı Anabilimdalı (1990). Bölge sağlık yönetiminde epidemiyoloji el kitabı. Ed. Vaughan JP,Morrov RH. Çeviri ed. Bertan M, Enünlü T.Can Ofset, Ankara. * Tezcan S (1992). Epidemiyoloji Tıbbi araştırmaların yöntem bilimi. Hacettepe Halk Sağlığı Vakfı.Meteksan Anonim Şirketi, Ankara. * Güler Ç., Akın L ( 2006). Epidemiyoloji. Halk Sağlığı Temel Bilgiler . Hacettepe Üniversitesi Yayınları. | | |
| **Course Policies and Rules:** Optional, if the instructor needs to add some explanation or further note, s/he can use this title | | |
| **Contact Details for the Instructor:** Prof. Dr. Gülendam KARADAĞ, [gkaradag71@gmail.com](mailto:gkaradag71@gmail.com), [gulendam.karadag@deu.edu.tr](mailto:gulendam.karadag@deu.edu.tr) | | |
| **Office Hours: It may show a mutual day and hour for each instructor.** | | |
| **Week** | **Topics** | **Lecturer** |
| **1.** | Definition, principles, strategies, historical development of epidemiology | Prof. Dr. Gülendam KARADAĞ |
| 2. | Areas of use of epidemiological methods | Assist. Prof. Burcu CENGİZ |
| 3. | Descriptive epidemiology Epidemiological criteria | Assoc. Prof. Şeyda ÖZBIÇAKÇI |
| 4. | Tools used in data collection in epidemiology | Prof. Dr. Meryem ÖZTÜRK HANEY |
| 5. | AFTERNOON PUBLIC HOLIDAY (Republic Day) |  |
| **6.** | Causality of Epidemiology | Prof. Dr. Gülendam KARADAĞ |
| **7.** | MIDTERM EXAM | Assoc. Prof. Şeyda ÖZBIÇAKÇI |
| **8.** | Case Control Studies | Dr. Öğr. Üyesi Burcu CENGİZ |
| **9.** | Cross-Sectional Studies  Field Surveys | Assoc. Şeyda ÖZBIÇAKÇI |
| **10.** | Cohort Studies | Prof. Dr. Meryem ÖZTÜRK HANEY |
| **11.** | Epidemiological investigation of epidemics | Prof. Dr. Gülendam KARADAĞ |
| **12.** | Notification and surveillance systems | Assist. Prof. Burcu CENGİZ |
| **13.** | Intervention Studies | Prof. Dr. Meryem ÖZTÜRK HANEY |
| **14.** | Methodological Studies | Assist. Prof. Burcu CENGİZ |
| **14** | Epidemiology of infectious diseases | Assoc. Prof. Şeyda ÖZBIÇAKÇI |
| **15** | Epidemiology of chronic diseases and cancer and evaluation of the course | Assoc. Prof. Şeyda ÖZBIÇAKÇI |
|  | **Final Exam** | Assoc. Prof. Şeyda ÖZBIÇAKÇI |
|  | **Supplementary exam** | Assoc. Prof. Şeyda ÖZBIÇAKÇI |

**Table 1. Contribution of course learning outcomes to program outcomes**

**0: no contribution 1: little contribution 2: moderate contribution 3: full contribution**

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| **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** |
| **Epidemiology** | 3 | 2 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 0 | 0 |

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| **Learning Outcome** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** | **PO13** |
| **Epidemiology** | LO1,  2,  3,4,  5,6 | LO1,4 | LO4,  5,6 | LO2,  3,4, | LO2,  3,4 | LO1,  4 | LO1,  2,3,  4,5 | LO3,  4,5,6 | LO3,  4,5 | LO1,  2,3,  4,5 | LO5,  6 |  |  |

**Table 2. Relation of Course Learning Outcomes and Program Outcome**

**Table 3. Course Contents and Learning Outcomes Matrix**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **HEF 2093 EPİDEMİYOLOGY HEF 2087 COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | | |
| **Week** | **Topics** | **Learning Outcomes of the Course** | | | | | | |
| 1. The student knows the principles of epidemiology. | 2. The student knows the application fields of epidemiology | 3. The student can explain the steps to identify an area. | 4. The student knows the notification and surveillance systems. | 5. The student can explain the principles of pandemic and infectious disease prevention. | 6. The student knows the principles of diagnosis via epidemiological criteria. | 7. The student knows the epidemiological research methods. |
| **1.** | Definition, principles, strategies, historical development of epidemiology |  |  |  |  |  |  |  |
| **2.** | Areas of use of epidemiological methods | X |  |  |  |  |  |  |
| **3.** | Descriptive epidemiology Epidemiological criteria | X | X |  |  |  |  |  |
| **4.** | Tools used in data collection in epidemiology | X | X | X | X |  | X |  |
| **5.** | AFTERNOON PUBLIC HOLIDAY (Republic Day) | X | X | X | X |  | X |  |
| **6.** | Causality of Epidemiology |  | X | X | X | X | X | X |
| **7.** | MIDTERM EXAM |  |  |  |  |  |  |  |
| **8.** | Case Control Studies | X | X | X | X |  | X |  |
| **9.** | Cross-Sectional Studies  Field Surveys | **X** | **X** | **X** |  |  | **X** |  |
| **10.** | Cohort Studies | X | X | X | X |  | X | X |
| **11.** | Epidemiological investigation of epidemics | **X** | X | X |  |  | X | X |
| **12.** | Notification and surveillance systems | X | X | X | X |  |  | X |
| **13.** | Intervention Studies | X |  |  |  |  |  | X |
| **14.** | Methodological Studies |  | X | X |  |  | X | X |
| **14** | Epidemiology of infectious diseases | X | X | X | X | X | X |  |
| **15** | Epidemiology of chronic diseases and cancer and evaluation of the course | **X** | **X** | **X** | **X** | **X** | **X** |  |
|  | **Final Exam** |  |  |  |  |  |  |  |

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| **ECTS Table:** | | | |
| **Course activities** | Number | duration  (Hour) | Total work load (Hour) |
| **In Class Activities** | | | |
| Lectures | 13 | 2 | 26 |
| **Exams** | | | |
| Midterm Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Other Quiz etc. |  |  |  |
|  | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 13 | 2 | 26 |
| Preparation for midterms exam | 1 | 9 | 9 |
| Preparation for final exam | 1 | 10 | 10 |
| Preparation for Quiz etc. | 0 | 0 | 0 |
| Preparing Assignments | 0 | 0 | 0 |
| Preparing presentation | 0 | 0 | 0 |
| Other (please indicate) | 0 | 0 | 0 |
| **Total Workload (hour)** |  |  | 75 |
| **Total Workload (hour) / 25** |  |  | 3 |
| **ECTS Credits of Course** | **3** | | |

**HEF 2095 LIFE CYCLE AND DEVELOPMENT**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Unit: Dokuz Eylul University Faculty of Nursing | | | | | | | Lecture Place:  Faculty of Nursing | | |
| Department: Nursing | | | | | | | Course Name: Life Cycle and Development | | |
| Course Level: Bachelor's Degree | | | | | | | Course Number: HEF 2095 | | |
| Revision date of Form: 01.10.2024 | | | | | | | Course Type: Mandatory | | |
| Course Language: Turkish | | | | | | | Responsible Lecturers:  Prof. Özlem KÜÇÜKGÜÇLÜ  Prof. Murat BEKTAŞ  Prof. Gülendam KARADAĞ  Prof. Merlinda ALUŞ TOKAT  Prof. Meryem Ö. HANEY  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Gülçin ÖZALP GERÇEKER  Assoc. Prof. Hande YAĞCAN  Assoc. Prof. Merve Aliye AKYOL  Assit. Prof. Hülya ÖZBERK  Assit. Prof. E. Zahide ÖZDEMİR  Assit. Prof. Yasemin SELEKOĞLU OK | | |
| Prerequisites and Co-requisites: - | | | | | | | Recomended Optional Programme Components: - | | |
| Weekly Course Hours: 2 | | | | | | | Course Coordinator:  Assoc. Prof. Gülçin ÖZALP GERÇEKER | | |
| Lecture | | Practice | | Lab | | | National Credits: 2 | | |
| 2 | | 0 | | 0 | | | ECTS: 3 | | |
| |  | | --- | | Course Objective:  This course focuses on the fundamentals of human development from birth to death, providing an overview of lifelong development in terms of various theoretical frameworks. It aims to enable nursing students to comprehend the concepts of growth, development, diversity and social change, as well as the transition and adaptation of a person to life periods, and to realize the impact of individual and developmental contexts (socioeconomic status, culture, genetics, family, school and society) that affect development. | | Learning Outcomes:  1. Examining the biological, sociological and psychological foundations of human development  2. To be able to evaluate the role of learning, social interaction as it develops throughout human life  3. To be able to review human development theories in nursing practice  4. Being able to recognize the impact of growth, diversity and change on human development  5. Ability to analyze one's transition, adaptation and needs throughout life cycles |   Planned Learning Activities and Teaching Methods  Class participation, presentation, discussion, research, question-answer, self-learning | | | | | | | | | |
| 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:  The intra-semester grade shall be calculate by taking 50% of the average midterm grade of the student and 50% of the application grade. The semester grade shall be calculated by taking 50% of the intra-semester grade and will 50% of the final grade. | | | | | | | | | |
| **References:**  Santrock J. Life-span Development. 13th edition.  Yiğit R. (2009). Çocukluk Dönemlerinde Büyüme ve Gelişme. Sistem Ofset, Ankara. Çavuşoğlu H (2013). Çocuk Sağlığı ve Hastalıkları Hemşireliği. 1-2 cilt. Sistem Ofset,Ankara.  Törüner E.K, Büyükgönenç L.(2012). Çocuk Sağlığı Temel Hemşirelik Yaklaşımları. Göktuğ Yayıncılık. Conk Z, Başbakkal Z, Bal Yılmaz H, Bolışık B. editörler. (2013). Pediatri Hemşireliği. Akademisyen Kitabevi. | | | | | | | | | |
| Course Coordinator:  Assoc. Prof. Gülçin ÖZALP GERÇEKER  02324124763  gulcin.ozalp@deu.edu.tr | | | | | | | | | |
| Course Outline | | | | | | | | | |
| Week | Subjects | | | | Lecturer | | | | Training Method and Material Used |
|  | Introduction of the Course; Introduction to Life Periods | | | | 2. Section Prof. Murat BEKTAŞ (pazartesi)  1. Section Assoc. Prof. Gülçin ÖZALP GERÇEKER (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Its Effect on Development and Life Periods in the Womb | | | | 2. Section Assoc. Prof. Dilek BİLGİÇ (pazartesi)  1. Section Prof. Merlinda ALUŞ TOKAT (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Its Effect on Development and Life Periods in the Womb-Continued | | | | 2. Section Prof. Merlinda ALUŞ TOKAT (pazartesi)  1. Section Assoc. Prof. Hande YAĞCAN (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Infancy (0-1 years) Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | | | | 2. Section Assoc. Prof. Gülçin ÖZALP GERÇEKER (pazartesi)  1. Section Assoc. Prof. Gülçin ÖZALP GERÇEKER (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Infancy (0-1 years) Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors- Continued | | | | 2. Section PUBLİC HOLIDAY  1. Section Asst. Prof. E. Zahide ÖZDEMİR (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Play Childhood Period (1-3 years); Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | | | | 2. Section Assoc. Prof Gülçin ÖZALP GERÇEKER (pazartesi)  1. Section Asst. Prof. E. Zahide ÖZDEMİR (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Midterm | | | | 2. Section Assoc. Prof. Gülçin ÖZALP GERÇEKER  1. Section Asst. Prof. E. Zahide ÖZDEMİR | | | | |
|  | Preschool Period (3-6 years); Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | | | | 2. Section Assoc. Prof Gülçin ÖZALP GERÇEKER (pazartesi)  1. Section Asst. Prof. E. Zahide ÖZDEMİR (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | School Childhood Period (6-12 years); Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | | | | 2. Section Prof. Murat BEKTAŞ (pazartesi)  1. Section Asst. Prof. Yasemin SELEKOĞLU OK (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Adolescent Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | | | | 2. Section Prof. Murat BEKTAŞ (pazartesi)  1. Section Asst. Prof. Yasemin SELEKOĞLU OK (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Adolescent Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors-Continued | | | | 2. Section Assoc. Prof Dilek BİLGİÇ (pazartesi)  1. Section Assoc. Prof Hande YAĞCAN (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Early Adulthood; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | | | | 2. Section Prof. Meryem Ö. HANEY (pazartesi)  1. Section Prof. Meryem Ö. HANEY (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Middle Age Adulthood; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | | | | 2. Section Asst. Prof. Hülya ÖZBERK (pazartesi)  1. Section Asst. Prof. Hülya ÖZBERK (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Late Adulthood/Senior Age; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | | | | 2. Section Prof. Özlem KÜÇÜKGÜÇLÜ (pazartesi)  1. Section -Resmî Tatil- | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Death | | | | 2. Section Prof. Özlem KÜÇÜKGÜÇLÜ (pazartesi)  1. Section Assoc. Prof Merve Aliye AKYOL (Çarşamba) | | | | Class participation, presentation, discussion, research, question-answer, self-learning |
|  | Evaluation of the course | | | | 2. Section Assoc. Prof Gülçin ÖZALP GERÇEKER (pazartesi)  1. Section Assoc. Prof Merve Aliye AKYOL (Çarşamba) | | | | |
| 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 | | |
| Midterm | | | | | 1 | 2 | | 2 | | |
| Out Class Activities | | | | | | | | | |
| Preparations before/after weekly lectures | | | | | 14 | 2 | | 28 | | |
| Preparation for midterm exam | | | | | 1 | 8 | | 8 | | |
| Preparation for final exam | | | | | 1 | 11 | | 11 | | |
| Total Workload (hour) | | | | |  |  | | 79 | | |
| ECTS Credits of the Course | | | | |  |  | | 3 | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 1. 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** |
| **HEF 2095 Life Cycle and Development** | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 0 | 3 | 3 | 3 | 1 | 3 |

**Table 2. Relation of Course Learning Outcomes and Program 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 2095 Life Cycle and Development** | 1,2,3,4,5 | 1,2,3,4,5 | 1,2,3,4,5 | 1,2,3,4,5 | 1,2,3,4,5 | 1,2,3,4,5 | 5 | 1,2,4,5 | 1,2,3,4,5 | 1,2,4,5 | 1,2,3,4,5 | 1,2,3,4,5 | 1,2,3,4,5 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **HEF 2095 LIFE CYCLE AND DEVELOPMENTCOURSE CONTENT AND LEARNING OUTCOMES MATRIX** | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | |
| 1. Examining the biological, sociological and psychological foundations of human development | 2. To be able to evaluate the role of learning, social interaction as it develops throughout human life | 3. To be able to review human development theories in nursing practice | 4. Being able to recognize the impact of growth, diversity and change on human development | 5. Ability to analyze one's transition, adaptation and needs throughout life cycles |
| **1** | Introduction of the Course; Introduction to Life Periods | X | X | X | X | X |
| **2** | Its Effect on Development and Life Periods in the Womb | X | X | X | X | X |
| **3** | Its Effect on Development and Life Periods in the Womb-Continued | X | X | X | X | X |
| **4** | Infancy (0-1 years) Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | X | X | X | X | X |
| **5** | Infancy (0-1 years) Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors- Continued | X | X | X | X | X |
| **6** | Play Childhood Period (1-3 years); Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | X | X | X | X | X |
| **8** | Preschool Period (3-6 years); Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | X | X | X |  | X |
| **9** | School Childhood Period (6-12 years); Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | X | X | X | X | X |
| **10** | Adolescent Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | X | X | X | X | X |
| **11** | Adolescent Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors-Continued | **X** | X |  | X | X |
| **12** | Early Adulthood; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | X | X | X | X | X |
| **13** | Middle Age Adulthood; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | X | X | X | X | X |
| **14** | Late Adulthood/Senior Age; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors | **X** |  | X | X | X |
| **15** | Death | X | X | X | X | X |
| **16** | Evaluation of the course | **X** | **X** | **X** | **X** | **X** |

**HEF 2097 HEALTH EDUCATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Department Giving the Course:**  DEU Faculty of Nursing | | | **Department Taking the Course:**  DEU Faculty of Nursing |
| **Name of the Department: Nursing** | | | **Name of the Course:** Health Education |
| **Course Level:** (Undergraduate) | | | **Course Code:** HEF 2097 |
| **Issuance/Renewal Date of the Form:**  October 2024 | | | **Course type:** Compulsory |
| **Language of the course:** Turkish | | | **Instructor(s) of the course:**  Prof. Dr. Gülendam KARADAĞ  Assoc. Prof. Meryem ÖZTÜRK HANEY  Assoc. Prof. Şeyda ÖZBIÇAKCI  Asst. Prof. Burcu CENGİZ |
| **Prerequisite of the course:** (Write the course code)  N/A | | | **Prerequisite course for:** (Write the course code)  N/A |
| **Weekly course hours:** 2 | | | **Course Coordinator (Responsible for registers to the course):**  Doç. Dr. Meryem Öztürk Haney |
| Theory | Practice | Laboratory | **National Credit of the Course:** 2 |
| 2 | - | - | **AKTS Credit of the Course: 3** |

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| **Course Objective:**  This course aims to enable students to understand current concepts related to health education and to plan and implement health education related to health problems. |
| **Learning Outputs of the Course:**   1. To understand the concepts related to health education. 2. To explain approaches to health education. 3. To explain the factors affecting health education. 4. To determine the health education needs in line with the needs of the individual, family and society. 5. To plan health education in line with the learning and teaching process. 6. To present examples of health education application examples. 7. To discuss the role of nurses in health education. |

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| **Learning and Teaching Methods:** Lectures, question and answer, group work, discussion activity |

|  |  |  |
| --- | --- | --- |
| **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** |  |  |
| **Midterm** | X | 50% |
| **Quiz** |  |  |
| **Homework/Presentation** |  |  |
| **Project** |  |  |
| **Laboratory** |  |  |
| **Final Exam** | X | 50% |
| **Course Participation** |  |  |
| **Explanations concerning the assessment methods:**  **The instructor can use this title if an explanation is needed.** | | |

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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 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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| **Recommended Resources for the Course:**   1. Tabak, R.S. Sağlık Eğitimi. Somgür Yayıncılık, Ankara, 2000. 2. Taşocak, G. Hasta Eğitimi. İ.Ü. Basım ve Yayınevi Müdürlüğü, İstanbul, 2007. 3. Halkın Sağlık Eğitimi Yönetmeliği, Sağlık Bakanlığı Sağlık Eğitimi Genel Müdürlüğü, 2000. http://www.saglik.gov.tr/TR/belge/1-507/halkin-saglik-egitimi-yonetmeligi.html Türkiye Sağlık Platformu,  [http://www.saglikplatformu.com/saglik\_egitimi/showfaq.asp fldAuto=2](http://www.saglikplatformu.com/saglik_egitimi/showfaq.asp%20fldAuto=2) 4. Ulusoy Gökkoca, Z. Sağlık Eğitimi Açısından Temel İlkeler 2001. 10 (10) 371-374. <http://www.saglikplatformu.com/statik/saglikegitimi.pdf> 5. Akbaba M, Demirhindi H (ED). Temel Halk Sağlığı.Özyurt Matbaacılık.Anakara. 2017. 6. Güler Ç, Akın L(ED) Halk Sağlığı Temel Bilgiler. Hacettepe Üniversitesi Yayınları. Ankara.2012 |
| **Contact information of the course instructor:**  Doç. Dr. Meryem Öztürk Haney  02324126964 meryem.ozturk@deu.edu.tr |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Lecturer**  **Branch 1** | **Lecturer**  **Branch 1** | **Teaching Techniques** |
|  | Course Description - Definitions, Concepts and Aims of Health Education Related to Health Education | Doç. Dr. Meryem Öztürk Haney | Doç. Dr. Meryem Öztürk Haney | Presentation, discussion |
|  | Basic Principles of Health Education and Ethics  Roles of Nurses Related to Health Education | Doç. Dr. Şeyda Özbıçakcı | Doç. Dr. Şeyda Özbıçakcı | Presentation, discussion |
|  | Health Education Approaches  Health Education Topics and Application Places | Prof. Dr. Gülendam Karadağ | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
|  | Factors Affecting Health Education  Special Health Education for Different Groups (pedagogical and androgogic approach, patient education) | Dr.Öğr.Üyesi. Burcu Cengiz | Dr.Öğr.Üyesi. Burcu Cengiz | Presentation, discussion |
|  | Health Education Methods, Techniques, Tools and Equipment, developing and using equipment | Doç. Dr. Meryem Öztürk Haney | Doç. Dr. Meryem Öztürk Haney | Presentation, discussion |
|  | Health education and counseling, health communication, health literacy | Doç. Dr. Şeyda Özbıçakcı | Doç. Dr. Şeyda Özbıçakcı | Presentation, discussion |
|  | Model use in health education | Prof. Dr. Gülendam Karadağ | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
|  | Midterm Exam | Doç. Dr. Meryem Öztürk Haney | Dr.Öğr.Üyesi. Burcu Cengiz |  |
|  | Health Education Planning Stages-  Identification of Health Education Requirements, Goal Writing, Content Preparation | Dr.Öğr.Üyesi. Burcu Cengiz | Dr.Öğr.Üyesi. Burcu Cengiz | Presentation, discussion |
|  | Health Education Planning Stages-  Implementation and Evaluation of Health Education | Doç. Dr. Meryem Öztürk Haney | Doç. Dr. Meryem Öztürk Haney | Presentation, discussion |
|  | Discussion of Health Education Practice Examples | Doç. Dr. Şeyda Özbıçakcı | Doç. Dr. Şeyda Özbıçakcı | Presentation, discussion |
|  | Discussion of Health Education Practice Examples | Prof. Dr. Gülendam Karadağ | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
|  | Discussion of Health Education Practice Examples | Dr. Öğr. Üyesi. Burcu Cengiz | Dr. Öğr.Üyesi. Burcu Cengiz | Presentation, discussion |
|  | Discussion of Health Education Practice Examples | Prof. Dr. Gülendam Karadağ | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
|  | Final | Doç. Dr. Meryem Öztürk Haney | Doç. Dr. Şeyda Özbıçakcı |  |
|  | Integration | Doç. Dr. Meryem Öztürk Haney |  |  |

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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** |
| **Health Education** | 3 | 0 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 0 | 0 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 2. Relations 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** |
| **Health Education** | LO  1,2,3,  4,5,6,7 |  | LO  4,5,6,7 | LO  1,2,3,  4,5,6 | LO  1,2,3,4,  5,6,7 | LO  3,4,5 | LO  1,2,3,  4,5,6,7 | LO  7 | LO  7 | LO  1,2,  3,4,5,  6,7 | LO  7 |  |  |

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| --- | --- | --- | --- |
| **AKTS Table:** | | | |
| **Course Activities** | Number | Duration  (hour) | Total Workload  (Hour) |
| **Activities during the course** | | | |
| Lecturing | 14 | 2 | 28 |
| Practice | - | - | - |
| **Exams**  (If the exam is performed within the course hours, the exam duration in question shall be extracted from the activities during the course) | | | |
| Final Exam | 1 | 2 | 2 |
| Midterm Exam | 1 | 2 | 2 |
| Other short exams/ quizzes etc. | - | - | - |
| **Activities outside of the course** | | | |
| Weekly pre-course/post-course preparations (reading the course materials, the articles, etc.) | 13 | 2 | 26 |
| Preparation to the midterm exam | 1 | 5 | 5 |
| Preparation to the final exam | 1 | 5 | 5 |
| Preparation to other short exams | 0 | 0 | 0 |
| Homework | 0 | 0 | 0 |
| Making presentation | 1 | 9 | 9 |
| Other (please specify) |  |  |  |
| **Total Workload (hour)** |  |  | 75 |
| **Total Workload (hour) / 25** |  |  | **75/25** |
| **AKTS credit of the course** |  |  | **3** |

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| **HEF 2097 HEALTH EDUCATION COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | | | |
| **Course Learning Outcomes** | | | | | | | | |
| **Week** | **Weekly Course Contents** | 1- To understand the concepts related to health education. | 2-To explain approaches to health education. | 3 - To explain the factors affecting health education | 4 - To determine the health education needs in line with the needs of the individual, family and society. | 5 - To plan health education in line with the learning and teaching process. | 6 - To present health education application examples. | 7 - To discuss the nurse's roles in health education. |
| **1** | Course Description - Definitions, Concepts | X | x | x | x | x |  |  |
| **2** | Basic Principles of Health Education and Ethics Roles of Nurses | X | X | x | x | x | x | X |
| **3** | Health Education Approaches  Health Education Topics and Application Places | X | X | X | X | X | X | X |
| **4** | Health Education Methods, Techniques, Tools and Equipment, developing and using equipment | X | X | X | X | X | X | X |
| **5** | Holiday |  |  |  |  |  |  |  |
| **6** | Factors Affecting Health Education  Special Health Education for Different Groups | x | X |  | x | X |  | X |
| **7** | Health education and counseling, health communication, health literacy | x | X | X | X | X | X | X |
| **8** | MID EXAM | x | X | x | x | X | x | X |
| **9** | Model use in health education | X | X | X | X | X | X | X |
| **10** | Health Education Planning Stages | **X** | **X** | **X** |  | **X** |  |  |
| **11** | Health Education Planning Stages- | **x** | X | x | x | X | x | X |
| **12** | Discussion of Health Education Practice Examples | x | X | X | X | x | X | x |
| **13** | Discussion of Health Education Practice Examples | x | X | X | X | x | X | x |
| **14** | Discussion of Health Education Practice Examples | x | x | x | x | x | X | x |
| **15** | Discussion of Health Education Practice Examples | **x** | x | x | x | x | X | x |
| **16** | Discussion of Health Education Practice Examples | x | X | X | X | X | X | X |
|  | **FINAL EXAM** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**HEF 2107 ETHICS IN NURSING**

**COURSE DESCRIPTION FORM**

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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:** Ethics in Nursing |
| **Course Level:** (Undergraduate) | | | **Course Code:** HEF2107 |
| **Issuance/Renewal Date of the Form:** 19/09/2024 | | | **Course type:** Compulsory |
| **Language of the course:** Turkish | | | **Instructor(s) of the course:**  Prof. Dilek Özden  Assoc. Prof. Ezgi Karadağ  Assist. Prof. Cahide Ayik  Assist. Prof. İlkin Yılmaz  Assist. Prof. Gizem Göktuna  Lecturer, PhD. F. Yelkin Alp |
| **Prerequisite of the course:**  -- | | | **Prerequisite course for:**  -- |
| **Weekly course hours:** 3 | | | **Course Coordinator (Responsible for registers to the course):**  Assist. Prof. Cahide Ayik |
| Theory | Practice | Laboratory | **National Credit of the Course:** 3 |
| 3 | - | - | **AKTS Credit of the Course:** 4 |
| **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 enable the student to understand the basic concepts of ethics, to associate the ethical decision-making process with ethical principles and codes, to gain the knowledge and awareness to act in accordance with human, patient rights and ethical values. |
| **Learning Outcomes of the Course:**   1. 1. To comprehend nursing value systems, to define the concepts of ethics, morality, deontology 2. 2. To be able to associate human and patient rights with the concepts of ethics and deontology 3. 3. To be able to define nursing ethical principles and codes 4. 4. To be able to recognise ethical problems and dilemmas 5. 5. To be able to define the steps of ethical decision making process 6. 6. Ability to analyze ethical issues that may be encountered in clinical practices and care. |

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| **Learning and Teaching Strategies:**  Visual presentation, video, news, discussing, question and answer, case study, team working |

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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 | %50 |
| **Clinical Practice** |  |  |
| **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.  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 the exams; Interpretation, remembering, decision-making, explanation, classification, information gathering skills will be evaluated. |

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| **Ders İçin Önerilen Kaynaklar:**  1. Alpar ŞE, Bağçecik N., Karabacak Ü. Çağdaş Hemşirelikte Etik. İstanbul Tıp Kitabevi, İstanbul, 2013.  2. Fry, ST. Hemşirelik Uygulamalarında Etik,(Çev: Bağ, B), Aktif Yayınevi, 2000, Erzurum  3. Atabek Aştı T, Karadağ A (Ed). Hemşirelik Esasları Hemşirelik Bilimi ve Sanatı. Akademi Basın ve Yayıncılık, İstanbul, 2014.p:114-122.  4. Kuçuradi İ., Etik. Meteksan Anonim Şti., 1. Baskı, Ankara, 1988.  5. Çobanoğlu, N. Tıp Etiği, İlke yayınevi, 2007.  6. Erdemir, AD., Öncel, Ö., Aksoy Ş. Çağdaş Tıp Etiği.Nobel Tıp Kitabevi.2003.  7. Dinç., L. Bakım Kavramı ve Ahlaki Boyutu. Sağlık Bilimleri Fakültesi Hemşirelik Dergisi (2010) 74–82  8. Dinç., L. Hemşirelik hizmetlerinde etik yükümlülükler. Hacettepe Tıp Dergisi 2009; 40:113-119.  9. Hasta Hakları Yönetmeliği, http://www.haksay.org/?q=node/18  10. Türk Hemşireler Derneği. Hemşireler İçin Etik İlke ve Sorumluluklar. <http://www.turkhemsirelerdernegi.org.tr/>  11. Yalım, Y, & Baykara ZG (Ed), Hemşirelik ve Etik. Güneş tıp Kitabevleri, 2022, 1 baskı. |
| **Policies and Rules concerning the Course:** **(Instructor can use this title if an explanation is needed):** |
| **Contact Details for the Instructor:** Assist. Prof. Cahide AYİK cahide.ayik@deu.edu.tr  02324126970 |

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| **Course content:** | | | |  |
|  | **Subjects** | **Instructor** | **Method of Instruction and Materials Used** | **Method of instruction** |
|  | Concepts related to ethics (ethics, morality, values, deontology) | Prof. Dr. Dilek Özden  ASsist. Prof Cahide AYİK | Presentation, video, news, discussion, question-answer | Face to face |
|  | Ethical principles and professional ethical codes | Prof. Dr. Ezgi Karadağ  LecturerF. Yelkin Alp | Presentation, video, news, discussion, question-answer | Face to face |
|  | Ethical problems, dilemmas and ethical decision-making process | Prof. Dr. Dilek Özden  ASsist. Prof İlkin Yılmaz | Presentation, video, news, discussion, question-answer | Face to face |
|  | Human rights and patient rights | Prof. Dr. Ezgi Karadağ  ASsist. Prof Cahide AYİK | Presentation, video, news, discussion, question-answer | Face to face |
|  | Ethical problems encountered in the use of technology in health care and case analysis | LecturerF. Yelkin Alp  Prof. Dr. Dilek Özden | Presentation, video, news, discussion, question-answer, case analysis | Face to face |
|  | Ethical problems encountered in chronic and elderly patients and case analysis | ASsist. Prof Cahide AYİK  Prof. Dr. Ezgi Karadağ | Presentation, video, news, discussion, question-answer, case analysis | Face to face |
|  | Midterm exam | LecturerF. Yelkin Alp  ASsist. Prof Cahide AYİK | Presentation, video, news, discussion, question-answer, case analysis | Face to face |
|  | Ethical problems encountered in intensive care and case analysis | ASsist. Prof İlkin Yılmaz | Presentation, video, news, discussion, question-answer, case analysis | Face to face |
|  | Ethical problems encountered in oncology and palliative care and case analysis | Prof. Dr. Ezgi Karadağ | Presentation, video, news, discussion, question-answer, case analysis | Face to face |
|  | Ethical problems encountered in emergency services and case analysis | Prof. Dr. Dilek Özden  ASsist. Prof Cahide AYİK | Presentation, video, news, discussion, question-answer, case analysis | Face to face |
|  | Reflex writing and ethical decision-making process regarding ethical problems encountered by students in clinical practice (will be submitted as homework) | Prof. Dr. Dilek Özden  Doç. Dr. Ezgi Karadağ  ASsist. Prof Cahide Ayik  ASsist. Prof İlkin Yılmaz  ASsist. Prof Gizem Göktuna  LecturerF. Yelkin Alp | Discussion, question-answer, case study, group work | Face to face |
|  | Ethical problems and case analysis in infectious diseases | ASsist. Prof İlkin Yılmaz  LecturerF. Yelkin Alp | Presentation, video, news, discussion, question-answer, case analysis | Face to face |
|  | Ethical sensitivity-Case Analysis | Prof. Dr. Dilek Özden  ASsist. Prof İlkin Yılmaz | Presentation, video, news, discussion, question-answer, case analysis | Face to face |
|  | Business ethics, Ethical Work Environment, Ethical Leadership, Ethical Climate | Prof. Dr. Ezgi Karadağ  LecturerF. Yelkin Alp | Presentation, video, news, discussion, question-answer, case analysis | Face to face |
|  | Legal responsibility of nurses in ethical problems and malpractice | ASsist. Prof Cahide Ayik  ASsist. Prof Gizem Göktuna | Presentation, video, news, discussion, question-answer, case analysis |  |

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| **Table 1. Contribution of course learning outcomes to programme 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** |
| **Nursing Ethics** | 2 | 0 | 2 | 3 | 1 | 0 | 3 | 2 | 3 | 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** |
| **Nursing Ethics** | ÖÇ1,2,3 | - | ÖÇ  4,5,6 | ÖÇ  3,4,5,6 | ÖÇ  2,6 | - | ÖÇ1,2,3,4,5,6 | ÖÇ  3,4,6 | ÖÇ2,4,5,6 | ÖÇ4,5,6 | - | - | - |

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|  | **HEF 2107 ETHICS IN NURSING COURSE COURSE CONTENT AND LEARNING OUTCOMES MATRIX** | | | | | | |
| **We ek** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | |
| 1. Unders tand nursing value system s, define the concep ts of ethics, moralit y, deontol ogy | 2. To be  able to associa te human and patient rights with the concep ts of ethics and  deontol ogy | 3. To be  able to define nursin g ethica l princi ples and codes | 4. To be  able to recog nise ethica l probl ems and dilem mas | 5. To be able to defin e the steps of ethic al decis ion maki ng proc ess | 6. To be able to analyse the ethical problems encounte red in clinical practice and care |
| **1** | Concepts related to ethics (ethics, morality, values, deontolog y) | X | X | X |  |  |  |
| **2** | Human rights and patient rights | X | X |  |  |  |  |
| **3** | Ethical principles and profession al ethical codes | X | X | X |  |  |  |
| **4** | Ethical problems, dilemmas and ethical decision making process | X | X |  | X | X |  |
| **5** | Ethical issues related to informed consent and case studies | X | X |  | **X** | **X** | **X** |

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| **ECTS Table:** | | | |
| **Course Activities** | Number | Duration  (hour) | Total Workload  (hour) |
| **In Class Activities** | | | |
| Lectures | 14 | 3 | 42 |
| Laboratory |  |  |  |
| Clinical Pratice |  |  |  |
| **Exams** | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Laboratory |  |  |  |
| **Activities outside of the course** | | | |
| Preparation before/after weekly lectures | 13 | 3 | 39 |
| Preparation for Mid-term Exam | 1 | 6 | 6 |
| Preparation for Final Exam | 1 | 12 | 12 |
| Preparation for Laboratory Exam |  |  |  |
| Preparation for Laboratory |  |  |  |
| Preparation for Clinical Pratice |  |  |  |
| Independent study |  |  |  |
| **Total Workload (hour)** |  |  | 100/25 |
| **ECTS Credits of Course** |  |  | 4 |

**HEF 2101** **INTEGRATIVE APPROACH TO HEALTH**

**COURSE DESCRIPTION FORM**

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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:**  Integrative approach to health |
| **Course Level:** (Undergraduate) | | | **Course Code:** HEF 2101 |
| **Issuance/Renewal Date of the Form:** | | | **Course type:** Compulsory |
| **Language of the course:** Turkish | | | **Instructor(s) of the course:**  Prof Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Özlem UĞUR  Assist. Prof. Cahide AYIK  Assist Prof. Gizem GÖKTUNA |
| **Prerequisite of the course:**  No | | | **Prerequisite course for:**  No |
| **Weekly course hours:** 2 | | | **Course Coordinator (Responsible for registering for the course):**  Prof. Dr. Özlem KÜÇÜKGÜÇLÜ |
| Theory | Practice | Laboratory | **National Credit of the Course:** 2 |
| 2 | - | - | **AKTS Credit of the Course:** 2 |

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| **Course Objective**: The aim of the course is to make students aware of the roles and responsibilities of nurses about integrative health approaches in all areas of health services |
| **LO.1.** To understand the concept of integrative approaches.  **LO.2.** To describe the principle of integrative care  **LO.3**. To understand the basic integrative methods used in health  **LO.4.** Considering the integrative approach in planning the care of the individual  **LO.5.** Knowing integrative methods used in some health problems |

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| **Learning and Teaching Methods:** Presentation, Discussion, Brainstorm, Question&Answer, Demonstration |

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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** |  |  |
| **Midterm** | X | %50 |
| **Application** |  |  |
| **Assignment/Presentation** |  |  |
| **Project** |  |  |
| **Laboratory** |  |  |
| **Final Exam** | X | %50 |
| **Explanations Concerning the Assessment Methods:** | | |

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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.)  The intra-semester grade shall be calculate by taking 50% of the average midterm grade of the student  The semester grade shall be calculated by taking 50% of the intra-semester grade and will 50% of the final grade. |

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| **Recommended Resources for the Course:**  **Main Resources:**  Akyol, AD., Yildirim, YK.,Toker, E., Yavuz, B. “The use of Complementary and Alternative Medicine (CAM) among chronic renal failure patients” J ClinNurs, 20(7-8): 1035-1043 (2011) - Cassileth RA, Deng G, Vickers A, Yeung KS, Chwistek M, Garrity D, Gubili J, Vroom P (2007). PDQ Onkoloji Kanserde Tamamlayıcı Tıp. İstanbul: Istanbul MedikalYayıncılık. (Ceviri Ed: E. Topuz). - Cole A, Shanley E (1998). Complementary therapies as a means of developing the scope of professional nursing practice. Journal of Advanced Nursing, 27, 1171–1176. - Engebretson J. Culture and complementary therapies ComplementaryTherapies in Nursing&Midwifery, (2002) 8, 177-184.. - Karaman E., Şenuzun Aykar F. Palyatif Bakımda Tamamlayıcı ve İntegratif Tedaviler. Turkiye Klinikleri J Anest Reanim-Special Topics 2017;10(1):63-9 - Tokem Y, Aytemur ZA, Yildirim Y, Fadiloglu C. Investigation into the use of complementary and alternative medicine and affecting factors in Turkish asthmatic patients. J ClinNurs. 2012 Mar;21(5-6):698-707. doi: 10.1111/j.1365-2702.2011.03823.x. Epub 2011 Nov 1. - Yıldırım Y. Akıl-Vücut Teknikleri: Gevşeme ve Hayal Kurma. Türkiye Klinikleri Tıbbi Onkoloji Özel Dergisi 2012; 5(1):1-10. - Yıldırım Y. Nefroloji Hastalarında Tamamlayıcı ve Alternatif Tedavi Kullanımı ve Hemşirelik Yaklaşımı. Nefroloji Hemşireliği Dergisi, Eylül-Aralık 2007 Ocak-Nisan 2008, 21-25. - Yıldırım YK, Uyar M, Fadıloğlu Ç.Palyatif Kanser Bakımında Tamamlayıcı Tedaviler. Ağrı 2006:18(1):26-32. - Yildirim YK, Fadıloglu C. “The effect of progressive muscle relaxation training on anxiety levels and quality of life in dialysis patients” EDTNA ERCA J. 2006 Apr-Jun:32(2):86-8. - Yildirim Y. Patterns of the use of CAM in women with metastatic cancer. Cancer Nurs 2010: 33(3): 194-200 - Yildirim Y, Parlar S, Eyigör S, Sertoz OO, Eyigor C, Fadiloglu C, and Uyar M. "An Analysis of Nursing and Medical Students' Attitudes toward and Knowledge of Complementary and Alternative Medicine" J ClinNurs 2010: 19(7-8):1157-1166  **Other course materials:** Discussion questions, case analysis, video and animation. | |
| **Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):** | |
| **Contact information of the course instructor:** | |
| Prof Dr. Özlem KÜÇÜKGÜÇLÜ  Prof. Dr. Özlem UĞUR | e-mail: [ozlem.kguclu@deu.edu.tr](mailto:ozlem.kguclu@deu.edu.tr) Tel: 4126966  e-mail: [ozlem.ugur@deu.edu.tr](mailto:ozlem.ugur@deu.edu.tr) Tel: 4124785 |
| **Office days and hours of the course instructor:** | |
| **Course content:** Exam dates will be specified in the course program. When these dates are determined, they can be changed. | |

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| **Week** | **Subjects** | **Lecturer** | **Training Method and Materials** |
| **1** | Aromatherapy: Clinical Use of Essential Oils | Assist. Prof. Cahide AYIK | Presentation, discussion |
| **2** | Hypnosis | Prof. Dr. Özlem Uğur | Presentation, discussion |
| **3** | Conscious awareness-based approaches | Assist. Prof. Gizem GÖKTUNA | Presentation, discussion |
| **4** | Concept of Integrative Maintenance | Prof. Dr. Özlem Küçükgüçlü | Presentation, discussion |
| **5** | Reflexology | Assist. Prof. Gizem GÖKTUNA | Presentation, discussion |
| **6** | Integrative Methods: Energy Therapies | Prof. Dr. Özlem Küçükgüçlü | Presentation, discussion |
| **7** | **Mid-Term Exam** | Assist. Prof. Gizem GÖKTUNA | Presentation, discussion |
| **8** | Animal Assisted approaches  Hydrotheaphy | Assist. Prof. Cahide AYIK | Presentation, discussion |
| **9** | DEU GETAT Center Visit | Prof. Dr. Özlem Küçükgüçlü | |
| **10** | Yoga  Meditation | Prof. Dr. Özlem Küçükgüçlü | Presentation, discussion |
| **11** | Homeopathy | Prof. Dr. Özlem Küçükgüçlü | Presentation, discussion |
| **12** | Phytotherapy | Prof. Dr. Özlem Uğur | Presentation, discussion |
| **13** | Other integrative approaches; Mesotherapy, Music, Cupping  Hydrotherapy, Cryotherapy | Assist. Prof. Cahide AYIK | Presentation, discussion |
| **14** | Public Holiday |  |  |
| **15** | Functional Nutrition | Prof. Dr. Özlem Uğur | Presentation, discussion |
| **16** | Ethical and Legal Dimensions in Traditional and Complementary Medical Practices. Course evaluation | Prof. Dr. Özlem Uğur | Presentation, discussion |
| **Final Exam** | | Assist. Prof. Gizem GÖKTUNA | |
| **Make-up exam** | | Assist. Prof. Cahide AYIK | |

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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** |
| **Integrative Approach in Health** | 3 | 1 | 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** |
| **Integrative Approach in Health** | LO1,2  3,4,5 | LO  2 | LO1,2  3,4,5 | LO  1,2  3,4,5 | LO1,2  3,4,5 | LO  4 | LO  1,2  3,4,5 | LO1,2  3,4,5 | LO  1,2  3,4,5 | LO1,2  3,4,5 | LO4 | LO1,2  3,4,5 | LO  2 |

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| **ECTS Table** | | | |
| **Course Activities** | Number | Duration  (hour) | Total Workload  (Hour) |
| **Activities inside of the course** | | | |
| Lectures | 14 | 2 | 28 |
| **Exams**  (If the exam is performed within the course hours, the exam duration in question shall be extracted from the activities during the course) | | | |
| Mid-term exam | 1 | 2 | 2 |
| Quiz |  |  |  |
| Final Exam | 1 | 2 | 2 |
| **Activities out side of the course** | | | |
| Weekly pre-course/post-course preparations (reading the course materials, the articles, etc.) | 14 | 1 | 14 |
| Preparation to the midterm exam | 1 | 6 | 6 |
| Preparation to the final exam | 1 | 5 | 5 |
| Preparation to other short exams |  |  |  |
| Homework |  |  |  |
| Making presentation |  |  |  |
| Other (please specify) |  |  |  |
| **Total Workload (hour )** |  |  | **57/25** |
| **AKTS credit of the course** |  |  | **2** |

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|  | **HEF 2101 INTEGRATIVE APPROACH IN HEALTH COURSE COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | |
| 1. To understand the concept of integrative approaches | 2. To describe the principle of integrative care | 3. To understand the basic integrative methods used in health | 4. Considering the integrative approach in planning the care of the individual | 5. Knowing integrative methods used in some health problems |
| **1** | Aromatherapy: Clinical Use of Essential Oils | x | X | x | x | x |
| **2** | Hypnosis |  | X | x | x | x |
| **3** | Conscious awareness-based approaches |  | X | X | X | x |
| **4** | Concept of Integrative Maintenance |  | x | X | x | x |
| **5** | Reflexology |  | x | x | X | x |
| **6** | Integrative Methods: Energy Therapies |  | x | x | X | x |
| **7** | **Mid-Term Exam** |  |  |  |  |  |
| **8** | Animal Assisted approaches  Hydrotheaphy |  | X | X | X | x |
| **9** | DEU GETAT Center Visit |  |  |  |  |  |
| **10** | Yoga  Meditation |  | x | x | x | x |
| **11** | Homeopathy |  | X | X | x | x |
| **12** | Phytotherapy |  | X |  |  | X |
| **13** | Other integrative approaches; Mesotherapy  Music  Cupping  Hydrotherapy  Cryotherapy |  | x | x | x | X |
| **14** | Public Holiday |  | X | X | X | X |
| **15** | Functional Nutrition | X | X | X | X | X |
| **16** | Ethical and Legal Dimensions in Traditional and Complementary Medical Practices. Course evaluation | X | X | X | X | X |

**HEF 2103 HEALTH PROTECTION AND PROMOTION**

**COURSE DESCRIPTION FORM**

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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:** HEF 2103 |
| **Form Submitting/renewal Date:13 September** 2024 | | | **Course Status:** Elective |
| **Language of the course:** Turkish | | | **Instructor/s:**  Prof. Dr. Meryem ÖZTÜRK HANEY  Assoc. Prof. Dr. Şeyda ÖZBIÇAKÇI |
| **Prerequisite of the course:** - | | | **Prerequisite course for:**  - |
| **Weekly course hours:** 2 saat | | | **Course Coordinator (Responsible for registers to the course):** Prof. Dr. Meryem ÖZTÜRK HANEY |
| Theory | Practice | Laboratory | **National Credit of the Course: 2** |
| 2 | - | - | **AKTS Credit of the Course:2** |
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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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| **Course content** | | | |  |
| **Week** | **Topics** | **Lecturer** | **Training method and material used** | **Education Form** |
|  | 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 |
|  | History of health promotion concept National and international policies and strategie in the health promotion, | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | 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 |
|  | Factors affecting the health promotion: Environment | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | Health promotion: Media and Culture | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | Nurses' roles in improving health Holistic approach in the health promotion, social support | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | Midterm Exam  General repetation | Şeyda Özbıçakcı |  | Face to face |
|  | Stress management and health promotion | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | Nutrition and health promotion Physical activity, sleep and health promotion | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | Tobacco, alcohol and substance use and health promotion | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | 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 |
|  | Health promotion for school children Health promotion during adolescent | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | Health promotion during adult and women | Meryem Öztürk Haney | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | **Holiday** |  |  |  |
|  | Health promotion during elderly period | Şeyda Özbıçakcı | Lecture, discussion, question and answer  power point presentation | Face to face |
|  | National and international health promotion organizations, examples | 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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| **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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| **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** | | | |
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| **2103 HEALTH PROTECTION AND PROMOTION COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | | | | | | | |
| **Learning Outcomes** | | | | | | | | | | | | |
| **Week** | | **Course Subject** | 1 To be able to associate health and health related concepts | 2 To be able to evaluate risk factors and the factors affecting health | 3To be able to aware of individual health behaviors and taking responsibility for their health | | 4To 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. | | 6To 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 |
| **1** | | Introduction the Course, Health, concepts related to health (health, illness, wellness, health education, inequality in health, protection and promotion of health | X | x | x | | x | | x | |  |  |
| **2** | | History of health promotion concept National and international policies and strategie in the health promotion, | X | X | x | | x | | x | | x | X |
| **3** | | Factors affecting the health promotion: Individual Characteristics (age, sex, education level, resume, habits ...) | X | X | X | | X | | X | | X | X |
| **4** | | Factors affecting the health promotion: Environment | X | X | X | | X | | X | | X | X |
| **5** | | Health promotion: Media and Culture | x | X |  | | x | | X | |  | X |
| **6** | | Nurses' roles in improving health Holistic approach in the health promotion, social support | x | X | x | | x | | X | | x | X |
| **7** | | Midterm Exam  General repetation | X | X | X | | X | | X | | X | X |
| **8** | | Stress management and health promotion | **X** | **X** | **X** | |  | | **X** | |  |  |
| **9** | | Nutrition and health promotion Physical activity, sleep and health promotion | x | X | X | | X | | X | | X | X |
| **10** | | Tobacco, alcohol and substance use and health promotion | **x** | X | x | | x | | X | | x | X |
| **11** | | Health promotion during newborn and baby period Health promotion during childhood | x | X | X | | X | | x | | X | x |
| **12** | | Health promotion for school children Health promotion during adolescent | x | x | x | | x | | x | | X | x |
| **13** | | Health promotion during adult and women | **x** | x | x | | x | | x | | X | x |
| **14** | | **Holiday** | x | X | X | | X | | X | | X | X |
| **15** | | Health promotion during elderly period | **X** | **X** | **X** | | **X** | | **X** | | **X** | **X** |
| **16** | | National and international health promotion organizations, examples | **x** | **x** | **x** | | **x** | | **x** | | **x** | **x** |

**HEF2106 USE OF MEDICAL DEVICE IN NURSING**

**COURSE DESCRIPTION FORM**

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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:**  Use of Medical Device in Nursing |
| **Course Level:** (Undergraduate) | | | **Course Code:** HEF2106 |
| **Issuance/Renewal Date of the Form:**  **19/09/2024** | | | **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** | **Method of instruction** | |
| **1. week** | Introduction to course | İlkin Yılmaz | Presentation, discussion, question-answer | Face to face | |
| **2. 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 | Erdoğan Doğmuş | Presentation, discussion, question-answer | Face to face | |
| **3. 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 | Face to face | |
| **4. 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 | Face to face | |
| **5. week** | Monitoring of hemodynamic responses; blood pressure measurements, blood flow measurements | Erdoğan Doğmuş | Presentation, discussion, question-answer | Face to face | |
| **6. week** | Life support and treatment systems  Ventilators invasive-non-invasive  Anesthesia devices | Erdoğan Doğmuş | Presentation, discussion, question-answer | Face to face | |
| **7. week** | Midterm | İlkin Yilmaz | --- | Face to face | |
| **8. week** | Life support and treatment systems  Heart-lung machine  Defibrillator - pacemakers  Electrosurgical devices-electro cautery | İlkin Yılmaz | Presentation, discussion, question-answer | Face to face | |
| **9. week** | Life support and treatment systems  Surgical aspirators  Intravenous therapy devices (infusion pumps)  Dialysis devices (artificial kidney) | İlkin Yılmaz | Presentation, discussion, question-answer | Face to face | |
| **10. week** | Endoscopic imaging systems  Medical imaging systems  X-ray devices (cr-dr-angiography-fluoroscopy-mammography)  Tomography devices | Erdoğan Doğmuş | Presentation, discussion, question-answer | Face to face | |
| **11. week** | Medical imaging systems  Magnetic resonance | Erdoğan Doğmuş | Presentation, discussion, question-answer | Face to face | |
| **12. week** | Medical imaging systems  Nuclear medicine ( pet- spect) | Erdoğan Doğmuş | Presentation, discussion, question-answer | Face to face | |
| **13. week** | Radiation, Radiation Protection and Safety | İlkin Yılmaz | Presentation, discussion, question-answer | Face to face | |
| **14. week** | Quality Standards in Calibration (17025 Vs.) (Quality and calibration concepts, measurement uncertainties, quality standards) | İlkin Yılmaz | Presentation, discussion, question-answer | Face to face | |
| **15.WEEK** | Legal regulations of medical device applications | İlkin Yılmaz | Presentation, discussion, question-answer | Face to face | |

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| **Table 1. Contribution of course learning outcomes to programme 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 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 3 | 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** |
| Medical Device Use in Nursing | LO2 | LO1 |  | LO2,4 | LO2 |  | LO3 | LO3 | LO1 | LO4 |  |  |  |

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| HEF 2106 MEDICAL DEVICE USE IN NURSING COURSE COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | |
| Week | Weekly Course Contents | Learning Outcomes | | | |
| 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. |
| **1** | Introduction to course | X |  |  |  |
| **2** | 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 |  |  |
| **3** | 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 |
| **4** | 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 |
| **5** | Monitoring of hemodynamic responses; blood pressure measurements, blood flow measurements |  |  | X | X |
| **6** | Life support and treatment systems  Ventilators invasive-non-invasive  Anesthesia devices |  |  | X | X |
| **7** | Midterm |  |  | X | X |
| **8** | Life support and treatment systems  Heart-lung machine  Defibrillator - pacemakers  Electrosurgical devices-electro cautery |  |  | X | X |
| **9** | Life support and treatment systems  Surgical aspirators  Intravenous therapy devices (infusion pumps)  Dialysis devices (artificial kidney) |  |  | X | X |
| **10** | Endoscopic imaging systems  Medical imaging systems  X-ray devices (cr-dr-angiography-fluoroscopy-mammography)  Tomography devices |  |  | X | X |
| **11** | Medical imaging systems  Magnetic resonance |  |  | X | X |
| **12** | Medical imaging systems  Nuclear medicine ( pet- spect) |  |  | X | X |
| **13** | Radiation, Radiation Protection and Safety | X | X | X | X |
| **14** | Quality Standards in Calibration (17025 Vs.) (Quality and calibration concepts, measurement uncertainties, quality standards) | X | X | X | X |
| **15** | Legal regulations of medical device applications | X | X | X | X |
|  | Final exam | **X** | **X** | **X** | **X** |
|  | Make-up exam | **X** | **X** | **X** | **X** |

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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.) | 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 |

**HEF 2111 EATING BEHAVIORS AND AWARENESS**

**COURSE DESCRIPTION FORM**

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| **Teaching Unit(s):**  Nursing Faculty | | | **Unit(s) taking the course:**  Nursing Faculty |
| **Department Name: Nursing** | | | **Course Name:**  Eating Behaviors and Awareness |
| **Course Level: Undergraduate** | | | **Course Code:** HEF 2111 |
| **Date of Issuance/Renewal of Form:**  **25.04.2024** | | | **Course Type: Elective** |
| **Language of Instruction:** Turkish | | | **Faculty Member(s) of the Course:**  Assist. Prof. İlkin Yılmaz  Assist. Prof. Gülsüm Zekiye Tuncer |
| **Prerequisite:** - | | | **Prerequisite Course:**  - |
| **Weekly Course Hours: 2** | | | **Course Coordinator (Person responsible for course entries):**  Assist. Prof. Gülsüm Zekiye Tuncer |
| Theory | Application | Laboratory | **Course National Credits: 2** |
| 2 | - | - | **ECTS Credits: 2** |
| **This table will be transferred from the student affairs automation system.** | | | |

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| **Course Objectives:**  This course aims to provide the student with knowledge about the basic practices that will enable the student to develop conscious awareness of eating behaviors. |
| **Learning Outcomes:**   1. To be able to define the types of food intolerance 2. Understanding food security and food literacy 3. Identify healthy and impaired eating behaviors 4. Knowledge of the concepts of eating awareness and conscious eating 5. Making the connection between eating behavior and body image |

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| **Learning and Teaching Methods:**  Presentation, discussion, question-answer, watching movies, role playing  Audio descriptions are provided in all visual materials used in the lessons. (Upon the request of students with disabilities, audio-described forms of visual-based educational materials such as films and videos are used). |

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| **Evaluation Methods:**  (The assessment method should be compatible with the learning outcomes and the teaching techniques used in the course) | | |
|  | If available, mark it as (X) | Percentage (%) |
| **In-Term/End of Semester Studies** |  |  |
| **Midterm Exams** | 1 | %50 |
| **Attendance Exam (Quiz)** |  |  |
| **Homework/Presentation** |  |  |
| **Project** |  |  |
| **Laboratory** |  |  |
| **Final Exam** | 1 | %50 |
| **Class Participation** |  |  |
| **Application** |  |  |
| **Explanations Regarding Evaluation Methods:**  During the semester, course evaluation will be made with 1 midterm exam and 1 final or make-up exam.  Midterm and final exams will be given as homework.  Midterm Exam Grade: 1 midterm exam grade will constitute the midterm grade.  Mid-term grade: Midterm Exam grade  Course Success Grade: 50% of the mid-semester grade + 50% of the Final or Make-up grade  Minimum course success grade: 60 out of 100 full grades.  Minimum final and make-up exam grade: 50 out of 100 full grades. | | |
| **Evaluation Criteria:**  In the exams; Interpreting, remembering, making decisions, explaining, classifying, and combining information skills will be evaluated. | | |

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| **Recommended Resources for the Course:**  **Main source:**   1. Köse G. (021) Yerken Düşünmek Mümkün mü? Akademisyen Yayınevi. Ankara. 2. Tribole E. & Resch E. (2021) Sezgisel Yeme uygulama kitabı. Yiyeceklerle sağlıklı bir ilişki kurmak için on ilke. Okuyanus Yayınları 1. Basım. İstanbul 3. Virtue D. (2011). Duygusal Açlık. Destek Yayınları 1. Basım. İstanbul 4. Fairburn C.G. (2019). Aşırı Yemeyi Yenmek. Psikonet Yayınları 1. Basım. Ankara. |
| **Course Policy and Rules: (if the instructor wants to make a statement, he/she can use this title)** |
| **Course Instructor Contact Information:**  Assist. Prof. Gülsüm Zekiye Tuncer |
| **Course Instructor Meeting Days and Hours:** |
| **Course Content:**  Exam dates will be specified in the lesson plan. When the exam dates are finalized, the dates can be changed. |

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| **Week** | **Topic** | **Responsible** |
|  | Introduction of the course  Nutrition definition, Nutritional errors, Factors affecting food selection | Assist. Prof. İlkin Yılmaz |
|  | Food Intolerances | Assist. Prof. İlkin Yılmaz |
|  | Food Intolerances | Assist. Prof. İlkin Yılmaz |
|  | Food literacy  Conscious consumption, consumerism | Assist. Prof. İlkin Yılmaz |
|  | Food Safety | Assist. Prof. İlkin Yılmaz |
|  | Guide to good eating, food clover method, my plate method | Assist. Prof. İlkin Yılmaz |
|  | **Midterm Exam (Homework)** | Assist. Prof. Gülsüm Zekiye TUNCER |
|  | Eating Behaviors, Healthy and Impaired Eating Behaviors | Assist. Prof. Gülsüm Zekiye TUNCER |
|  | Eating Behaviors, Healthy and Impaired Eating Behaviors | Assist. Prof. Gülsüm Zekiye TUNCER |
|  | Intuitive Eating | Assist. Prof. Gülsüm Zekiye TUNCER |
|  | Intuitive Eating exercises | Assist. Prof. Gülsüm Zekiye TUNCER |
|  | Mindful Eating | Assist. Prof. Gülsüm Zekiye TUNCER |
|  | Mindful Eating exercises | Assist. Prof. Gülsüm Zekiye TUNCER |
|  | Body Perception and Body Awareness | Assist. Prof. Gülsüm Zekiye TUNCER |
|  | Course Evaluation | Assist. Prof. Gülsüm Zekiye TUNCER |

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| **ECTS Table:** | | | |
| **Course Related Activities** | Number | Time  (hours) | Total Workload  (Hours) |
| **In-class activities** | | | |
| Lecture | 14 | 2 | 28 |
| Application |  |  |  |
| **Exams**  (If the exam is held during class hours, the exam time should be deducted from the in-class activities) | | | |
| Final Exam | 1 | 2 | 2 |
| Midterm Exam | 1 | 2 | 2 |
| Homework |  |  |  |
| **Extracurricular activities** | | | |
| Weekly pre/post-class preparations (reading course materials, articles, etc.) |  |  |  |
| Preparation for the midterm exam | 1 | 4 | 4 |
| Preparation for the final exam | 1 | 6 | 6 |
| Preparation for other quizzes |  |  |  |
| Preparing a presentation |  |  |  |
| Independent learning | 8 | 1 | 8 |
| Other (please specify) |  |  |  |
| **Total Workload (hours)** |  |  |  |
| **ECTS credits of the course**  **Total Workload (hours) / 25** |  |  | 50/25=  2 ECTS |

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| **HEF 2111 EATING BEHAVIORS AND AWARENESS FACULTY OF NURSING PROGRAM OUTCOMES AND LEARNING OUTCOMES MATRIX** | | | | | | |
| **Dokuz Eylul University Faculty of Nursing Program Outcomes** | **Learning Outcomes:** | | | | | |
| 1. To be able to define the types of food intolerance | 2. Understanding food security and food literacy | 3. Identify healthy and impaired eating behaviors | 4. Knowledge of the concepts of eating awareness and conscious eating | 5. Making the connection between eating behavior and body image | |
| To meet the needs of nursing knowledge to fulfill the role and functions at the individual, family and community health care. | X | X | X | X | X | |
| Have the basic psychomotor skills of nursing. |  |  |  |  |  | |
| To have basic communication skills. |  |  |  |  |  | |
| To be able to transfer the acquired theoretical knowledge to nursing practices with a holistic approach and in accordance with cultural characteristics. | X | X | X | X | X | |
| To be able to meet the health education and counseling needs of the individual, family and society. | X | X | X | X | X | |
| To be able to use health information technologies and to integrate innovative approaches to nursing care |  |  |  |  |  | |
| To provide safe and quality care in accordance with ethical principles and laws. |  |  |  |  |  | |
| To be able to take responsibility individually and as a team member in nursing practices. |  |  |  |  |  | |
| To be able to manage care using critical thinking, problem solving, research and evidence-based decision making skills. |  |  |  |  |  | |
| To be able to use lifelong learning skills. | X | X | X | X | X | |
| Collaborating with professional organizations and other health institutions, participating in and/or conducting activities in order to contribute to health policies |  |  |  |  |  | |
| To be able to take responsibility in research / projects and activities with the awareness of social sensitivity |  |  |  |  |  | |
| Being able to follow the information in the field and communicate with foreign colleagues using a foreign language ( European Language Portfolio Global Scale , Level B1) |  |  |  |  |  | |
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**HEF 2060 SEXUAL AND REPRODUCTIVE HEALTH**

**Course Introduction Form**

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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:** 09.09.2024 | | | **Course Type:** Elective |
| **Course Language:** Turkish | | | **Responsible Lecturers:**  Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assit. Prof. Hülya ÖZBERK |
| **Prerequisites and Co-requisites:** - | | | Recomended Optional Programme Components: - |
| **Weekly Course Hours:** 2 | | | **Course Coordinator:**  Assoc. Prof. 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. Prof. 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  - Sexual and Reproductive Health Rights | Dilek Bilgiç | Presentation  Group Discussion  Case Discussion |
|  | -Laws Affecting Sexual and Reproductive Health | Hande Yağcan | Presentation  Group Discussion  Case Discussion |
|  | -Fertility Awareness | Merlinda Aluş Tokat | Presentation  Group Discussion  Case Discussion |
|  | -Sexual Health Problems | Dilek Bilgiç | Presentation  Group Discussion  Case Discussion |
|  | -Reproductive Health Problems | Hülya Özberk | Presentation  Group Discussion  Case Discussion |
|  | -Current Approaches in Family Planning | Hülya Özberk | Presentation  Group Discussion  Case Discussion |
|  | -Reproductive Health in Extraordinary Situations | Dilek Bilgiç | Presentation  Group Discussion  Case Discussion |
|  | **Midterm Exam**  -Developing a Solution Project for Sexual and Reproductive Health Problems | Hande Yağcan |  |
|  | -Most Common Reproductive System Infections and STIs | Hülya Özberk | Presentation  Group Discussion  Case Discussion |
|  | -Health Literacy in Sexual and Reproductive Health | Dilek Bilgiç | Presentation  Group Discussion  Case Discussion |
|  | -Sexual Health in Vulnerable Groups | Hülya Özberk | Presentation  Group Discussion  Case Discussion |
|  | -Violence and Reproductive Health | Hande Yağcan | Presentation  Group Discussion  Case Discussion |
|  | -Use of Technology in Sexual and Reproductive Health | Merlinda Aluş Tokat | Presentation  Group Discussion  Case Discussion |
|  | **Holiday** | | |
|  | -Working Life and Glass Ceiling Syndrome  -Term evaluation | Hande Yağcan | Presentation  Group Discussion  Case Discussion |

**Table 1. Contribution of course learning outcomes to programme outcomes**

**0: no contribution 1: little contribution 2: moderate contribution 3: full contribution**

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| **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** |
| **CSÜS** | 3 | 0 | 1 | 2 | 3 | 0 | 1 | 1 | 2 | 3 | 0 | 1 | 0 |

**Table 2. Relationship between Course Learning Outcomes and Programme Outcomes**

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| **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** |
| **CSÜS** | LO 1,2,3 | LO3 | LO1,2,4 | LO 1,2,4 | LO 1,3 | LO 2,4 | LO1,2,3,4 | LO 1,2,4 | 0 | LO  1,2,4 | 0 | 1 | 0 |

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| **ECTS Table:** | | | | | | | | | | | |
| **Course Activities** | | | | | Number | | Duration (hour) | | Total Workload  (hour) | | |
| **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 Work Load (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** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | | | |  |
| 1. Defining the concepts of CS/US, sex, and gender and explaining their importance. | 2. Knowing the political, economic, and cultural factors affecting CSUS health. | 3. Listing the priority CS/US problems in Turkey and the World. | | 4. Listing the CSUS problems specific to life periods. | | 5. Knowing the appropriate nursing approaches to CSUS problems. | | 6. Explaining the medical and supportive approaches used in CSUS problems. |
| **1** | -Course introduction  -Introduction to sexual and reproductive health | X | X | X | |  | |  | | X |
| **2** | Sexual and Reproductive Health Rights |  | X |  | |  | |  | |  |
| **3** | Fertility Awareness |  |  |  | |  | | X | | X |
| **4** | Sexual Health Issues | X | X |  | | X | |  | | X |
| **5** | Reproductive Health Issues | X | X | X | | X | | X | | X |
| **6** | Current Approaches to Family Planning |  |  |  | |  | | X | | X |
| **7** | Reproductive Health in Emergency Situations | X | X | X | |  | |  | | X |
| **8** | **MIDTERM EXAM**  Developing a Solution Project for Sexual and Reproductive Health Problems |  | X | X | |  | |  | |  |
| **9** | Health Literacy in Sexual and Reproductive Health |  | X | X | |  | | X | | X |
| **10** | The Most Common Reproductive System Infections and STIs |  |  | X | |  | | X | | X |
| **11** | Sexual Health in Vulnerable Groups | X | X | X | |  | |  | | X |
| **12** | Violence and Reproductive Health  -Evaluation of the Course | X | X |  | |  | |  | | X |
| **13** | Use of Technology in Sexual and Reproductive Health |  |  | X | |  | | X | |  |
| **14** | Working Life and Glass Ceiling Syndrome  -Course evaluation |  | X | X | |  | | X | |  |
|  | **CLINICAL APPLICATION** |  |  |  | |  | |  | |  |
|  | **FINAL EXAM** | X | X | X | | X | | X | | X |

**HEF 2070 EMERGENCY NURSING**

**COURSE SYLLABUS FORM**

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| Offered By**:** Nursing | | | Offered to**:** Nursing |
| **Name of the Department:** Nursing | | | **Course Name:** Emergency Nursing |
| **Course Level**: **Bachelor** | | | **Course Code:** HEF 2070 |
| **Form Submitting/renewal Date:** 11.09.2024 | | | **Course Status:** ELECTIVE |
| **Language of Instruction**: **Turkish** | | | **Instructor(s)**:  Professor Hatice Mert  Associate Professor Özlem Bilik  Associate Professor Aylin DURMAZ EDEER  Assistant Professor Dilek SEZGİN  Assistant Professor.Buket Çelik |
| **Prerequisite of: -** | | | **Prerequisite to:** - |
| **Weekly course hours:** 2 | | | **Course Coordinator**: Associate Professor Aylin DURMAZ EDEER |
| Theory | Application | Laboratory | **National Credit:** 2 |
| 2 | 0 | 0 | **ECTS Credit:** 2 |
| **This table will be adapted from the automation system of the registrar’s Office.** | | | |

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| Course Objective**:** The aim of this course is to provide students with up-to-date information on acute and critical patient care management, taking into account the ethical principles and patient safety principles, and being aware of the professional duties, powers and responsibilities of the emergency nurse. |
| **Learning Outcomes**:  **LO 1**: Explain the duties, powers and responsibilities of the emergency nurse.  **LO 2:** List the safe care interventions in acute and critical patients in the emergency room.  **LO 3:** Have the knowledge to evaluate the patients in the emergency room and to determine the priorities.  **LO 4:** Explain the importance of legal and ethical issues in emergency nursing.  **LO 5:** Explain emergency organization and triage. |

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| **Learning and Teaching Strategies**:  Powerpoint presentation,  Expression  Question answer  Show on mockup  Case discussion  Video demonstration  Brainstorming, |

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| **Evaluation Methods:**  (Assessment method must be compatible with learning outcomes and teaching methods used in the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| **Semester / Semester-End Studies** |  |  |
| **Mid-term** | x | %50 |
| **Quiz** |  |  |
| **Homework/presentation** |  |  |
| **Project** |  |  |
| **Laboratory** |  |  |
| **Final Exam** | X | %50 |
| **Participation** |  |  |
| **Practice** |  |  |
| 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 mid-term calculations. | | |
| **Assessment Criteria:**  In examinations; interpretation, remembering, decision making, explanation, classification, skills of synthesizing information will be evaluated. | | |
| **Recomended or Required Reading**:  **Main Sources:**   1. Duran ve arkadaşları.2018, Sheehy’nin Acil Hemşireliği ilkeleri ve uygulaması, Altıncı baskıdan çeviri, Palme Yayınevi, Samsun 2. Türker E.,Hançerlioğlu S.,Çekiç Y (çeviri editörleri). 2021, Acil Hemşireliği-Anlatımı inanılmaz kolay, Dünya Tıp Kitabevi, Ankara 3. Tokem, Y., Sucu Dağ, G. Dölek, M. 2017, Bir bakışta acil hemşireliği, Çukurova Nobel Tıp Kitabevi,Adana 4. Crouch R, Chartes A, Dawood, Bennett P. 2017. Oxford Handbook of Emergency Nursing, Second Edition, Oxford University Press, USA 5. Emergency Nurses Association, Sheehy’s emergency nursing, Elsevier, 2019,USA   **supplementary sources:**  **References:**  **Other course materials:** | | |
| **Course Policies and Rules:**  Optional, if the instructor needs to add some explanation or further note, s/he can use this title | | |
| **Contact details for instructor/s:**  Associate Professor Aylin DURMAZ EDEER  aylin.durmaz@deu.edu.tr tel: 0230 412 4764 | | |
| **Office days and hours of the course instructor:** | | |
| **Course Content:**  Exam dates will be specified in the lesson plan. When these dates are determined, they can be changed. | | |

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| --- | --- | --- | --- | --- |
| **Week** | **Subject** | **Instructor** | **Training Method and Material Used** | **Education type** |
|  | Introduction of emergency nursing course and objectives  Duties, powers and responsibilities of the emergency nurse  The introduction of the Association of Emergency Nurses  Emergency organization and triage  Legal and ethical responsibilities in emergency nursing | Associate Professor Özlem Bilik | Powerpoint presentation,  Expression  Question answer | Face to Face |
|  | Pain control, analgesia and sedation in the emergency room | Assistant Professor Buket Çelik | Powerpoint presentation,  Expression  Question answer  Case discussion | Face to Face |
|  | Emergency care management and follow-up of the patient diagnosed with shock types and shock | Associate Professor Aylin Durmaz Edeer | Powerpoint presentation,  Brainstorming,  Question answer  Case discussion  Expression | Face to Face |
|  | Emergency care management and monitoring of trauma patient  Metabolic endocrine response to trauma  Emergency care management and follow-up of the patient with head trauma, spinal / spinal trauma, thoracic trauma, limb injury and bleeding | Associate Professor Özlem Bilik | Powerpoint presentation,  Expression  Brainstorming,  Question answer | Face to Face |
|  | Emergency care management and monitoring of trauma patient-Abdominal trauma, urinary system injuries, cutting and penetrating device injuries, burns, otolaryngology and facial injuries, emergency care management and monitoring | Associate Professor Özlem Bilik | Powerpoint presentation,  Brainstorming,  Question answer  Expression | Face to Face |
|  | Neurological emergencies and nursing care  Neurological diagnostics  Intracranial Pressure Increase Syndrome (KIBAS) management  Emergency care management and follow-up of the patient diagnosed with acute cerebrovascular accident | Assistant Professor Dilek Sezgin | Powerpoint presentation, Expression  Question answer  Brainstorming,  Video demonstration | Face to Face |
|  | **Midterm exam** | Assistant Professor Buket Çelik |  |  |
|  | Cardiovascular emergencies and nursing care  (Emergency care management and follow-up of the patient diagnosed with hypertension, arrhythmia, heart failure (pulmonary edema), acute coronary syndrome) | Professor Hatice Mert | Powerpoint presentation,  Expression  Brainstorming,  Question answer | Face to Face |
|  | Respiratory system emergencies and nursing care  (Acute respiratory failure, COPD exacerbation, Asthma Crisis, Pneumonia)  \* Management of patients at risk of Covid-19 in the emergency department | Associate Professor Aylin Durmaz Edeer | Powerpoint  presentation,  Brainstorming,  Question answer  Structured case discussion  Pre-lesson guide sharing  Summary presentation  Expression | Face to Face |
|  | Emergency care management and monitoring of the patient diagnosed with poisoning Animal bites, drug toxicity etc. | Assistant Professor Buket Çelik | Powerpoint presentation,  Expression  Brainstorming,  Question answer | Face to Face |
|  | Endocrine emergencies and nursing care  Diabetic patient management  Renal emergencies and nursing care  Emergency care management and follow-up of the patient with renal colic and acute renal failure | Assistant Professor Dilek Sezgin | Powerpoint presentation,  Expression  Question answer | Face to Face |
|  | GIS emergencies and nursing care  Acute abdomen, nausea, vomiting  Gastrointestinal bleeding and nursing care | Associate Professor Aylin Durmaz Edeer | Powerpoint presentation,  Brainstorming,  Expression  Question answer | Face to Face |
|  | Emergency care management of oncological patient  Symptom management, emergency care of terminal cancer patient  Emergency care in drowning, freezing and electric shocks | Assistant Professor Dilek Sezgin | Powerpoint presentation,  Expression  Question answer | Face to Face |
|  | Holiday |  |  |  |
|  | Emergency care management and monitoring of the psychiatric patient  Management of suicide, conversion, schizophrenic patient etc | Associate Professor Aylin Durmaz Edeer | Powerpoint presentation,  Brainstorming,  Expression  Question answer | Face to Face |
|  | Basic life support | Assistant Professor Dilek SEZGİN | Powerpoint presentation,  Expression  Question answer  Show on mockup | 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** | | | | | | | | | | | | | |
| **Öğrenme Çıktısı** | **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** |
| **Emergency Nursing** | **3** | 0 | 0 | **2** | **3** | **0** | **3** | **2** | **3** | **3** | **0** | **0** | **0** |

**Table 2. Relationship of the Course Learning Outcomes with the 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** |
| **Emergency Nursing** | **LO 1,2,3,4,5** |  |  | **LO 3,4** | **LO 1,2,3,4,5** |  | **LO2,4** | **LO 4** | **LO 1,2,3,4,5** |  |  |  |  |

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| --- | --- | --- | --- |
| **ECTS Table:** | | | |
| **Course Activities** | Number | Duration  (hour) | Total Workload  (Hour) |
| **Activities during the course** | | | |
| Lecturing | 13 | 2 | 26 |
| Practice | - | - | - |
| **Exams**  (If exams are made within the course hours, duration of the exams should be deducted from the activities during the course) | | | |
| Mid-term | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other short exams etc. | - | - |  |
| **Extracurricular activities:** |  | | |
| Weekly pre-course/post-course preparations (reading the course materials, the articles etc.) | 13 | 1 | 13 |
| Preparation to the mid-term | 1 | 3 | 3 |
| Preparation to the final exam | 1 | 4 | 4 |
| Preparation to the other short exams |  |  |  |
| Homeworks |  |  |  |
| Making presentation |  |  |  |
| Other (Please specify) |  |  |  |
| **Total workload (hour )** |  |  | **50** |
| **ECTS of the course**  **Total Workload (hour) /25** |  |  | **2** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **HEF 2070 Emergency Nursing Course Content And Learning Outcomes Matrix** | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | |
|  | **1**: Explain the duties, powers and responsibilities of the emergency nurse. | **2:** List the safe care interventions in acute and critical patients in the emergency room. | **3:** Have the knowledge to evaluate the patients in the emergency room and to determine the priorities. | **4:** Explain the importance of legal and ethical issues in emergency nursing. | **5:** Explain emergency organization and triage. |
| **1** | Introduction of emergency nursing course and objectives  Duties, powers and responsibilities of the emergency nurse  The introduction of the Association of Emergency Nurses  Emergency organization and triage  Legal and ethical responsibilities in emergency nursing | X |  |  | X | X |
| **2** | Pain control, analgesia and sedation in the emergency room |  | X | X |  |  |
| **3** | Emergency care management and follow-up of the patient diagnosed with shock types and shock |  | X | X |  |  |
| **4** | Emergency care management and monitoring of trauma patient  Metabolic endocrine response to trauma  Emergency care management and follow-up of the patient with head trauma, spinal / spinal trauma, thoracic trauma, limb injury and bleeding | X | X | X | X | X |
| **5** | Emergency care management and monitoring of trauma patient-Abdominal trauma, urinary system injuries, cutting and penetrating device injuries, burns, otolaryngology and facial injuries, emergency care management and monitoring | X | X | X | X | X |
| **6** | Neurological emergencies and nursing care  Neurological diagnostics  Intracranial Pressure Increase Syndrome (KIBAS) management  Emergency care management and follow-up of the patient diagnosed with acute cerebrovascular accident | X | X | X |  |  |
| **7** | **Midterm exam** | **X** | **X** | **X** | **X** | X |
| **8** | Cardiovascular emergencies and nursing care  (Emergency care management and follow-up of the patient diagnosed with hypertension, arrhythmia, heart failure (pulmonary edema), acute coronary syndrome) | X | X | X |  |  |
| **9** | Respiratory system emergencies and nursing care  (Acute respiratory failure, COPD exacerbation, Asthma Crisis, Pneumonia)  \* Management of patients at risk of Covid-19 in the emergency department | X | X | X |  | X |
| **10** | Emergency care management and monitoring of the patient diagnosed with poisoning Animal bites, drug toxicity etc. | X | X | X |  |  |
| **11** | Endocrine emergencies and nursing care  Diabetic patient management  Renal emergencies and nursing care  Emergency care management and follow-up of the patient with renal colic and acute renal failure | X | X | X |  |  |
| **12** | GIS emergencies and nursing care  Acute abdomen, nausea, vomiting, Gastrointestinal bleeding and nursing care | X | X | X |  |  |
| **13** | Emergency care management of oncological patient  Symptom management, emergency care of terminal cancer patient  Emergency care in drowning, freezing and electric shocks | X | X | X |  |  |
| **14** | Emergency care management and monitoring of the psychiatric patient  Management of suicide, conversion, schizophrenic patient etc | X | X | X |  |  |
| **15** | Basic life support | X | X | X | X | X |
|  | **FINAL EXAM** | **X** | **X** | **X** | **X** | **X** |

**HEF 2072 PERIOPERATIVE NURSING**

**COURSE SYLLABUS FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **Offered by:** Faculty of Nursing | | | **Offered to:** Faculty Of Nursing |
| **Name of the Department:** Nursing | | | **Course Name:** Perioperative Nursing |
| **Course Level:** Bachelor | | | **Course Code:** HEF 2072 |
| **Form Submitting/Renewal Date:** 09.09.2024 | | | **Course Status:** Elective |
| **Language of Instruction:** Turkish | | | **Dersin Öğretim Üyesi/Üyeleri:**  Assoc. Prof. Özlem Bilik  Assoc. Prof. Fatma Vural  Assoc. Prof. Yaprak Sarıgöl Ordin  Assoc. Prof. Aklime Sarıkaya  Assoc. Prof. Aylin Durmaz Edeer  Asst. Prof. Eda Ayten Kankaya  Asst. Prof. Buket Çelik  Asst. Prof. Nazife Gamze Özer Özlü |
| **Prerequisite: -** | | | **Prerequisite to: -** |
| **Weekly Course Hours:** 2 | | | **Course Coordinator:**  Assoc. Prof. Fatma Vural |
| **Theory** | **Application** | **Laboratory** | **National Credit:** 2 |
| 2 | 0 | 0 | **ECTS Credit: 2** |
| **Course Objective:** This course aims to gain the students knowledge on the role and responsibilities of the operating room nurse, patient care in the operating room, operating room construction and architecture, patient and employee safety in operating room. | | | |
| **Learning Outcomes of the Course:**  LO1: The student can define the professional role and importance of the operating room nurse.  LO2: The student knows nursing attempts according to the types of anesthesia and surgery.  LO3: The student can explain the principles of patient care in the operating room.  LO4: The student can discuss the importance of patient safety in the operating room.  LO5: The student can discuss the importance of employee safety in the operating room.  LO6: The student can explain the importance of legal and ethical issues in the operating room environment.  LO7: The student can access to new information related to operating room nursing and continue his or her personal development. | | | |

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| **Learning and Teaching Methods:**  Presentation  Disscusion  Video supported training |

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| **Assessment Methods:**  (Evaluation method must be compatible with learning outcomes and teaching techniques used in the course) | | |
|  | **If used, check as (X).** | **Grading (%)** |
| **Semester Requirements** |  |  |
| **Mid-term exam** | X | %50 |
| **Quiz** |  |  |
| **Homework Assignments/**  **Presentation** |  |  |
| **Projects** |  |  |
| **Laboratory work** |  |  |
| **Final Exam** | X | %50 |
| **Class Participation** |  |  |
| **Explanations on Assessment Methods: 1-Midterm Exam 2-Final Exam** | | |

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| --- | --- | --- |
| **Contact Details for the Instructor:** | | |
| Assoc. Prof. Özlem Bilik  Assoc. Prof. Fatma Vural  Assoc. Prof. Yaprak Sarıgöl Ordin  Assoc. Prof. Aklime Sarıkaya  Assoc. Prof. Aylin Durmaz Edeer  Asst. Prof. Üyesi Eda Ayten Kankaya  Asst. Prof. Buket Çelik  Asst. Prof. Nazife Gamze Özer Özlü | Tel: 0 232 412 69 62  Tel: 0 232 412 47 80  Tel: 0 232 412 47 87  Tel: 0 232 412 47 ..  Tel: 0 232 412 47 64  [Tel: 0](Tel:0) 232 412 69 85  Tel: 0 232 412 69 75  [Tel: 0](Tel:0) 232 412 69 80 | [ozlem.bilik@deu.edu.tr](mailto:ozlem.bilik@deu.edu.tr)  [fatma.vural@deu.edu.tr](mailto:fatma.vural@deu.edu.tr)  [yaprak.sarigol@deu.edu.tr](mailto:yaprak.sarigol@deu.edu.tr)  [aklime.sarikaya@deu.edu.tr](mailto:aklime.sarikaya@deu.edu.tr)  [aylin.durmaz@deu.edu.tr](mailto:aylin.durmaz@deu.edu.tr)  [edaayten.kankaya@deu.edu.tr](mailto:edaayten.kankaya@deu.edu.tr)  [buket.celik@deu.edu.tr](mailto:buket.celik@deu.edu.tr)  [nazifegamze.ozerozlı@deu.edu.tr](mailto:nazifegamze.ozerozlı@deu.edu.tr) |
| **Instructor Meeting Days and Hours:** | | |
| **Course Policies and Rules:** (If faculty member wants to explain, she/he can use this title) | | |

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| --- | --- | --- | --- |
| **Weeks** | **Topics** | **Faculty Member** | **Teaching techniques** |
|  | Course Introduction  Clarification of course objectives | Assoc. Prof. Fatma Vural | Presentation, Discussion |
|  | - Recommendations of AORN on the role and responsibilities of the operating room team  - Role and responsibilities of surgical nurses  - Introduction of Turkish Surgical and Operating Room Nurses Association | Asst. Prof. Buket Çelik | Presentation, Discussion  TCAHD Introduction (Board Member Invitation) |
|  | Architecture, organization and management of operating | Asst. Prof. Nazife Gamze Özer Özlü | Presentation, Discussion, Video supported education |
|  | Prevention of Surgical and Operating Room Infections | Assoc. Prof. Yaprak Sarıgöl Ordin | Presentation, Discussion |
|  | Nurse's responsibilities in the preparation of the mayo table in the operating room, surgical positions and prevention of complications (Pressure wound, DVT etc.) | Assoc. Prof. Özlem Bilik | Presentation, Discussion, Video |
|  | Types of anesthesia | Assoc. Prof. Aklime Sarıkaya | Presentation, Discussion |
|  | **MIDTERM** | Assoc. Prof. Fatma Vural | Written Examination |
|  | Legal and ethical issues in operating room | Assoc. Prof. Özlem Bilik | Presentation, Discussion |
|  | Standards in operating room nursing | Assoc. Prof. Yaprak Sarıgöl Ordin | Presentation, Discussion |
|  | Employee safety in operating room | Assoc. Prof. Aylin Durmaz Edeer | Presentation, Discussion |
|  | Employee safety in operating room | Assoc. Prof. Aylin Durmaz Edeer | Presentation, Discussion |
|  | Patient safety in the operating room  Safe surgery checklist | Assoc. Prof. Fatma Vural | Presentation, Discussion, Video supported education |
|  | Registration and documentation in the operating room room | Assoc. Prof. Özlem Bilik | Presentation, Discussion |
|  | Environmentally friendly practices in the operating room | Asst. Prof. Eda Ayten Kankaya | Presentation, Discussion, Video supported education |
|  | Operating room temperature control (hypothermia and hyperthermia management) | Assoc. Prof. Fatma Vural | Presentation, Discussion |
|  | **FİNAL EXAM** | Fatma Vural | Written Examination |
|  | **MAKE-UP EXAM** | Fatma Vural | Written Examination |

**Table 1. Contribution of the Course to Programmed Outcomes (PO)1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Courses** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** | **PO10** | **PO11** | **PO12** | **PO13** |
| HEF 2072 Operating Room | 2 | 0 | 2 | 1 | 2 | 2 | 3 | 1 | 3 | 3 | 3 | 1 | 0 |

**Table 2. Relationship between Course Learning Outcomes and Programmed Outcomes 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| HEF 2072 Operating Room  (LO 1-7) | LO1  LO2  LO3  LO4  LO5  LO6  LO7 | - | LO1  LO4  LO5 | LO3  LO4 | LO3 | LO7 | LO4  LO7 | LO1  LO2  LO3  LO4  LO5  LO6  LO7 | LO1  LO2  LO3  LO4  LO5  LO6  LO7 | LO1  LO2  LO3  LO4  LO5  LO6  LO7 | LO1  LO5  LO6 | LO7 | - |

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| --- | --- | --- | --- |
| **ECTS Table** | | | |
| **Course Activities** | **Number** | **Duration**  **(hour)** | **Total Work Load**  **(hour)** |
| **In Class Activities** | | | |
| Lectures | 13 | 2 | 26 |
| **Exams** | | | |
| Mid-term | 1 | 2 | 2 |
| Homework |  |  |  |
| Final | 1 | 2 | 2 |
| **Out Class activities** | | | |
| Preparation before/after weekly lectures | 13 | 1 | 13 |
| Independent study |  |  |  |
| Preparation for Mid-term Exam | 1 | 3 | 3 |
| Preparation for Final Exam | 1 | 4 | 4 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Presentations |  |  |  |
| Others |  |  |  |
| **Total Workload (hour)** |  |  | **50/25** |
| **ECTS Credits of Course** |  |  | **2** |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **HEF 2072 OPERATING ROOM NURSING COURSE FACULTY OF NURSING PROGRAMME OUTCOMES AND LEARNING OUTCOMES MATRIX** | | | | | | | |
| **Dokuz Eylul University Faculty of Nursing Programme Outcomes** | **Learning Outcomes of the Course** | | | | | | |
| 1. Define the professional role and importance of the operating room nurse | 2. List the types of anesthesia and nursing interventions according to the type of surgery | 3.Explain the principles of patient care in the operating room | 4.Discuss the importance of patient safety in the operating room | 5.Discuss the importance of employee safety in the operating room | 6. Explain the importance of legal and ethical issues in the operating room environment | 7. To be able to reach new knowledge in operating room nursing and maintain individual development |
| PO-1. To have the knowledge to fulfil nursing roles and functions in meeting the health care needs of the individual, family and society. | X | X | X | X | X | X | X |
| PO-2. To have basic psychomotor skills of nursing. |  |  |  |  |  |  |  |
| PO-3. To have basic communication skills. | X |  |  | X | X |  |  |
| PO-4. To be able to transfer the theoretical knowledge to nursing practice with a holistic approach. |  |  | X | X |  |  |  |
| PO-5. To be able to meet the health education and counselling needs of the individual, family and society. |  |  | X |  |  |  |  |
| PO-6. To be able to use health information technologies and integrate innovative approaches to nursing care |  |  |  |  |  |  | X |
| PO-7. To be able to manage nursing care in accordance with cultural characteristics, ethical principles, quality processes and laws. |  |  |  | X |  |  | X |
| PO-8. To be able to take responsibility as an individual and team member in nursing practice. | X | X | X | X | X | X | X |
| PO-9. To be able to manage care using critical thinking, problem solving, research and evidence-based decision-making skills. | X | X | X | X | X | X | X |
| PO-10. To be able to use lifelong learning skills. | X | X | X | X | X | X | X |
| PO11. To cooperate with professional organizations and other health institutions in order to contribute to health policies, to participate and/or carry out activities | X |  |  |  | X | X |  |
| PO-12. To be able to take responsibility in research / projects and activities with the awareness of social sensitivity |  |  |  |  |  |  | X |
| PO-13. To be able to follow the information in the field by using a foreign language and to be able to communicate with foreign colleagues (“European Language Portfolio Global Scale”, Level B1) |  |  |  |  |  |  |  |

**hef 2074 ONCOLOGY NURSING**

**COURSE PROMOTION FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **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:**  **October 2024** | | | 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: 60% of the semester grade + 40% 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 |

|  |
| --- |
| **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:**  Asst. Prof. Dr. Özlem Uğur 0 232 412 4181 ozlem.ugur@deu.edu.tr  Asst. Prof. Dr. Ezgi Karadağ 0 232 4124762 [ezgikaradag44@gmail.com](mailto:ezgikaradag44@gmail.com)  Dr. <Tel:0232> 4124771 nurten.alan@deu.edu.tr  Dr. Akdeniz Kudubeş <Tel:0232> 4126973 asliakdeniz@hotmail.com |
| **Course Outline:**  **Examination dates should be specified in the course content given below. The examination dates can be changed later.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics** | **Lecturer** | **Teaxhing Strategies** |
| **1.week** | 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 |
| **2.** **week** | Cancer epidemiology and etiology in the world and in our country | Assist. Prof.Nurten ALAN | Presentation, argument, question-answer |
| **3.** **week** | Cancer Occurrence Mechanism | Assoc. Prof.Özlem UĞUR | Presentation, argument, question-answer |
| **4.** **week** | Treatment Methods-1  -Chemotherapy, Radiotherapy, Surgical treatment | Assoc. Prof.Özlem UĞUR | Presentation, argument, question-answer |
| **5.** **wee** | Cancer prevention and early detection methods | Assoc. Prof..Ezgi KARADAĞ | Presentation, argument, question-answer |
| **6.** **week** | Treatment Methods-2  Biotherapies (interferons, interleukins, hormones), Bone marrow and stemcell transplantation | Assoc. Prof.Özlem UĞUR | Presentation, argument, question-answer |
| **7.** **week** | **1st Midterm** | Assist. Prof.Nurten ALAN | Presentation, argument, question-answer |
| **8.** **week** | The most common types of cancer in Turkey-1  Breast cancer, Lung cancer | Assoc. Prof.Özlem UĞUR | Presentation, argument, question-answer |
| **9.** **week** | Holiday  Pain in cancer patients and nursing aprroach | Assoc. Prof..Ezgi KARADAĞ |  |
| **10.** **week** | Fatigue and Nursing Approach in Cancer Patients | Assoc. Prof..Ezgi KARADAĞ | Presentation, argument, question-answer |
| **11.** **week** | Symptom Control in Cancer Patients (Neutropenic Patient and Care, Mucositis and Nursing Approach) | Assist. Prof.Nurten ALAN | Presentation, argument, question-answer |
| **12.** **week** | Cancer and Complementary Applications | Assoc. Prof..Ezgi KARADAĞ | Presentation, argument, question-answer |
| **13.** **week** | 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 |
| **14.** **week** | The most common types of cancer in Turkey-2  Colon cancer, prostate and bladder cancer, Cervix cancer | Assoc. Prof.Özlem UĞUR | Presentation, argument, question-answer |
| **15.Week** | Holiday |  |  |
| **16.Week** | Evalaluation of the lesson | Assoc. Prof..Ezgi KARADAĞ | Presentation, argument, question-answer |

**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** |  |  |  |

**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** |

|  |  |  |  |
| --- | --- | --- | --- |
| **AKTS Table** | | | |
| **Course Activities** | Numbers | Duration | Total workload |
| **In Class Activities** | | | |
| Lectures | 14 | 2 | 28 |
| Clinical Practice |  |  |  |
| **Exams** | | | |
| Final | 1 | 2 | 2 |
| Mid-term |  |  |  |
| Ouiz etc. | 1 | 2 | 2 |
| **Out Class activities** | | | |
| Preparation before/after weekly lectures | 14 | 1 | 14 |
| 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**  **54/25** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** | 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 |
|  | **CLINICAL APPLICATION** |  |  |  |  |  |  |
|  | **FINAL EXAM** |  |  |  |  |  |  |

HEF 2075 CRITICAL THINKING

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| **Offered by:** Faculty of Nursing | | | **Offered to:** Faculty of Nursing |
| **Name of the Department:** Nursing | | | **Course Name:** Critical Thinking |
| **Course Level:** Bachelor's Degree | | | **Course Code:** HEF 2075 |
| **Form Submitting/Renewal Date:** September 2024 | | | **Course Status:** Elective |
| **Language of Instruction:** Turkish | | | **Instructors:**  Prof. Dr. Şeyda SEREN İNTEPELER  Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU  Assist. Prof. Hasan Fehmi DİRİK |
| **Prerequisite:** - | | | **Prerequisite to:** **-** |
| **Weekly Course Hours:** 2 | | | **Course Coordinator:**  Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU |
| **Theory** | **Application** | **Laboratory** | **National Credit:** 2 |
| 2 | 0 | 0 | **ECTS Credit:** 2 |

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| **In this course;**  It is aimed to realize that the ways of reaching and selecting the true knowledge about the developments in the world and in the professional field, the benefit of looking at the events and situations from different perspectives, and the way of comprehending the standards of critical thinking can be improved. |
| **Learning Outcomes:**   1. Explain the critical thinking process 2. To be able to define the characteristics of a critical thinking individual 3. To be able to discuss social and professional problems in accordance with the principles of critical thinking and problem solving 4. Discuss the principles of critical thinking in the context of information literacy 5. Apply critical thinking strategies |

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| **Learning and Teaching Strategies:** Group work, researching, reading article, participation in lectures, presentation, video demonstration, discussion, question and answer, web-based interactive methods (jamboard, mentimeter etc.), six thinking hats, disputation. |

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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 |
| **Quiz** |  |  |
| **Project** |  |  |
| **Laboratory work** |  |  |
| **Final Exam** | 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 grade: Midterm grade will consist of 50% of midterm exam.  Semester grade: Midterm grade  Course Success Grade: Course success grade is the sum of 50% of semester grade and 50% of final or resit midterm grade.  Minimum Course Success Grade: It is 60 points out of 100.  Minimum Final and Resit Exam Grade: It is 50 points out of 100 | | |

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| **Textbook(s)/References/Materials:**   1. Ruggiero, V.R. (2017) Eleştirel Düşünme İçin Bir Rehber. Çev: Dedeoğlu, Ç. İstanbul: Alfa Araştırma. 2. Aybek, B. (2010) Örneklerle Düşünme ve Eleştirel Düşünme. Adana: Nobel Kitapevi. 3. Arslan G.G., Demir Y., Eşer İ., Khorshid L. (2009) Hemşirelerde Eleştirel Düşünme Eğilimini Etkileyen Etmenlerin İncelenmesi. Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi, 12(1): 72-80. 4. Çelik S., Yılmaz F., Karataş F., Al B., Karakaş N.S. (2015) Hemşirelik Öğrencilerinin Eleştirel Düşünme Eğilimleri ve Etkileyen Faktörler. HSP, 2(1): 74-85. 5. Demirel Ö. (2007) Eğitimde yeni yönelimler. Ankara: PegemA yay. 6. Dikmen Y.D., Usta Y.Y. (2013) Hemşirelikte Eleştirel Düşünme. S.D.Ü. Sağlık Bilimleri Dergisi, 4(1): 31-38. 7. Özsoy S.A., Yıldırım B.Ö. Hemşirelikte Eleştirel Düşünme. Aydın Tuna Matbaacılık San. Tic. Ltd. Şti. Aydın, 2010. |
| **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. 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 Material Used** |
|  | Course Description and Introduction to Critical Thinking | Prof. Dr. Şeyda SEREN İNTEPELER | Presentation and discussion |
|  | What is critical thinking? Why is it important? | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Presentation and discussion |
|  | Critical Thinking Processes and Related Basic Concepts | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Researching and discussion |
|  | Characteristics of Critical Thinker | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Reading article, teamwork, discussion |
|  | Strategies of Critical Thinking | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Researching and discussion |
|  | Facts and Mistakes Related to Thinking Processes | Assist. Prof. Hasan Fehmi DİRİK | Presentation, discussion |
|  | **Midterm**  Assist. Prof. Hasan Fehmi DİRİK | | |
|  | Critical Thinking Reading and Wrighting | Assist. Prof. Hasan Fehmi DİRİK | Reading article, researching, discussion |
|  | Information Literacy and Critical Thinking | Assist. Prof. Hasan Fehmi DİRİK | Reading article, researching, discussion |
|  | Problem Solving Through Critical Thinking | Prof. Dr. Şeyda SEREN İNTEPELER | Teamwork, discussion, six thinking hats |
|  | Different Approaches to Critical Thinking (Creative Thinking) | Prof. Dr. Şeyda SEREN İNTEPELER | Teamwork, discussion, six thinking hats |
|  | Different Approaches to Critical Thinking (Six Hat Thinking Method) | Prof. Dr. Şeyda SEREN İNTEPELER | Video, teamwork, discussion |
|  | The Place of Critical Thinking in Personal Life- Disputation | Prof. Dr. Şeyda SEREN İNTEPELER | Disputation |
|  | Holiday | | |
|  | The Place of Critical Thinking in Personel Life- Disputation | Assist. Prof. Hasan Fehmi DİRİK | Disputation |
|  | The Place of Critical Thinking in Professional Life- Disputation  General Evaluation of the Course General Evaluation of the Course | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Disputation |
|  | Final |  |  |
|  | Make up exam | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU |  |

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| **Table 1. 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** |
| **HEF 2075** | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 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** |
| **LO 1-5** | LO 2 |  | LO  3,4 |  |  | LO  4 |  |  | LO1,2,  3,4,5 | LO 2,  3,4,5 |  |  | LO 2 |

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| **ECTS Table** | | | |
| **Course Activities** | **Number** | **Duration**  **(hour)** | **Total Workload**  **(hour)** |
| **In Class Activities** | | | |
| Lectures | 14 | 2 | 28 |
| Clinical Practice | 0 | 0 | 0 |
| **Exams** | | | |
| Final | 1 | 2 | 2 |
| Homework |  |  |  |
| Mid-term | 1 | 2 | 2 |
| **Out Class activities** | | | |
| Preparation before/after weekly lectures |  |  |  |
| Preparation for Mid-term Exam | 1 | 10 | 10 |
| Preparation for Final Exam | 1 | 12 | 12 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| **Total Workload (hour)** |  |  | 54/25 |
| **ECTS Credits of Course=**  **Total Workload (hour) / 25**  **1 ECTS Credits = 25 hours workload** | 2 | | |

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|  | **HEF 2075 CRITICAL THINKING COURSE CONTENT AND LEARNING OUTCOMES MATRIX** | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | |
| 1. Explain the critical thinking process | 2. To be able to define the characteristics of a critical thinking individual | 3.To be able to discuss social and professional problems in accordance with the principles of critical thinking and problem solving | 4.Discuss the principles of critical thinking in the context of information literacy | 5.Apply critical thinking strategies |
| **1** | Course Description and Introduction to Critical Thinking | X | X | X | X |  |
| **2** | What is critical thinking? Why is it important? | X | X |  | X |  |
| **3** | Critical Thinking Processes and Related Basic Concepts | X | X | X |  |  |
| **4** | Characteristics of Critical Thinker | X | X | X | X | X |
| **5** | Strategies of Critical Thinking | X | X | X |  |  |
| **6** | Facts and Mistakes Related to Thinking Processes | X |  | X |  |  |
| **7** | Midterm | **X** | **X** | **X** | **X** |  |
| **8** | Critical Thinking Reading and Wrighting | X | X | X | X |  |
| **9** | Information Literacy and Critical Thinking | X | X | X | X |  |
| **10** | Problem Solving Through Critical Thinking | X | X | X | X | X |
| **11** | Different Approaches to Critical Thinking (Creative Thinking) | X | X | X | X | X |
| **12** | Different Approaches to Critical Thinking (Six Hat Thinking Method) | X | X | X | X | X |
| **13** | The Place of Critical Thinking in Personal Life- Disputation | X | X | X | X | X |
| **14** | The Place of Critical Thinking in Personel Life- Disputation | X | X | X | X | X |
| **15** | The Place of Critical Thinking in Professional Life- Disputation  General Evaluation of the Course General Evaluation of the Course | X | X | X | X | X |
|  | **FINAL EXAM** | **X** | **X** | **X** | **X** | **X** |

**HEF 2076 FORENSIC NURSING**

**COURSE DESCRIPTION FORM**

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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:**  19/09/2024 | | | **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 should be the approach of the nurse to forensic cases.  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  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** |
| **1.Week** | Forensic Nursing Forensic Nursing Historical Development-world and in Turkey | Prof. Dilek Özden | Lectures, questions and answers, discussion, brainstorming. |
| **2.Week** | 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. |
| **3.Week** | 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. |
| **4.Week** | Forensic Aspect and Nurse's Responsibilities in Injuries | Prof. Dilek Özden | Lectures, questions and answers, discussion, brainstorming. |
| **5.Week** | Gender inequality | Assist.Prof. İlkin Yılmaz | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
| **6.Week** | Intımate partner violence, violence against women | Assist.Prof. İlkin Yılmaz | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
| **7. Week** | Midterm Exam | Prof. Dilek Özden | ------- |
| **8. Week** | The Forensic Aspect of Elder Abuse and Nurses' Responsibilities | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
| **9. Week** | The Forensic Aspect of Child Abuse and Nurses' Responsibilities | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
| **10.Week** | 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. |
| **11. Week** | Violence against health workers, Forensic Aspect | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
| **12. Week** | Legal Responsibility of the Nurse, malpractice | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
| **13. Week** | Discussion of Nurses' Ethical Approach in Forensic Cases with case examples | Prof. Dilek Özden | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
| **14.Week** | Holiday |  |  |
| **15. week** | Forensic Toxicology / Substance Abuse and Nurse Responsibilities | Assist. Prof. Nurten Alan | Lectures, questions and answers, discussion, group work, case studies, brainstorming. |
| **16 . week** | Assessment of the course | Prof. Dilek Özden | questions and answers, discussion, group work, case studies, brainstorming. |

**Table 1. Contribution of course learning outcomes to program outcomes**

**0: no contribution 1: little contribution 2: moderate contribution 3: full contribution**

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| **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 |

**Table 2. Relationship between Course Learning Outcomes and Program Outcomes**

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| **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 Work Load**  **(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.) | 1 | 1 | 1 |
| Preparation for midterms exam | 1 | 1 | 1 |
| Preparation for final exam | 1 | 2 | 2 |
| Independent study | 14 | 1 | 14 |
| 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 COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | |
| Week | Weekly Course Contents | Learning Outcomes | | | |  |
| 1. To be able to define forensic nursing and its fields of work | 2. To be able to express what the nurse's approach should be to forensic cases | 3. To be able to gain awareness of physiological and psychological evidence in forensic cases | 4. To be able to express the importance of preserving, storing and recording evidence in forensic cases | 5. To be able to understand 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 | 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 |
| **4** | Forensic Aspect and Nurse's Responsibilities in Injuries |  |  | X | X | x |
| **5** | Gender inequality |  |  | X | X | x |
| **6** | Intımate partner violence, violence against women |  |  | X | X | x |
| **7** | Midterm Exam | x | x | X | X | x |
| **8** | The Forensic Aspect of Elder Abuse and Nurses' Responsibilities |  |  | 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** | Legal Responsibility of the Nurse, malpractice |  |  | X | X | x |
| **13** | Discussion of Nurses' Ethical Approach in Forensic Cases with case examples | X | X | X | X | x |
| **14** | Forensic Toxicology / Substance Abuse and Nurse Responsibilities | X | X | X | X | x |
| **15** | Assessment of the course | X | X | X | X | x |
|  | Final | **X** | **X** | **X** | **X** | **x** |

**hEF 2077 NURSING ENGLISH I**

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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 I |
| Course Level: (Undergraduate) | | | Course Code: HEF 2077 |
| Issuance/Renewal Date of the Form:  02/10/2024 | | | Course type: Elective |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Merlinda ALUŞ TOKAT  Prof. Gülendam KARADAĞ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. 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. (2010). Cambridge English for Nursing Intermediate Plus. Cambridge University Press, The Edinburgh Building. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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)  Prof. Gülendam KARADAĞ  023241224755  [gkaradag71@gmail.com](mailto:gkaradag71@gmail.com)  Assoc. Prof. Hande YAĞCAN  02324124776  [hande.yagcan@gmail.com](mailto:hande.yagcan@gmail.com)  Asst. Prof. Fehmi DİRİK  02324124797  [fehmidirik@gmail.com](mailto:fehmidirik@gmail.com) | | | | | | |
| Course Content: | | | | | | |
| **Week** | **Topics** | **Lecturer** | **Training Method and Material Used** | | | **Education Type** |
|  | Introduction | Merlinda Aluş Tokat | Lecture, translation, discussion and comprehension, listening | | | Face to Face |
|  | Admitting a patient “Welcoming a patient on admission” | Hande Yağcan | Lecture, translation, discussion and comprehension, listening | | | Face to Face |
|  | Admitting a patient “Describing parts of the body” | Merlinda Aluş Tokat | Lecture, translation, discussion and comprehension, listening | | | Face to Face |
|  | Medical focus: equipment to take patient observation, recording observation | Hande Yağcan | Lecture, translation, discussion and comprehension, listening | | | Face to Face |
|  | Caring for patient after operation “Caring for patient in recovery” | Hande Yağcan | Lecture, translation, discussion and comprehension, listening | | | Face to Face |
|  | Caring for patient after operation “Charting and documentatiton: IV prescription, IV infusion equipment” | Fehmi Dirik | Lecture, translation, discussion and comprehension, listening | | | Face to Face |
|  | MIDTERM EXAM | Gulendam Karadağ | Written | | | Face to Face |
|  | Mobilizing patient | Merlinda Aluş Tokat | Lecture, translation, discussion and comprehension, listening | | | Face to Face |
|  | Helping patients with rehabilitation | Hande Yağcan | Lecture, translation, discussion and comprehension, listening | | | Face to Face |
|  | The district nurse | Gulendam Karadağ | Lecture, translation, discussion and comprehension, listening | | Face to Face | |
|  | Medical Imaging | Fehmi Dirik | Lecture, translation, discussion and comprehension, listening | | Face to Face | |
|  | Helping patient with Diabetes management | Merlinda Aluş Tokat | Lecture, translation, discussion and comprehension, listening | | Face to Face | |
|  | Giving directions in the hospital | Merlinda Aluş Tokat | Lecture, translation, discussion and comprehension, listening | Face to Face | | |
|  | New Year’s Holiday | | | | | |
|  | Caring for terminally ill patients | Fehmi Dirik | Lecture, translation, discussion and comprehension, listening | Face to Face | | |
|  | Final evaluation | Gulendam Karadağ | Discussion and comprehension, listening | Face to Face | | |

**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 English I | **5** | **5** | **5** | **0** | **0** | **0** | **0** | **0** | **5** | **1** | **0** | **0** | **5** |

**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** |
| Nursing English I | LO1 | LO 2,3 | LO 1,2,3 |  |  |  |  |  | LO  1,3 | LO  1 |  |  | LO 1,2,3 |

**Table 3. Course Contents and Learning Outcomes Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2077 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 | X | X |
| 2 | Admitting a patient “Welcoming a patient on admission | X | X | X |
| 3 | Admitting a patient “Describing parts of the body” | X | X | X |
| 4 | Medical focus: equipment to take patient observation, recording observation | X | X | X |
| 5 | Caring for patient after operation “Caring for patient in recovery” | X | X | X |
| 6 | Caring for patient after operation “Charting and documentatiton: IV prescription, IV infusion equipment” | X | X | X |
| 7 | Midterm Exam | X | X | X |
| 8 | Mobilizing patient | X | X | X |
| 9 | Helping patients with rehabilitation |  |  |  |
| 10 | The district nurse | X | X | X |
| 11 | Medical Imaging | X | X | X |
| 12 | Helping patient with Diabetes management | X | X | X |
| 13 | Giving directions in the hospital | X | X | X |
| 14 | New Year’s Holiday | | | |
| 15 | Caring for terminally ill patients | X | X | X |
|  | Final Exam | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total work load (Hour) |
| In Class Activities | | | |
| Lectures | 15 | 2 | 30 |
| Practice | 0 | 0 | 0 |
| Exams | | | |
| Midterm Exam | 1 | 2 | 2 |
| Final Exam | 1 | 2 | 2 |
| Other Quiz etc. | 2 | 1 | 2 |
| Activities outside of the course | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 14 | 1 | 14 |
| Preparation for midterms exam | 1 | 1 | 1 |
| Preparation for final exam | 1 | 1 | 1 |
| Preparation for Quiz etc. | 0 | 0 | 0 |
| Preparing Assignments | 0 | 0 | 0 |
| Preparing presentation | 0 | 0 | 0 |
| Other (please indicate) |  |  |  |
| Total Workload (hour) |  |  | 52 |
| ECTS Credits of Course |  |  | 2 |

**HEF 2079 COPING WITH STRESS**

|  |  |  |  |
| --- | --- | --- | --- |
| Offered By: Faculty of Nursing | | | Offered To: Faculty of Nursing |
| Name of The Department:  Nursing | | | Course Name:  Coping With Stress |
| Course Level: Bachelor | | | Course Code: HEF 2079 |
| Form Submitting/Renewal Date:  13.09.2023 | | | Course Status: Elective |
| Language of Instruction: Turkish | | | Instructor/s:  Prof. Zekiye Ç. Duman  Prof. Neslihan Günüşen  Associate Prof. Sibel Coşkun Badur  Assist Prof Gülsüm Zekiye Tuncer |
| Prerequisite: - | | | Prerequisite to: - |
| Weekly Course Hours: 2 | | | Course Coordinator:  Associate Prof. Sibel Coşkun Badur |
| 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 obtain the knowledge and skills of overcoming the stress in occupational and personal development, and the skill of supporting the reactions of the healthy/sick person to stressful conditions. |
| Learning Outcomes:   1. The student can define the concepts of stress and overcoming 2. The student can recognize the belief and thought patterns that determine the reaction to stressors 3. The student can distinguish the methods of overcoming stress 4. The student can apply problem solving steps in stressful conditions 5. The student can apply effective overcoming methods aimed at stressful conditions |

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| Learning and Teaching Strategies: Discussion, presentations, role plays, concept map.  Audio description is provided in all visual materials used in the lessons. (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 |  |  |
| Lessons with 1 midterm exam and 1 final during the semester will be evaluated.  Mid-term exam grade: 50% of 1 midterm exam grade will constitute the mid-year grade.  Midterm grade: Midterm exam grade  Course Success Grade: 50% of the semester grade + 50% of the final exam grade  Minimum course grade: 60 out of 100 full grades.  Minimum final and make-up exam grade: 50 out of 100 full marks. | | |
| 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  In exams; interpretation, recall, decision making, explanation, classification, information aggregation skills will be evaluated. |

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| Textbook(s)/References/Materials:   1. Baltaş, A., Baltaş, Z. Stres ve Başa Çıkma Yolları. Remzi Kitabevi, 2000, İstanbul. 2. Onbaşıoğlu, M. Stresle Baş etmede zihinsel yöntemler. Türk Psikoloji Bülteni. 2004; 34-35: 103-127. 3. Özer, K. Ben Değeri Tiryakiliği Duygusal Gerilimle Baş Edebilme. Sistem Yayıncılık. 2000 4. Şahin, N.H., Stresle Başa Çıkma Olumlu Bir Yaklaşım. Türk Psikologlar Derneği Yayınları 1994, Ankara.   -------------  Yardımcı kaynaklar:   1. Psikiyatri Hemşireliği Dergisi 2. [**www.psikiyatridizini.org**](http://www.psikiyatridizini.org) 3. [**www.phdernegi.org**](http://www.phdernegi.org) 4. [**http://www.turkhemsirelerdernegi.org.tr**](http://www.turkhemsirelerdernegi.org.tr) 5. Atatürk Üniversitesi Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi 6. [**http://e-dergi.atauni.edu.tr/index.php/HYD**](http://e-dergi.atauni.edu.tr/index.php/HYD) 7. İstanbul Üniversitesi Hemşirelik Fakültesi Dergisi 8. [**http://www.istanbul.edu.tr/yuksekokullar/floren/yayinlar.htm**](http://www.istanbul.edu.tr/yuksekokullar/floren/yayinlar.htm) |
| 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:  Associate Prof. Sibel Coşkun Badur  Phone:0232 412 6993 |
| Office Hours: |
| 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 |
|  | Introduction of the course | Associate Prof. Sibel Coşkun Badur | Lecture, question and answer, brain storming |
|  | Concept of Stress Reactions to Stress Problems Experienced Due to Stress | Prof. Neslihan Günüşen | Lecture, question and answer, brain storming |
|  | Coping-Meaning of coping-Factors Affecting Overcoming-Cultural Overcoming Methods | Prof. Zekiye Ç. Duman | Lecture, question and answer, brain storming |
|  | Age Periods and ways of coping | Associate Prof. Sibel Coşkun Badur | Lecture, question and answer, brain storming, group work |
|  | Coping Methods Aimed at Emotions  -Cognitive Coping | Prof. Neslihan Günüşen | Lecture, question and answer, brain storming, homework assignments, case discussion |
|  | Coping Methods Aimed at Emotions-Practice | Prof. Neslihan Günüşen | Discussion of homework and case analysis |
|  | Midterm exam | Prof. Zekiye Ç. Duman |  |
|  | Coping Methods Aimed at Body – Alternative Techniques Practice | Associate Prof. Sibel Coşkun Badur | Lecture, Video screening,breathing exercise, relaxation exercise |
|  | Coping Methods Aimed at Body – Alternative Techniques Practice | Associate Prof. Sibel Coşkun Badur | Lecture, Video screening,breathing exercise, relaxation exercise |
|  | Overcoming Methods Aimed at Problems -Problem solving method | Assist Prof Gülsüm Zekiye Tuncer | Lecture, homework, case study |
|  | Overcoming Methods Aimed at Problems -Problem solving method- Practice | Assist Prof Gülsüm Zekiye Tuncer | Analysis of case studies, group work |
|  | Ability to Say No | Prof. Zekiye Ç. Duman | Lecture, question and answer, brain storming, case discussion, role play |
|  | Overcoming the Anger | Prof. Zekiye Ç. Duman | Lecture, question and answer, case |
|  | Overcoming the Life Incidents  -Concept of Crisis and Crisis Management | Prof. Neslihan Günüşen | Lecture, question and answer, case discussion |
|  | Evaluation of the course | Associate Prof. Sibel Coşkun Badur | Lecture, question and answer |

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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 |
| Coping with Stress | LO 1,2,3,  4,5 | LO  4,5 | LO  2,3,4,5 | LO  4,5 | LO 2,3,  4,5 |  | LO 2 | ÖÇ 2,3,  4,5 | LO 1,2,3,  4,5 | LO 1,2 |  | LO 2 |  |

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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 | 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 |
| HEF2079 Copıng Wıth Stress | 3 | 2 | 3 | 2 | 3 | 0 | 3 | 2 | 3 | 3 | 0 | 2 | 0 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **HEF 2072 OPERATING ROOM NURSING COURSE CONTENT AND LEARNING OUTCOMES MATRIX** | | | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | | |
| 1. Define the professional role and importance of the operating room nurse | 2. List the types of anesthesia and nursing interventions according to the type of surgery | 3.Explain the principles of patient care in the operating room | 4.Discuss the importance of patient safety in the operating room | 5.Discuss the importance of employee safety in the operating room | 6. Explain the importance of legal and ethical issues in the operating room environment | 7. To be able to reach new knowledge in operating room nursing and maintain individual development |
| **1** | Course introduction  Explanation of course objectives | X |  |  |  |  |  |  |
| **2** | AORN recommendations on the roles and responsibilities of the room team  Roles and responsibilities of the operating room nurse  Introduction of Turkish Surgical and Operating Room Nurses Association | X |  | X |  |  | X | X |
| **3** | Operating room architecture, organization and management | X |  |  |  |  |  | X |
| **4** | Prevention of surgical site infections in the operating room | X |  | X | X |  |  |  |
| **5** | Preparation of the mayo table in the operating room, surgical positions and the responsibilities of the nurse in the prevention of complications (pressure sores, DVT, etc.) |  |  | X | X |  |  | X |
| **6** | Types of anesthesia |  | X |  |  |  |  |  |
| **7** | **MIDTERMS** | X | X | X | X |  | X | X |
| **8** | Legal and ethical issues in the operating room |  |  |  |  |  | X |  |
| **9** | Standards in operating room nursing | X | X | X | X | X | X | X |
| **10** | Employee safety in the operating room |  |  |  |  | X |  |  |
| **11** | Employee safety in the operating room |  |  |  |  | X |  |  |
| **12** | Patient safety in the operating room  Safe surgery checklist |  |  | X | X |  |  |  |
| **13** | Recording and documentation in the operating room | **X** |  |  |  |  | X | X |
| **14** | Environmentally friendly applications in the operating room |  | X |  |  |  |  | X |
| **15** | Operating room temperature control (hypothermia and hyperthermia management) |  |  | X | X |  |  | X |
|  | **FINAL EXAM** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

|  |  |
| --- | --- |
| **LEVEL OF ACHIEVEMENT OF COURSE OBJECTIVES FORM** | |
| **Course Passing Score (Course Average)** | 60/100 |
| **Course Objective Achievement Level** | ***Percentage of Students Above Average: -*** |
| ***Percentage of Students Below Average: -*** |
| **Planned Improvements to Increase Achievement of Course Objectives** | 1. Determination of missing subjects after the midterm exam  2. Inviting the operating theatre nurse  3. Inviting TCAHD board members to ensure professionalism  4. Organising a tour of the central operating theatre for the promotion of the operating theatre  5. Adding resources for operating theatre nursing through the SAKAİ portal |

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| --- | --- | --- | --- |
| **ECTS Table** | | | |
| Course Activities | Number | Duration  (hour) | Total Work Load  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Clinical Practice |  |  |  |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Ouiz etc. |  |  |  |
| Assignments |  |  |  |
| Out Class activities | | | |
| Preparation before/after weekly lectures |  |  |  |
| Preparation for Mid-term Exam | 1 | 8 | 8 |
| Preparation for Final Exam | 1 | 10 | 10 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| Total Work Load (hour) |  |  |  |
| ECTS Credits of Course=  Total Work Load (hour) / 25  1 ECTS Credits = 25 hours workload | 50/25= 2  ECTS | | |

**HEF 2088 SIGN LANGUAGE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Staff (s):** **FACULTY OF NURSING** | | | **Course Unit (s):** |
| **Section name:** | | | **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):**  Professor Dr.Özlem UĞUR  Dr. Lecture Nurten ALAN |
| **Prerequisite: -** | | | **Prerequisite:**- |
| **Weekly Course Hours:2** | | | **Course Coordinator:** Doç. Dr. Özlem UĞUR |
| Theory | Application | Laboratory | **Course Credits:2** |
| 2 | - | - | **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 Methods:** Presentation, discussion, question-answer, concept map, self-learning |

|  |  |  |
| --- | --- | --- |
| **Evaluation 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. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Course Contents** | **Instructor Teaching** | **Training Method and**  **Material Used** |
| 1. **1.Wk** | General characteristics of the sign language and hearing problems experienced by people with disabilities  Presentation of letters and name - writing the last name | Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 1. **Week** | Greetings- Meet,  Explaining family and relatives | Özlem Uğur | Lecture, question and answer,  discussion, Power point presentation |
| 1. **Wk** | Verbs | Özlem Uğur | Lecture, question and answer,  discussion, Power point presentation |
| 1. **Wek** | Verbs | Özlem Uğur | Lecture, question and answer,  discussion, Power point presentation |
| 1. **Wk** | Feelings and adverbs of time | Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 1. **Wk** | Education | Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 1. **Wk** | Midterm exam | Nurten Alan | written exam |
| 1. **Wk** | Colors-seasons | Nurten Alan | Lecture, question and answer, discussion,  Power point presentation |
| 1. **Wee** | Home stuff | Nurten Alan | Lecture, question and answer, discussion, |
| 1. **Wee** | Our body - Health-related explanations | Özlem Uğur | Lecture, question and answer,  discussion, Power point presentation |
| 1. **Wee** | Our body - Health-related explanations | Özlem Uğur | Lecture, question and answer,  discussion, Power point presentation |
| 1. **ek** | Time and time envelopes | Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 1. **Wk** | Clothing and food/drinks | Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 1. **k** | Holiday | | |
| 1. **1ek** | Names | Nurten Alan | Lecture, question and answer,  discussion, Power point presentation |
| 1. **eek** | Jobs  Course feedback | Özlem Uğur | Lecture, question and answer,  discussion, Power point presentation |
|  | **Final Exam Supervisor:** Özlem Uğur | | |

**Table 1. Contribution of course learning outcomes to program outcomes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning outcomes** | **PQ**  **1** | **PQ**  **2** | **PQ**  **3** | **PQ**  **4** | **PQ**  **5** | **PQ**  **6** | **PQ**  **7** | **PQ**  **8** | **PQ**  **9** | **PQ**  **10** | **PQ**  **11** | **PQ**  **12** | **PQ**  **13** |
| **Sign Language** | 3 |  | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Öğrenme Çıktısı** | **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 |  |  |

**Table 2. Relationship between Course Learning Outcomes and Program Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | Midterm exam |  | | | |
| 8 | Colors-seasons | X | X | X |  |
| 9 | Home stuff | x | x | x |  |
| 10 | Our body - Health-related explanations | X | X | X | X |
| 11 | Our body - Health-related explanations |  | X | X |  |
| 12 | Time and time envelopes | X | X |  |  |
| 13 | Clothing and food/drinks | X | X |  |  |
| 14 | Holiday | | | | |
| 15 | Names | X | X | X | X |
| 16 | Jobs  Course feedback | X | X | X |  |

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| --- | --- | --- | --- |
| **ECTS Table** | | | |
| Course Activities | Number | Duration  (hour) | Total Work Load  (hour) |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Clinical Practice |  |  |  |
| Exams | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Ouiz etc. |  |  |  |
| Assignments |  |  |  |
| Out Class activities | | | |
| Preparation before/after weekly lectures | **14** | **2** | **28** |
| Preparation for Mid-term Exam | 1 | **4** | **4** |
| Preparation for Final Exam | 1 | **6** | **6** |
| Preparation for Quiz etc. |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| Total Work Load (hour) |  |  |  |
| ECTS Credits of Course=  Total Work Load (hour) / 25  1 ECTS Credits = 25 hours workload | 56/25= 2  ECTS | | |

**HEF 2089** **Information Technology Addiction**

**COURSE DESCRIPTION FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **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**  05.11.2024 | | | **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. Burcu Cengiz |
| **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 professional roles in technology addiction. |
| **Assessment Methods:**  (Assessment method shall correspond to learning outputs and teaching techniques being used during the course)  1. Having basic knowledge about the addiction process and behavioral addictions  2. To be able to analyze the causes and consequences of ınformation technology addiction  3. Understanding the importance of prevention in technology addiction  4. To comprehend the conscious use of technology and safe internet usage methods  5. Understanding professional roles and functions in preventing addiction |

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| **Learning and Teaching Strategies:**  Lecture, power point presentation, brain stroming, question and answer, discussion, case discussion, home work, video / movie screening, self-learning  (It uses audio-depicted forms of visual-based educational materials such as movies, videos, if the students with disabilities demand). | | |
| **Assessment Methods:** | | |
|  | If used, check as (X). | Percentage (%) |
| **Intra-Semester / Semester-End Studies** |  |  |
| **Midterm exam** | X | 50% |
| **Clinical Practice and Case**  **Report/presentation** |  |  |
| **Quiz** |  |  |
| **Homework, Assignments** |  |  |
| **Projects** |  |  |
| **Laboratory work** |  |  |
| **Final Exam** | X | 50% |
|  |  |  |
| **Explanations Concerning the Assessment Methods:**  In the assessment of the course:  Midterm grade: 2 homework will be given throughout the semester, 50% of the average homework grades + 50% of the exam grade  Midterm grade: midterm grade  Course Success Grade: 50% of the semester grade + 50% of the final or make-up exam grade | | |

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| **Assesment Criteria:**  Minimum course grade: 60 out of 100 full grades.  Minimum final and make-up exam grade: 50 out of 100 full marks  In exams; student's information will be evaluated with interpretation, recall, decision making, explanation and classification type questions |

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| **Ders İçin Önerilen Kaynaklar:**   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. 26. <https://hsgm.saglik.gov.tr/tr/ruh-sagligi-yayinlarimiz.html> |

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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. Burcu Cengiz  Phone:02324124765 |

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| **Course Content:**  (Examination dates will be specified in the course period) | | | |
| **Weeks** | **Topics** | **Instructors** | **teaching methods** |
| **1. Week** | Introduction of the course,  Importance of prevention in addiction,  Importance of Prevention Studies in Technology Addiction | Asist. Prof. E.Zahide Özdemir | Lecture, question and answer, brain storming, |
| 1. **Week** | Childhood mental health and disorders as risk factors for addictions, risk factors in young people's technology addiction, factors affecting addiction | Assoc Prof. Sibel Coşkun Badur | Lecture, question and answer, brain storming, |
| 1. **Week** | Addiction and Related Concepts, Theories. Behavioral addictions, and general characteristics of Addiction | Asist. Prof. E.Zahide Özdemir | Lecture, question and answer, brain storming, case discussion, video screening |
| 1. **4. Week** | Types of Technology Usage and the role of information technologies in our lives. Abuse of Technology and its physical, mental and social effects | Asist. Prof. Burcu Cengiz | Lecture, question and answer, brain storming, video screening |
| 1. **5. Week** | Technology-related addictions, Internet addiction, symptoms and diagnosis. | Asist. Prof. E.Zahide Özdemir | Lecture, question and answer, case discussion, video screening, self assesment |
| 1. **6. Week** | Digital game and gambling addiction, its symptoms and diagnosis | Asist. Prof. Burcu Cengiz | Lecture, question and answer, case discussion, |
| 1. **7. Week** | Screen addiction symptoms and diagnosis,  Social media addiction symptoms and diagnosis | Assoc Prof. Sibel Coşkun Badur | Lecture, question and answer, case discussion, video screening, self assesment |
| 1. **8. Week** | Mid exam- Assoc Prof. Sibel Coşkun Badur | | |
| 1. **9. Week** | The physical, mental and social effects and consequences of technology-related addictions | Asist. Prof. E.Zahide Özdemir | Lecture, question and answer, brain storming, case discussion,  video screening, |
| 1. **Week** | Cyberbullying, protection and interventions | Asist. Prof. E.Zahide Özdemir | Lecture, question and answer, brain storming |
| **11. Week** | Technology-related addictions prevention strategies and treatment, safe internet using | Assoc Prof. Sibel Coşkun Badur | Lecture, question and answer, brain storming, case discussion |
| **12.Week** | National policies, projects and practices in the prevention of technology-related addictions | Assoc Prof. Sibel Coşkun Badur | Lecture, question and answer, brain storming, |
| **13. Week** | Discussion of prevention projects and politicies  Peer roles in prevention of technology-related addictions | Asist. Prof. Burcu Cengiz | Lecture, Question and answer, group discussion, brain storming |
| **14. Week** | **Yılbaşı tatili** |  |  |
| **15. Week** | Politicies about national action plan about technology addiction | Asist. Prof. Burcu Cengiz | Lecture, Question and answer, group discussion, brain storming |
| **16. Week** | Evaluation of lesson | Asist. Prof. Burcu Cengiz | Lecture, Question and answer, group discussion, brain storming |

**Table 1. Contribution of course learning outcomes to program outcomes**

**0: no contribution 1: little contribution 2: moderate contribution 3: full contribution**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** |
|  | 2 | 0 | 2 | 0 | 3 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 |

**Table 2. Relation of Course Learning Outcomes and Program 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) | 1,2,3,4,5 |  | 5 |  | 5 | 5 | 5 | 5 | 1,2,3,4,5 | 1,2,3,4,5 | 5 | 5 | 1,2,4 |

|  |  |  |  |
| --- | --- | --- | --- |
| **ECTS Table** | | | |
| **Course Activities** | **Number** | **Duration**  (hour) | **Total Workload** (hour) |
| **In Class Activities** | | | |
| Lecture/presentation | 13 | 2 | 26 |
|  |  |  |  |
|  |  |  |  |
| **Exams** | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Assignments |  |  |  |
| **Out Class activities** | | | |
| Preparation before/after weekly lectures | 13 | 1 | 13 |
| Preparation for Mid-term Exam | 1 | 4 | 2 |
| Preparation for Final Exam | 1 | 3 | 3 |
|  |  |  |  |
|  |  |  |  |
|  | | | |
| **Total Workload (hour)/25** | **50** | | |
| **Total ECTS Credit** | **2 ECTS** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WEEK** |  | LO1 | LO2 | LO3 | LO4 | LO5 |
| **1** | Introduction of the course,  Importance of prevention in addiction,  Importance of Prevention Studies in Technology Addiction | x | x | x | x | x |
| **2** | Childhood mental health and disorders as risk factors for addictions, risk factors in young people's technology addiction, factors affecting addiction | X | x | x | x | x |
| **3** | Addiction and Related Concepts, Theories. Behavioral addictions, and general characteristics of Addiction | X | x | x | x | x |
| **4** | Types of Technology Usage and the role of information technologies in our lives. Abuse of Technology and its physical, mental and social effects | X | x | x | x | x |
| **5** | Technology-related addictions, Internet addiction, symptoms and diagnosis. | X | x | x | x | x |
| **6** | Digital game and gambling addiction, its symptoms and diagnosis | X | x | x | x | x |
| **7** | Screen addiction symptoms and diagnosis,  Social media addiction symptoms and diagnosis | x | x | x | x | x |
| **9** | The physical, mental and social effects and consequences of technology-related addictions | x | x | x | x | x |
| **10** | Cyberbullying, protection and interventions | **x** | x | x | x | x |
| **11** | Technology-related addictions prevention strategies and treatment, safe internet using | x | x | x | x | x |
| **12** | National policies, projects and practices in the prevention of technology-related addictions | x | x | x | x | x |
| **13** | Discussion of prevention projects and politicies  Peer roles in prevention of technology-related addictions | **x** | x | x | x | x |
| **14** | Politicies about national action plan about technology addiction | x | x | x | x | x |
| **15** | Evaluation of lesson | x | x | x | x | x |

**HEF 2099 PLAY IN CHILDHOOD**

|  |  |  |  |
| --- | --- | --- | --- |
| Offered by:  DEU Faculty of Nursing | | | Offered to:  DEU Faculty of Nursing |
| Name of the Department:  Nursing | | | Course Name:  Evidence-Based Care in Pediatric Nursing |
| Course Level: Bachelor’s Degree | | | Course Code: HEF 20999 |
| Form Submitting/Renewal  02.10.2024 | | | Course Status: Elective |
| Language of Instruction: Turkish | | | Instructor/s:  Prof. Murat BEKTAŞ  Assoc. Prof.Gülçin ÖZALP GERÇEKER  Asistant Prof. Emine Zahide ÖZDEMİR  Asistant Prof. Yasemin SELEKOĞLU OK |
|  | | | Prerequisite to: - |
| 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 Ourcomes  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 |

|  |  |  |
| --- | --- | --- |
| 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 |  |  |
|  |  |  |
| 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. | | |

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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 |

|  |  |  |  |
| --- | --- | --- | --- |
| Course Content:  (Examination dates will be specified in the course period) | | | |
| Weeks | Topics | Lecturer | Training Method and Material Used |
|  | Introduction and Course Introduction | Assoc. Prof. Gülçin Ö. GERÇEKER | Class participation, presentation, discussion, research, question-answer |
|  | Game Definitions, Right to Play | Assoc. Prof. Gülçin Ö. GERÇEKER | Class participation, presentation, discussion, research, question-answer |
|  | Game Theories | Prof. Murat BEKTAŞ | Class participation, presentation, discussion, research, question-answer |
|  | The Place of Play in Child Development | Assoc. Prof. Gülçin Ö. GERÇEKER | Class participation, presentation, discussion, research, question-answer |
|  | Types of Play in Childhood Periods | Asistant Prof. Emine Zahide ÖZDEMİR | Class participation, presentation, discussion, research, question-answer |
|  | Toy Selection for Children | Asistant Prof. Yasemin SELEKOĞLU OK | Class participation, presentation, discussion, research, question-answer |
|  | Midterm Exam |  |  |
|  | Therapeutic Game | Assoc. Prof. Gülçin Ö. GERÇEKER | Class participation, presentation, discussion, research, question-answer |
|  | Traditional Children's Games and Changing Gameplay Habits | Assoc. Prof. Gülçin Ö. GERÇEKER | Class participation, presentation, discussion, research, question-answer |
|  | Information Technologies and Game Addiction | Asistant Prof. Emine Zahide ÖZDEMİR | Class participation, presentation, discussion, research, question-answer |
|  | Game/Toy Development Project-Group Studies (Age 0-1) | Asistant Prof. Yasemin SELEKOĞLU OK | self-learning, group work |
|  | Game/Toy Development Project-Group Studies (Age 1-3) | Assoc. Prof. Gülçin Ö. GERÇEKER | self-learning, group work |
|  | Game/Toy Development Project-Group Studies (Age 3-6) | Assoc. Prof. Gülçin Ö. GERÇEKER | self-learning, group work |
|  | Game/Toy Development Project-Group Studies (Age 6-12) | Asistant Prof. Emine Zahide ÖZDEMİR | self-learning, group wor |
|  | Group Studies | Assoc. Prof. Gülçin Ö. GERÇEKER | self-learning, group work |
|  | The end of the course | Assoc. Prof. Gülçin Ö. GERÇEKER | feedback |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| Play in childhood | 2 | 3 |  | 1 | 2 | 1 |  | 1 | 1 | 2 | 1 | 1 | 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **HEF 2099 PLAY IN CHILDHOOD LEARNİNG OUTCOME MATRIX** | | | | | |
| **WEEK** | **SUBJECT** | **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 |
| **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** | Midterm Exam |  |  |  | X |
| **8** | Therapeutic Game | **X** | **X** | **X** | **X** |
| **9** | Traditional Children's Games and Changing Gameplay Habits | 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 |
| **15** | Group Studies | X |  | X | X |
| **16** | The end of the course | X | X | X | X |
|  | **MIIDTERM EXAM** | **x** | **x** |  | **x** |
|  | **FINAL EXAM** | **X** | **X** | **X** | **x** |

|  |  |  |  |
| --- | --- | --- | --- |
| 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)/25 | 53 | | |
| Total ECTS Credit | 2 ECTS | | |

HEF 3061 WOMEN HEALTH AND DISEASE NURSING

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| **Offered by:** Dokuz Eylül University  Nursing Faculty | | | **Offered to:** Dokuz Eylul University  Nursing Faculty |
| **Name of the Department:**  Nursing | | | **Course Title**  WOMEN HEALTH AND DISEASE NURSING |
| **Course Level:** Postgraduate | | | **Course Code:** HEF 3061 |
| **Form Submitting/Renewal Date:** 02.10..2024 | | | **Course Status:** Mandatory |
| **Language of Instruction:** Turkish | | | **Instructor/s:**  Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK |
| **Prerequisite:** Type in Code  HEF 2069 Fundamentals of Nursing  HEF 2038 Surgical Nursing  HEF 2036 Internal Medicine Nursing | | | **Prerequisite to:** Type in Code  HEF 4058  HEF 4069  HEF 4056 |
| **Weekly Course Hours:** 14 Hours | | | **Course Coordinator:**  Assoc. Prof. Hande YAĞCAN |
| Theory | Application | Laboratory | **National Credit: 8** |
| 6 | 10 | - | **ECTS Credit: 15** |

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| **Course Objective:** This course aims to allow the student to understand women's health issues; plan evidence-based nursing care to solve these issues and evaluate the results. |

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| **Learning and Teaching Strategies:**   * + Presentation   + Brainstorming   + Discussion   + Question – answer   + Rol-play   + Video   + Homework   + Game (crossword etc.) |

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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** |  |  |
| **Projects** |  |  |
| **Laboratory work** |  |  |
| **Final Success Point** | x | Final exam %50+ half year grade |
| **Active participation to the lecture** |  |  |
| **Practice** | x | %50 |
| **Explanations Concerning the Assessment Methods:** | | |

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| **Assessment Criteria**  In exams; Interpretation, recall, decision making, explanation, classification, skills to combine information will be evaluated.  Midterm exam: Written exam  Application note: ---  Midterm: 50% of midterm exam + 50% of the application grade  Final exam: Written exam  Minimum Final grade: 50 out of 100 full marks  Final Grade: 50% of the final grade or 50% of the final grade = 100 must be at least 60 over the full grade  Written exam: Written exam  Minimum Completion note: at least 50 over 100 full grades  Completion Final Achievement grade: 50% of the semester grade + 50% of the supplementary grade = 100 must be at least 60 on the full grade |

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| **Suggested Sourcesforthe course:**  **Mainsources:**  1. Taşkın L. Doğum ve Kadın Sağlığı Hemşireliği, XVI.Baskı, Akademisyen Kitabevi, Ankara, 2020.  2. Şirin A., Kavlak O. Kadın Sağlığı. Geniletilmiş 2. Baskı.Nobel Tıp Kitabevleri, 2016.  3. Beji, NK. Hemşire ve Ebelere Yönelik Kadın Sağlığı ve Hastalıkları, Nobel Tıp Kitabevleri, 2015.  4. Coşkun, A. Kadın Sağlığı ve Hastalıkları Hemşireliği El Kitabı. Koç Üniversitesi Yayınları, 2012.  5. Tıraş, B. Yüksek Riskli Gebelik Protokolleri: Kanıta Dayalı Yaklaşım. Beşinci Baskı. Güneş Tıp Kitabevleri, 2012.  6. Gilbert, Harmon. Çeviri Ed: Taşkın L., Yüksek Riskli Gebelik ve Doğum, Palme Yayıncılık, 2002.  7. Sevil, Ü., Ertem, G. Perinatoloji ve Bakım. Ankara Nobel Tıp Kitabevleri. İzmir, 2016.  8. Sevil, Ü., Gürkan, A. Her Alanda Kadın Olmak, Ankara Nobel Tıp Kitabevleri. İzmir, 2018.  9. Okumuş H., Mete S., Yenal, K., Aluş Tokat, M., Serçekuş, P. Doğuma Hazırlık, Deomed, 2. Baskı, İstanbul, 2014.  10. Okumuş, H., Serçekuş, P., Gökçe İşbir G. Anne Baba Adayları için Doğal Doğum. Deomed, 2015.  11. Frıtz M.A., Speroff L. Klinik Jinekolojik Endokrinoloji ve İnfertilite Çeviri Editörü: Günalp S, Güneş Tıp Kitapevi, 2014  12. Akış Şemaları ile Doğum ve Kadın Hastalıkları Hemşireliği Çeviri Editörleri: Kömürcü N. Nobel Tıp Kitabevi, 2012  13. Kömürcü N. Doğum Ağrısı ve Yönetimi, Nobel Tıp Kitabevi, 2013  14. Saydam, BK. Olgularla Jinekolojik Hastalıklarda Bakım. Ankara Nobel Tıp Kitabevleri. Ankara, 2015.  15. Aluş Tokat M., Okumuş, H., Demir, N. Gebelikte ve Doğum Eyleminde Elektronik Fetal İzlem. Deomed. 2013.  16. Taşçı Duran, Gerçek E. Yüksek Riskli Gebelikler ve Yönetimi. 1. Baskı, Nobel Akademik Yayıncılık. Ankara, 2019  **Helpful resources:**  1.Youngkin E.Y., Davis M.S., Women’s Health a Primery Care Clinical Guide. Third Edition, Pearson Prentice Hall, New Jersey, 2004.  2.Brown K. M., Management Guideliness for Women’s Health Nurse Practitioners. Davis Company. Philadelphia, 2000.  3. Lothian J. DeVries, C., The Official Lamaze Guide. Meadwbrook Pres. Newyork, 2005.  4.Littleton Y.L. Maternity Nursing Care. Thompson Delmar Learning, Newyork, 2005  5.Wieland Ladewing P.A., London M.L., Davidson M.R., Contemporary Maternal Newborn Nursing Care, 6. ed., Prentice Hall, New Jersey, 2006.  6.Olds S.B., London M.L., Wieland Ladewing P.A., Maternal Newborn Nursing, 6. ed., Prentice Hall, New Jersey, 2000. |
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| **PoliciesandRules for thecourse:(iffaculty memberswant toexplain, theycan use thistitle)** |
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| **PoliciesandRules for thecourse:(iffaculty memberswant toexplain, theycan use thistitle)** |

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| **Lecturerof the course InterviewDays and Hours:**  Before attending the classes, a pre-reading on the suggested resources and presentations uploaded on the sakai platform will increase your participation in the interactive methods applied in the lesson.  Assoc. Prof. Hande YAĞCAN  **e-mail: hande.yagcan@gmail.com**  **tel:0-232-412-47-76** | | | |
| **Course Content:**  **Exam dateswill bespecified in thelesson plan. When thefinalexam datesare subject to changeat the time.** | | | |
| **Week** | **Threads** |  | **Teaching Methods and Materials Used** |
|  | -Opening and Meeting  -Course Introduction  -Occupational Safety and Implementation Considerations  -Overview of Women's Health History  -Women's health problems in the world and in Turkey, violence, migration, ethical issues in women's health, etc. | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture, question and answer, discussion Power point presentation,  Taboo game,  Crossword  Kahoot |
|  | -Female Reproductive Organs Anatomy and Physiology  -Anatomy and Physiology of Male Organs  -Preconceptional care | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture, question and answer, discussion Power point presentation,video |
|  | Physiology of Pregnancy-I  -Conception  -Fertilisation  -Implantation  Physiology of Pregnancy-II  -Ebryonic period  -Fetal period | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | -Video display  -Scenario  -Team work  -Discussion  -Brainstorming  -Debate+video screening + reminder questions  -Crossword |
|  | Maternal Changes in Pregnancy and Nursing Care  -Physical changes  -Psychological changes  -Pregnancy symptoms  -Diagnosis and tests used in the assessment of maternal and foetal health | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture, question and answer, case example |
|  | -Antenatal Education  -Mother-Baby Friendly Hospital Criteria  - Risky Pregnancies (1st Trimester)  (0-12 weeks) | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture, question and answer, discussion  Case presentation |
|  | -Risk Pregnancies (1st Trimester)  (0-12 weeks)  -Risk Pregnancies (2nd Trimester)  (13-27 weeks)  -Risk Pregnancies (3rd Trimester)  (28-40 weeks) | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | -Discussion  -Video display  -Brainstorming  -Application  Welcoming the pregnant woman in the delivery room  -EFM  -Trase samples evaluation |
|  | Labour I and II  -Nursing care  (fear, anxiety, fatigue, etc.)  -Non-pharmacological methods used in pain management in labour  WHO evidence-based positive birth recommendations | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture,  -Question answer  -Video display  -Role play  - Video shooting at the skill lab |
|  | Midterm examination | Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN |  |
|  | -Risky labour  -Induction  -Episiotomy,  amniotomy  -Risk of the mother's  Preparation  Extrauterine Life of the Newborn  Adaptation and Maintenance  -Physiological change  -Assessment and care of the newborn  -Lactation Physiology and Breastfeeding | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture, Question and answer, Discussion,Power point presentation, Case example, Video demonstration |
|  | -Postpartum and Risky Postpartum Period and Nursing Care  -Methods of Contraception  -Postpartum Period  Occupational Skills Laboratory | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | -Video display  -Case  -Brainstorming |
|  | -Infertility and Nursing Approach  -Member of the Board of Directors of Izmir Branch of Infertility Nursing Association Presentation of the Association  -Ethical Approaches in Infertility Process  -Menopause | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture,  Case discussion via video  -Question and answer |
|  | -Gynaecological Diagnostic Methods  -Women's Health Problems-Anomalous Uterine Bleeding  -Gynaecological Emergencies and Care | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture, Case  -Question and answer  -Holistic approach scheme -Educational video  -Group Homework-Case  -Discussion  -Video display  -Brainstorming  -Crossword |
|  | -Women's health problems-Reproductive  system Infections and STIs  -Women's health problems-Structural disorders of reproductive organs | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture,  Reminder questions and answers  Case  - Nursing Care Questions  -Study Questions uestion and answer, discussion |
|  | - -Women's health problems- Sexual Disfunctions  -Gynecological benign problems (PCOS etc.)  -Reproductive organ tumors and Nursing Care | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture,  Case  -Question and answer  Case study  - Word hunt puzzle |
|  | -Fertility Preservation Approaches and Ethics  -Perinatal and Obstetric Patient Safety  -Microbiota and Women's Health  -The Impact of Global Climate Change on Women's Health  -Member of the Board of Directors of Women's Right to Health Association Presentation of the Association | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Hülya ÖZBERK | Lecture, Question and answer, Discussion, Power point presentation, Debate, Case study |
|  | Approach to Individual Experiencing Loss Communication Skills Laboratory  (6 groups) | Prof. Dr. Merlinda ALUŞ TOKAT  Assoc. Prof. Dilek BİLGİÇ | Lecture, Question and answer, Discussion, Power point presentation, Case example |

**Table 1. Contribution of Course Learning Outcomes to Program Outcomes**

**0-no contribution 1-slight contribution 2-moderate contribution 3-full contribution**

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| **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** |
| **Women's Health and Diseases Nursing** | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 1 |

**Table 2. Relationship between the Learning Outcomes and Program Outcomes**

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| **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** |
| **Women's Health and Diseases Nursing** | LO 4-6 | LO 4-6 | LO 1-6 | LO 1-6 | LO 1-6 | LO 1-6 | LO 1-6 | LO 1-6 | LO 1-6 | LO 1  LO 3 | LO 1-3 | LO 4-6 | LO 4-6 |

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|  | HEF 3061 COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | | | |
| **Week** | **Topics** | **Learning Outcomes of the Course** | | | | |  |
| 1. Discusses reproductive health problems in Turkey and the world | 2. Knows the concepts and theories in women's health | 3. Discusses ethical and legal issues related to women's health | 4. Apply evidence-based nursing care to prevent, promote and rehabilitate reproductive health problems | 5. Provides evidence-based care to the family during pregnancy, birth and postnatal period | 6. Provides evidence-based nursing care in prevention, early diagnosis, treatment and rehabilitation of gynaecological problems |
| 1 | Opening  - Course and Clinic Introduction  -Overview of Women's Health History  -Women's health problems in the world and in Turkey, violence, migration, ethical issues, etc. | X | X | X | X |  |  |
| 2 | Anatomy and Physiology of Female and Male Reproductive Organs and  Preconceptional Care |  | X |  | X | X | X |
| 3 | Physiology of Pregnancy  -Conception  -Fertilisation  -Implantation  -Ebryonic period  -Fetal period |  |  |  | X | X | X |
| 4 | Maternal Changes in Pregnancy and Nursing Care  -Physical changes  -Psychological changes  -Pregnancy symptoms  Diagnosis and tests used in the assessment of maternal and fetal health |  |  |  | X | X | X |
| 5 | Antenatal Training  Risky Pregnancies (1st Trimester) (0-12 weeks)  Approach to Individual Experiencing Loss Communication Skills Laboratory |  | X |  | X | X | X |
| 6 | Risky Pregnancies (2nd Trimester) (13-27 weeks)  Risky Pregnancies (3rd Trimester) (28-40 weeks) |  | X |  | X | X | X |
| 7 | Labour I  -Nursing care (fear, anxiety, fatigue, etc.)  -Non-pharmacological methods used in pain management  Labour II  -Nursing care  -Non-pharmacological methods used in pain management |  | X |  | X | X | X |
| 8 | Midterm Exam |  |  |  |  |  |  |
| 9 | Risky Labour  -Induction  -Episiotomy, amniotomy  -Preparation of the mother  -Adaptation and Care of the Newborn to Extrauterine Life  -Physiological change  -Assessment and care of the newborn  -Lactation Physiology and Breastfeeding |  | X |  | X | X | X |
| 10 | -Postpartum and Risky Postpartum Period and Nursing Care  -Contraceptive Methods of  Postpartum Period -Occupational Skills Lab |  | X |  | X | X | X |
| 11 | -Infertility and Nursing Approach  -Menopause |  |  |  | X |  | X |
| 12 | -Gynaecological diagnostic methods  -Women's health problems  -Abnormal uterine bleeding |  |  |  | X |  | X |
| 13 | Women's health problems:  -Reproductive system infections and STIs  -Structural disorders of reproductive organs |  |  |  | X |  | X |
| 14 | Women's health problems.  -Sexual Dysfunctions  Gynaecological benign problems (PCOS etc.)  -Reproductive organ tumours and Nursing Care |  |  |  | X |  | X |
|  | Clinical Practice | X | X | X | X | X | X |
|  | Final Exam | X | X | X | X | X | X |

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| **ECTS TABLE:** | | | |
| **Activitiesrelatedto the course** | Count | Time (hour) | TotalWorkload (hour) |
| **Classroomactivities** | | | |
| Lecture | 15 | 5 | 90 |
| Application | 15 | 6 | 150 |
| **Exams**  (If theexaminationcarried out inthe coursehours, the examperiodshould be reducedfromclass activities) | | | |
| Final Exam | 1 | 2 | 2 |
| Midterm exam | 1 | 2 | 2 |
| Otherquizzesetc. |  |  |  |
| **Extracurricular activities** | | | |
| Weeklylessonsbefore / afterpreparation(of course materials, readthe articlesand so on.) | 14 | 6 | 84 |
| Preparation for themidterm exam | 1 | 2 | 2 |
| Preparation for thefinal exam | 1 | 2 | 2 |
| Preparation for theOtherquizzes |  |  |  |
| Homework |  |  |  |
| presentationpreparation |  |  |  |
| Other (please specify) |  |  |  |
| **TotalWorkload (hour)** |  |  |  |
| **ECTS creditsof the course**  **TotalWorkload (hour) / 25** |  |  | **385/25=15 ECTS** |

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:** September 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: 4** |
| 3 | 2 | 0 | **ECTS Credit: 5** |
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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 (jamboard, mentimeter 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 Resit 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** |
| **1.** | Course Introduction  Introduction to management, Management Process | Prof. Şeyda SEREN İNTEPELER | Presentation, video, discussion, team work |
| **2.** | Time management and prioritization | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Quiz, team work, discussion, mentimeter questionnaire |
| **3.** | Nurse's roles and professionalism | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Quiz, team work (jamboard), discussion |
| **4.** | Team collaboration and communication | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | Quiz, team work, discussion, conversation |
| **5.** | Decision making techniques | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU | mentimeter scenarios, discussion |
| **6.** | Evidence-based problem solving -1 | Assist. Prof. Hasan Fehmi DİRİK | Quiz, team work, discussion |
| **7.** | Evidence-based problem solving -2 | Assist. Prof. Hasan Fehmi DİRİK | Quiz, team work, discussion, mentimeter questionnaire |
| **8** | Midterm  Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU  Course evaluation and feedback | | |
| **9.** | Change management, innovation and artificial intelligence | Assist. Prof. Hasan Fehmi DİRİK | Quiz, team work, discussion, conversation |
| **10.** | Leadership and followers | Assist. Prof. Hasan Fehmi DİRİK | Quiz, team work, discussion |
| **11.** | Quality standarts, patient safety | Assist. Prof. Hasan Fehmi DİRİK | Quiz, team work, discussion, conversation, kahoot questionnaire |
| **12.** | Reality shock and orientation | Prof. Şeyda SEREN İNTEPELER | Quiz, team work, discussion, conversation, kahoot questionnaire |
| **13.** | Turkish panel code, laws | Prof. Şeyda SEREN İNTEPELER | Quiz, team work, discussion |
| **14.** | **Holiday** | | |
| **15.** | Motivation, job satisfaction and burnout | Prof. Şeyda SEREN İNTEPELER | Quiz, team work, discussion |
| **16.** | Information | Prof. Şeyda SEREN İNTEPELER | Quiz, team work, discussion, video |
|  | Final Exam | Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU |  |
|  | 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 Work Load  (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 Work Load (hour)** |  |  | 131/25 |
| **ECTS Credits of Course=**  **Total Work Load (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 | Decision making techniques | X | X | X | X |  | X |  | X |  |
| 6 | Evidence-based decision making and problem solving -1 |  | X |  |  | X |  | X |  |  |
| 7 | Evidence-based decision making and problem solving -2 |  | X |  |  | X |  | X |  |  |
| 8 | Midterm | X | X | X |  | X |  |  |  |  |
| 9 | Change management, innovation and artificial intelligence | X | X | X | X | X | X | X | X | X |
| 10 | Leadership and followers | X |  |  |  |  | X |  | X | X |
| 11 | Quality standards, patient safety |  |  |  |  |  | X |  |  | X |
| 12 | Reality shock and orientation | X | X | X | X | X | X | X | X | X |
| 13 | Personal rights |  |  |  |  |  | X |  |  | X |
| 14 | Holiday | | | | | | | | | |
| 15 | Motivation, job satisfaction and burnout | X | X | X | X | X | X | X | X | X |
|  | Final Exam | X | X | X | X | X | X | X | X | X |

**HEF 3063 Child Health and Dieseases Nursing**

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| **Department(s) Giving the Course:**  **Faculty of Nursing** | | | **Offered to: DEU Faculty of Nursing** |
| **Name of the Department: Nursing** | | | **Course Name: Child Health and Diseases Nursing** |
| **Level of Course:** License | | | **Course Code: HEF** **3063** |
| **Date of Revision:**24.09.2024 | | | **Course Status: Compulsory** |
| **Language of Instruction: Turkish** | | | **Instructor/s:**  Prof. Dr. Murat BEKTAŞ  Assoc. Prof. Gülçin ÖZALP GERÇEKER  Assist. Prof. E. Zahide ÖZDEMİR  Assist. Prof. Yasemin SELEKOĞLU OK |
| **Prerequisite:**  HEF 2091 Internal Medicine Nursing  HEF 2090 Surgical Diseases Nursing | | | **Prerequisite to:**  HEF 4055 Nursing Care Management I-II |
| **Weekly Course Hours: 2 hours** | | | **Course Coordinator:** Assist. Prof. E. Zahide ÖZDEMİR |
| **Theory** | **Practise** | **Laboratory** | **National Credit of the Course: 15** |
| 6 | 10 | - | **ECTS Credit: 15** |

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| **Course Objective:**  This course aims to address the health of healthy/sick children and their families with a holistic approach by integrating fundamental knowledge and principles related to child health in accordance with the philosophy of basic health services, as well as the roles and functions of pediatric nursing. It focuses on the improvement, protection, and maintenance of the health of children and their families. |
| **Learning Outcomes of the Course:**  LO 1: Monitor and evaluate the vital signs of children, identify deviations from normal, and share findings with the healthcare team.  LO 2: Evaluate the growth and development characteristics of children (physiological, mental, psychosocial) according to developmental stages, identify deviations from normal, and share findings with the healthcare team.  LO 3: Perform age-appropriate physical examinations, evaluate findings, identify deviations from normal, and share results with the healthcare team.  LO 4: Understand and evaluate fluid-electrolyte balance, identify deviations from normal, and share findings with the healthcare team.  LO 5: Meet the patient’s care requirements (data collection, data analysis, outcome criteria, diagnosis, intervention, evaluation).  LO 6: Interpret the patient’s medication requests.  LO 7: Identify and meet the needs for improving, maintaining, and protecting the health of children and their families. |

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| **Learning and Teaching Methods:** Discussion, presentations, research, assignment, computer application |
| **Recommended Resources for the Course:**   1. Çavuşoğlu H (2013). Çocuk Sağlığı ve Hastalıkları Hemşireliği. 1-2 cilt. Sistem Ofset, Ankara. 2. Törüner E.K, Büyükgönenç L.(2012). Çocuk Sağlığı Temel Hemşirelik Yaklaşımları. Göktuğ Yayıncılık. 3. Polat S., Gürol A. (2018). Çocuklarda Ağrı Yönetimi Hemşireler ve Sağlık Profesyonelleri İçin Bir Rehber. Nobel Akademik Yayıncılık Eğitim Danışmanlık Tic. LTD. ŞTİ. Akara. 4. Dağoğlu T, Görak G (2002). Temel Neonatoloji ve Hemşirelik İlkeleri. 5. Savaşer S, Yıldız S (2009).Hemşireler için Çocuk Sağlığı ve Hastalıkları Öğrenim Rehberi. İstanbul Medikal Yayıncılık., İstanbul 6. Marilyn J Hockenberry, David Wilson, Catherine Jackson (Editor). Wong's Nursing Care of Infants and Children (Mosby) – Hardcover (2006). 7. Conk Z, Başbakkal Z, Bal Yılmaz H, Bolışık B. editörler. (2013). Pediatri Hemşireliği. Akademisyen Kitabevi. 8. Bindler R.C., Ball J.W. (2014).“Clinical Skills Manual for Principles of Pediatric Nursing” Çocuk hemşireliği Klinik Uygulamalar Becerileri Kitabı. Nobel Akademik Yayıncılık Eğitim Danışmanlık Tic. LTD. ŞTİ. Ankara. 9. Düzkaya S.D., Evcimen D.K. Akay H., Keskin Ö.N. Yakut T. (2015). Çocuk Hemşireliği Protokolleri. Nobel Akademik Yayıncılık Eğitim Danışmanlık Tic. LTD. ŞTİ. İstanbul. 10. Bolışık B., Yardımcı F., Didişen Akçay N (2015). Pediatrik Cerrahi Hastasına Hemşirelik Bakımı. Nobel Akademik Yayıncılık Eğitim Danışmanlık Tic. LTD. ŞTİ. Ankara.   Karaböcüoğlu M., Yılmaz L.H., Duman M. (2012). Çocuk Acil Tıp Kapsamlı ve Kolay Yaklaşım. İstanbul Tıp Kitabevi, İstanbul. |

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| Evaluation Methods:  (Assessment method should be compatible with learning outcomes and teaching techniques used in the course) | | |
|  | **If available, mark as (X)** | **Percent (%)** |
| **Semester / End of Semester Studies** |  |  |
| **Mid-term Exam** | **X** | 50 |
| **Practise** | **X** | 50 |
| **Final Exam** | **X** | 50 |
| **Evaluation Criteria:**  **Midterm Grade: 50% of the Midterm Exam grade + 50% of the Practical Exam grade**  **Course Success Grade: 50% of the Midterm Grade + 50% of the Final or Resit Exam grade**  **Minimum Passing Grade for the Course: 60 out of 100**  **Minimum Final and Resit Exam Grade: 50 out of 100** | | |

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| **Week** | **Course Contents** | **Instructor** | **Teaching Method and Materials Used** |
|  | Philosophy, Roles, and Functions of Pediatric Nursing  Ethics in Pediatric Nursing  The Status of Children and Children's Rights in the World and in Turkey  Pediatric Patient Safety | Prof. Dr. Murat Bektaş  Asst. Prof. Emine Zahide Özdemir | Presentation, Discussion, Question and Answer, Active Learning Method, QR Code, Kahoot, Video Screening |
|  | Growth and Development in Children  History Taking and Physical Examination | Prof. Dr. Murat Bektaş  Asst. Prof. Emine Zahide Özdemir | Presentation, Discussion, Question and Answer, Active Learning Method, QR Code, Kahoot, Video Screening |
|  | Medication Administration in Pediatrics and the Nurse's Responsibilities  Hospitalization and Communication with Children | Assoc. Prof. Dr. Gülçin Özalp Gerçeker  Asst. Prof. Emine Zahide Özdemir | Communication Laboratory (Experience communication with children through scenario-based examples with students, experience appropriate and inappropriate communication techniques, question and answer)  Pediatric Clinical Skills Laboratory (Administration of parenteral and non-parenteral medications) |
|  | Fluid-Electrolyte/Acid-Base Balance/Imbalances in Children and Nursing Care | Assoc. Prof. Dr. Gülçin Özalp Gerçeker  Asst. Prof. Emine Zahide Özdemir | Presentation, Discussion, Question and Answer, Problem Solving, Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses, Video Screening |
|  | Nursing Care in Nutrition and Nutritional Disorders  Gastrointestinal Diseases in Children and Nursing Care | Prof. Dr. Murat Bektaş  Asst. Prof. Emine Zahide Özdemir | Presentation, Discussion, Question and Answer, Active Learning Method, QR Code, Kahoot, Video Screenin |
|  | Nursing Care for Children with Cardiovascular System Issues/Problems | Prof. Dr. Murat Bektaş  Asst. Prof. Emine Zahide Özdemir | Presentation, Discussion, Question and Answer, Active Learning Method, QR Code, Kahoot, Video Screenini |
|  | Respiratory System Diseases in Children and Nursing Care | Prof. Dr. Murat Bektaş  Asst. Prof. Emine Zahide Özdemir | Presentation, Discussion, Question and Answer  Presentation, Discussion, Question and Answer, Video Screening, Case/Scenario Presentation, Discussion of Nursing Diagnoses |
|  | **I. Midterm Exam** | Asst. Prof. Emine Zahide Özdemir |  |
|  | Nursing Care for Children with Endocrine System Issues/Diseases | Prof. Dr. Murat Bektaş  Asst. Prof. Emine Zahide Özdemir | Presentation, Discussion, Question and Answer  Presentation, Discussion, Question and Answer, Video Screening, Case/Scenario Presentation, Discussion of Nursing Diagnoses |
|  | Genitourinary System Diseases in Children and Nursing Care | Prof. Dr. Murat Bektaş  Asst. Prof. Yasemin Selekoğlu Ok | Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses |
|  | Pain in Children and Nursing Care  Nursing Care for Surgical Patients Before and After Surgery | Prof. Dr. Murat Bektaş  Asst. Prof. Yasemin Selekoğlu Ok | Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses |
|  | Newborn Diseases and Nursing Care | Assoc. Prof. Dr. Gülçin Özalp Gerçeker  Asst. Prof. Yasemin Selekoğlu Ok | Presentation, Discussion, Question and Answer  Presentation, Discussion, Question and Answer, Video Screening, Case/Scenario Presentation, Discussion of Nursing Diagnoses |
|  | Nursing Care for Children with Hematologic System Issues/Diseases | Assoc. Prof. Dr. Gülçin Özalp Gerçeker  Asst. Prof. Yasemin Selekoğlu Ok | Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses  Presentation, Discussion, Question and Answer |
|  | Neurological System Diseases in Children and Nursing Care | Prof. Dr. Murat Bektaş  Assoc. Prof. Dr. Gülçin Özalp Gerçeker | Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses  Presentation, Discussion, Question and Answer |
|  | Nursing Care for Children with Oncological System Diseases | Prof. Dr. Murat Bektaş  Assoc. Prof. Dr. Gülçin Özalp Gerçeker | Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses  Presentation, Discussion, Question and Answer |

**Final Exam Supervisor:** Asst. Prof. Emine Zahide Özdemir

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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** | | | | | | | | | | | | | |
| **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** |
| **HEF3063 Child Health and Illness Nursing** | **3** | **3** | **2** | **2** | **3** | **3** | **2** | **3** | **3** | **2** | **3** | **3** | **3** |

**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** | **PO11** | **PO 12** | **PO 13** |
| **Child Health and Illness Nursing** | LO1,5,7 | LO 1,5,7 | LO 1,7 | LO 1,7 | LO 1,7 | LO 1,6,7 | LO 1,7 | LO 1,7 | LO 1,7 | LO 2,5,7 | LO  7 | LO 5,7 | LO 5,7 |

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| **ECTS Table** | | | |
| **Course Activities** | Number | Duration  (hour) | Total Work Load  (hour) |
| **In Class Activities** | | | |
| Lectures | 14 | 6 | 84 |
| Clinical Practice | 14 | 10 | 140 |
| **Exams** | | | |
| Final | 1 | 2 | 2 |
| Homework |  |  |  |
| Mid-term | 1 | 2 | 2 |
| **Out Class activities** | | | |
| Preparation before/after weekly lectures | 14 | 6 | 84 |
| Preparation for Mid-term Exam | 1 | 35 | 35 |
| Preparation for Final Exam | 1 | 40 | 40 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| **Total Work Load (hour)** |  |  | 387/25 |
| **ECTS Credits of Course=**  **Total Work Load (hour) / 25**  **1 ECTS Credits = 25 hours workload** | 15 | | |

**Table 3. Course Contents and Learning Outcomes Matrix**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **HEF 3063 PEDIATRIC NURSING COURSE PROGRAM OUTCOMES AND LEARNING OUTCOMES MATRIX OF THE NURSING FACULTY** | | | | | | | |
| **Program Outcomes of the Faculty of Nursing, Dokuz Eylül University** | **Course Learning Outcomes** | | | | | | |
| 1. To monitor and assess children's vital signs, identify deviations from normal, and share findings with the healthcare team | 2. To assess the child's growth and development characteristics (physiological, mental, psychosocial) according to developmental stages, identify deviations from normal, and share findings with the healthcare team | 3. To perform age-appropriate physical examinations, assess findings, identify deviations from normal, and share results with the healthcare team | 4. To understand and assess fluid and electrolyte balance, identify deviations from normal, and share findings with the healthcare team | 5. To meet the patient's care needs (data collection, data analysis, outcome criteria, diagnosis, interventions, evaluation) | 6. To interpret the patient's medication requests | 7. To identify and meet the needs for promoting, maintaining, and protecting the health of the child and the family |
| PO-1. To possess the knowledge necessary to fulfill the roles and functions of nursing in meeting the healthcare needs of individuals, families, and communities | X | x | x | x | x | x | x |
| PO-2. To possess the fundamental psychomotor skills of nursing | X | x | x | x | x | x | x |
| PO-3. To possess fundamental communication skills | X | x | x |  |  | x | x |
| PO-4. To be able to transfer acquired theoretical knowledge to nursing practices with a holistic approach | X | x |  |  | x | x | x |
| PO-5. To meet the health education and counseling needs of individuals, families, and communities | X | x |  |  | x | x | x |
| PO-6. To be able to use health information technologies and integrate innovative approaches into nursing care |  | x |  | x | x | x | x |
| PO-7. To be able to manage nursing care in accordance with cultural characteristics, ethical principles, quality processes, and laws | X |  |  |  | x |  | x |
| PO-8. To be able to take responsibility as an individual and as a team member in nursing practices | X | x |  | x | x | x | x |
| PO-9. To be able to manage care by utilizing critical thinking, problem-solving, research, and evidence-based decision-making skills | **x** | x |  | x | x | x | x |
| PO-10. To be able to utilize lifelong learning skills |  | x |  |  | x |  | x |
| PO-11. To collaborate with professional organizations and other healthcare institutions, participate in and/or conduct activities to contribute to health policies |  |  |  |  |  |  | x |
| PO-12. To be able to take responsibility in research/projects and activities with a sense of social awareness |  |  |  |  | x |  | x |
| PO-13. To be able to follow information in the field and communicate with foreign colleagues using a foreign language (European Language Portfolio Global Scale, Level B1) |  |  |  |  | x |  | x |

**HEF 4091 NURSING CARE MANAGEMENT -I**

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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 I |
| **Course Level: B**achelor | | | **Course Code: HEF 4091** |
| **Form Submitting/Renewal Date:** 21.10.2024 | | | **Course Status:** Compulsory |
| **Language of Instruction:** Turkish | | |  |
| **Prerequisite:**  HEF 3055  HEF 3060  HEF 3057  HEF 3058 | | | **Course members:**  Faculty members related to the course |
| **Weekly Course Hours: 28** | | | **Course Coordinator:**  Asst.Prof. Fehmi Dirik |
| **Theory** | **Application** | **Laboratory** | **National Credit: 16** |
| 4 | 24 | - | **ECTS Credit: 28** |
| **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 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.  2.The student can use independent clinical decision making skills in complex care management situation in accordance with the obtained knowledge and skills.  3.The student can independently manage safe nursing care of a larger number of individuals.  4. Thestudent can put his or her priority determination, organization and time management skills into practice.  **5.** The student can, using his or her communication skills in complicated situations, manage the cooperation between the patient, family, peer, educator and medical staff.  6. The student can find solution to ethical problems faced during nursing practices.  7. The student shows personal and professional development, improves and completes self-assessment.  8. The student can analyze health policies and legal obligations in nursing practices.  9. The student can review and use health care information systems and technological developments in the execution of care.  10. 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% |
|  |  |  |
| **Assesment Criteria:**  In the assessment of the course:  Mid-term exam: A 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 (%25), 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 resit exam grade.  Minimum Course Success Grade: It is 60 points out of 100.  Minimum Final and Resit 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** |
| **1** | Presentation, discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, discussion, questio and answer, self learning. |
| **2** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning |
| **3** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning |
| **4** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning |
| **5** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning |
| **6** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning, |
| **7** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning , reflection |
| **8** | Mid-term | | |
| **9** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning, |
| **10** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning, |
| **11** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning |
| **12** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning |
| **13** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning |
| **14** | Department related case presantations, Discussion, Clinical practice | Related Department’s Instructor | Lecture, presentation, question and answer, discussion, case  report, concept map, self learning |
| **15** | Department related case presantations, 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 |

**Table 2. Relation of Course Learning Outcomes and Program Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | 15 | 4 | 60 |
| Clinical Practice | 14 | 24 | 336 |
| Portfolio | 1 | 5 | 5 |
| **Exams** | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Ouiz etc. |  |  |  |
| **Activities** | | | |
| Web Search and Library Research | 14 | 6 | 84 |
| Preparation before/after weekly lectures | 14 | 6 | 84 |
| Preparation case report/presentation | 1 | 54 | 54 |
| 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 4071 EVIDENCE BASED NURSING**

**COURSE SYLLABUS FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **Offered by: FACULTY OF NURSING** | | | **Offered to: FACULTY OF NURSING** |
| **Name of the Department:**  NURSING | | | **Course Name:**  Evidence Based Nursing |
| **Course Level:** Bachelor | | | **Course Code:** HEF 4071 |
| **Form Submitting/Renewal Date:**  10.09.2024 | | | **Course Status:** Elective |
| **Language of Instruction:**  Turkish | | | **Instructor/s:**  Assoc. Prof. Özlem Bilik  Assoc. Prof. Gülçin Özalp Gerçeker  Assoc. Prof. Havva A. Yürümez  Asts. Prof. Dilek Sezgin |
| **Prerequisite:** | | | **Prerequisite to:** |
| **Weekly Course Hours:** | | | **Course Coordinator:**  Assoc. Prof. Dr. Özlem Bilik |
| **Theory** | **Application** | **Laboratory** | **National Credit: 2** |
| **2** | **0** | **0** | **ECTS Credit: 2** |
| **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 ability to find evidence-based resources, standards, and current guides; analyze data; evaluate evidence-based nursing knowledge and reflect this knowledge on patient care. |
| **Learning Outcomes of the Course:**  **LO1.** The student can identify the evidence-based knowledge practices and their importance.  **LO2.** The student can find research on evidence-based nursing.  **LO3.** The student can assess the evidence levels of research on evidence-based nursing.  **LO4.** The student can practice evidence-based nursing.  **LO5.** The student discusses nursing practice strategy for evidence |

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| **Learning and Teaching Strategies:**  Visual supported presentation,  Case discussion,  Group discussion  Brainstorming,  Question answer  Examining evidence-based web centers |

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| **Assessment Methods:** Successful / Unsuccessful  \*In units that do not have make-up exam, make-up criteria are not considered. | | |
|  | **If used, check as (X).** | **Grading (%)** |
| **Semester Requirements** |  |  |
| **Mid-term exam** | x | 30% |
| **Practice** |  |  |
| **Homework Assignments/**  **Presentation** | x | 10% |
| **Projects** |  |  |
| **Laboratory** |  |  |
| **Final Exam** | x | 60% |

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| **Assessment Criteria**  In the evaluation of the course, 30% of the semester grade+10% homework assignments and presentation +60% of the final grade = must be at least 60 over 100 full marks.  At Bologna entrances, semester grade and homework assignments and presentation total of 40% will be entered in the form of a semester grade. |
| **Evaluation Criteria:**  In exams, interpretation, remembering, decision making, explanation, classification, gathering skills will be evaluated. |
| **Recommended Resources for the Course:**   1. Ciliska D.K. et al (2001) Resources to enhance evidence-based nursing practice. AACN, v.12(4),520-528. 2. Craig, J, Smyth RL, The evidence-based practice manual for nurses. Churchill Livingstone, 2nd ed. 2007. 3. Dicenso A, Guyatt G, Ciliska D. Evidence-based nursing: A guide to clinical practice. Mosby, 2004. 4. Greenhalgh, T. How to read a paper: The basics of evidence-based medicine. 2nd ed. BMJ Books. London, 2001. 5. Güldal D., Ergör G., Derebek E. (ed) (2008) Kanıta Dayalı Tıp: Nasıl uygulamalı ve öğretmeli? (Sackett et al., Evidence-Based Medicine: How to practice and teach? EBM, 2000), Dokuz Eylül Publishing, Izmir. 6. Kara M., Babadağ K. (2003). Kanıta dayalı hemşirelik (Evidence based nursing). Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi (Journal of Atatürk University School of Nursing). 6 (3):96-104.   Kocaman G. (2003) Hemşirelikte Kanıta Dayalı Uygulama (Evidence Based Practice in Nursing). Hemşirelikte Araştırma Geliştirme Dergisi (Journal of Research and Development in Nursing). 5(2): 61-69. <http://www.hemargedergi.org/2003/2003_7.pdf> |
| **Policy and Rules Regarding the Course:** Will Be Announced. |

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| **Course Faculty Member Contact Information:**  Assoc. Prof. Özlem Bilik Tel: 0232 412 4962 [ozlembilik71@gmail.com](mailto:ozlembilik71@gmail.com)  Assoc. Prof. Gülçin Özalp Gerçeker Tel: 0232 412 6976 [gulcin.ozalp@deu.edu.tr](mailto:gulcin.ozalp@deu.edu.tr)  Assoc. Prof. Havva A. Yürümezoğlu [Tel: 0232](mailto:Tel:%200232) 412 6979 [havva.arslan@deu.edu.tr](mailto:havva.arslan@deu.edu.tr)  Asts. Prof. Dilek Sezgin Tel: 0232 412 6677 [dilek.sezgin@deu.edu.tr](mailto:dilek.sezgin@deu.edu.tr) | |
| **Office Hours:** |  |
| **Course Outline:**  Exam dates will be specified in the course program. Exam dates can be changed even after finalized. | |
| |  |  |  |  | | --- | --- | --- | --- | | **Week** | **Topics** | **Faculty Members** | **Explanation(Can be opened and closed)** | | **1st Week** | Course introduction explanation of lesson plan and course objectives to student’s determination of study groups and subjects | Asts. Prof. Dilek Sezgin | Question answer  Group discussion | | **2nd Week** | What is evidence-based practice and evidence-based nursing? Why is it necessary? What are the benefits? How are evidence-based nursing practices applied in practice settings? | Assoc. Prof. Özlem Bilik | Visual supported presentation  Group discussion | | **3rd Week** | What are the evidence, levels of evidence and evidence-based centres?  Examining evidence sources and centers related to nursing  Accessing evidence-based nursing information, analysis of data, use of evidence-based databases (Cochrane, EBN, CINAHL etc.) and publications in research and practice | Assoc. Prof. Özlem Bilik | Visual supported presentation  Group discussion | | **4th Week** | What are evidence-based guidelines/guidelines for nursing? How to conduct a literature review on evidence-based guidelines/guidelines for nursing? | Asts. Prof. Dilek Sezgin | Visual supported presentation  Group work  Question answer  Group discussion | | **5th Week** | **OCTOBER 29 REPUBLIC DAY HOLIDAY** | | | | **6th Week** | Evidence-based nursing strategies | Asts. Prof. Dilek Sezgin | Visual supported presentation  Question answer  Group discussion | | **7th Week** | Formulating an answerable question (PICO); finding evidence in evidence-based resources and evaluation  Randomized controlled trial, meta-analysis, and systematic review | Assoc. Prof. Özlem Bilik | Visual supported presentation  Question answer  Group discussion | | **8th Week** | **1st MIDTERM** | Assoc. Prof. Özlem Bilik |  | | **9th Week** | Critical evaluation of a high-evidence study | Assoc. Prof. Gülçin Özalp Gerçeker | Visual supported presentation  Group discussion | | **10th Week** | What are the obstacles of evidence-based nursing practices (personal, institutional) | Assoc. Prof. Havva A. Yürümezoğlu | Visual supported presentation  Group work  Question answer  Group discussion | | **11th Week** | How to integrate research evidences into nursing | Assoc. Prof. Havva A. Yürümezoğlu | Visual supported presentation  Group discussion  Question answer  Group work | | **12th Week** | Creating questions and developing practice strategies for evidence-based nursing | Assoc. Prof. Gülçin Özalp Gerçeker | Visual supported presentation  Group discussion  Question answer  Group work | | **13th Week** | Presentation of group assignments on evidence-based guidelines/guidelines for nursing | Assoc. Prof. Özlem Bilik | Visual supported presentation  Group discussion  Evaluation | | **14th Week** | Presentation of group assignments on evidence-based guidelines/guidelines for nursing | Assoc. Prof. Gülçin Özalp Gerçeker | Visual supported presentation  Group discussion  Evaluation | | **15th Week** | Presentation of group assignments on evidence-based guidelines/guidelines for nursing | Assoc. Prof. Havva A. Yürümezoğlu | Visual supported presentation  Group discussion  Evaluation | | **16th Week** | Course Evaluation | Assoc. Prof. Özlem Bilik | Getting Feedback | |  | **FINAL EXAM** | Assoc. Prof. Özlem Bilik |  | |  | **CONDITION EXAM** | Assoc. Prof. Özlem Bilik |  | | |

**Table 1. Contribution of the Course to Programmed Outcomes (PO)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| HEF 4071 Evidence Based Nursing | 2 | 0 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| *0= Not compatible, 1= Slightly compatible, 2= Moderately compatible, 3= Fully compatible* | | | | | | | | | | | | | |

**Table 2. Relationship between Course Learning Outcomes and Programmed Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| HEF 4071 Evidence Based Nursing | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 |  | LO1  LO 2  LO 3  LO 4  LO 5 | LO1  LO 2  LO 3  LO 4  LO 5 |

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| **ECTS Table** | | | |
| **Course Activities** | Number | Duration  (hour) | Total Workload  (hour) |
| **In Class Activities** | | | |
| Lectures | 13 | 2 | 26 |
| Clinical Practice |  | - | - |
| **Exams** | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
| Other quiz etc. | - | - | - |
| Homework assignments | 1 | 2 | 2 |
| **Out Class activities** | | | |
| Preparation before/after weekly lectures | 4 | 1 | 4 |
| Independent study (reading course materials, literature review, etc.) | 4 | 1 | 4 |
| Preparation for mid-term exam | 1 | 3 | 3 |
| Preparation for final exam | 1 | 3 | 3 |
| Preparation for quiz etc. | - | - | - |
| Preparing group assignments | 1 | 2 | 2 |
| Preparing presentations | 1 | 2 | 2 |
| Other (please indicate) | - | - | - |
| **Total Workload (hour)** |  |  | 50/25 |
| **ECTS Credits of Course=**  **Total Workload (hour) / 25** |  |  | 2 |

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|  | **HEF 4071 EVIDENCE BASED NURSING COURSE CONTENT AND LEARNING OUTCOMES MATRIX** | | | | | |
| **Week** | **Weekly Course Contents** | **Dersin Öğrenim Kazanımları** | | | | |
| 1. The student can identify the evidence-based knowledge practices and their importance | 2. The student can find researches on evidence-based nursing | 3. The student can assess the evidence levels of researches on evidence-based nursing | 4. The student can practice evidence-based nursing | 5. The student discusses nursing practice strategy for evidence |
| **1** | Course introduction explanation of lesson plan and course objectives to student’s determination of study groups and subjects | X |  |  |  |  |
| **2** | What is evidence-based practice and evidence-based nursing? Why is it necessary? What are the benefits? How are evidence-based nursing practices applied in practice settings? | X |  |  | X | X |
| **3** | What are the evidence, levels of evidence and evidence-based centres?  Examining evidence sources and centers related to nursing  Accessing evidence-based nursing information, analysis of data, use of evidence-based databases (Cochrane, EBN, CINAHL etc.) and publications in research and practice |  | X | X |  |  |
| **4** | What are evidence-based guidelines/guidelines for nursing? How to conduct a literature review on evidence-based guidelines/guidelines for nursing? |  | X | X |  |  |
| **5** | **OCTOBER 29 REPUBLIC DAY HOLIDAY** |  |  |  |  |  |
| **6** | Evidence-based nursing strategies | X | X |  | X | X |
| **7** | Formulating an answerable question (PICO); finding evidence in evidence-based resources and evaluation  Randomized controlled trial, meta-analysis, and systematic review |  | X | X |  |  |
| **8** | **1st MIDTERM** |  |  |  |  |  |
| **9** | Critical evaluation of a high-evidence study |  |  | **X** |  |  |
| **10** | What are the obstacles of evidence-based nursing practices (personal, institutional) |  |  |  | X | X |
| **11** | How to integrate research evidence into nursing | **X** |  |  | X | X |
| **12** | Creating questions and developing practice strategies for evidence-based nursing |  |  |  |  | X |
| **13** | Presentation of group assignments on evidence-based guidelines/guidelines for nursing |  | X | X | X | X |
| **14** | Presentation of group assignments on evidence-based guidelines/guidelines for nursing |  | X | X | X | X |
| **15** | Presentation of group assignments on evidence-based guidelines/guidelines for nursing |  | X | X | X | X |
| **16** | Course Evaluation |  | X | X | X | X |

**HEF 4073 INTENSIVE CARE NURSING LECTURE**

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| **Department(s) Giving the Course:** Faculty of Nursing | | | **Department(s) Taking the Course:** Faculty of Nursing |
| **Name of the Department:** Nursing | | | **Name of the Course:** Intensive Care Nursing |
| **Course Level:** Undergraduate | | | **Course Code:** HEF 4073 |
| **Issuance/Renewal Date of the Form:** Semptember 2024 | | | **Course type:** Elective |
| **Language of the course:** Turkish | | | **Instructor(s) of the course:**  Assoc. Prof. Yaprak SARIGÖL ORDIN  Prof. Dr. Hatice MERT  Assoc. Prof. Fatma VURAL  Assist Prof Eda Ayten KANKAYA |
| **Prerequisite of the course:** None | | | **Prerequisite course for:** None |
| **Weekly course hours: 2** | | | **Course Coordinator:** Assoc. Prof. Yaprak SARIGÖL ORDIN |
| 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, it is aimed to enable the student to obtain information about the roles and responsibilities of critical care nursing, and the care of acute and critical diseases in line with the evidence-based resources, standards and current guidances. | | |
| **Learning Outputs of the Course:**  LO1: The student can define the professional role and importance of the critical care nurse  LO2: The student can array the care principles of acute and critical patients in the critical care unit  LO3: The student can explain the physiopathology of acute and critical health problems that require an critical care  LO4: The student can analyse the data of acute and critical patients that require an critical care  LO5: The student can discuss about the importance of patient security in the critical care unit  LO6: The student can explain the importance of legal and ethical subjects in the critical care environment  LO7: The student can reach new information in the critical care nursing and sustain her/his personal development | | |
| **Learning and Teaching Methods:**  Visually-supported presentation, case discussion, group study, brainstorming, question- answer | | |
| **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** |  |  |
| **Midterm** | X | 50 |
| **Quiz** |  |  |
| **Homework/Presentation** |  |  |
| **Project** |  |  |
| **Laboratory** |  |  |
| **Final Exam** | X | 50 |
| **Course Participation** |  |  |
| **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. Course Success Grade: 50% of the midterm exam + 50% of the final exam | | |

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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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| Recommended Resources for the Course:  Main Resource:   1. Morton PG, Fontaine D. Hudak C, Gallo B. Critical Care Nursing 2005. A Holistic Approach. 8th. Edition. 2. **Chulay M, Burns SM. (Ed.) AACN essentials of critical care nursing / [edited by]** New York: McGraw-Hill, Medical Pub. Division, 2006. 3. **Melander SD (Ed.) Case studies in critical care nursing: a guide for application and review.** Philadelphia: W.B. Saunders, 2001. 4. **Urden LD, Stacy KM, Lough ME (ed.)Thelan's critical care nursing: diagnosis and management.** 5th ed, St. Louis, Mosby/Elsevier, 2006. 5. Eti Aslan F, Olgun N. (Ed.) Yoğun Bakım Seçilmiş Semptom ve Bulguların Yönetimi. 1. Baskı, Akademisyen Tıp Kitabevi, Ankara, 2016.   Subsidiary Resources:   1. Irvin RS, Rippe JM (Ed). Translated by Özcengiz D. Handbook of Intensive Care. Nobel Medical Bookstore. Adana, 2000. 2. **Şahinoğlu H (Ed). Intensive care: problems and treatments**. Ankara Turkish Clinics, 2003. 3. [Bongard Fred S.](http://katalog.adm.deu.edu.tr/search~S0*tur?/aBongard%2C+Fred+S./abongard+fred+s/-3,-1,0,B/browse)**Translation ed. Güven M. Intensive care diagnosis and treatment. A**nkara: Güneş Bookstore, 2004. 4. **Irwin RS, James M. (Ed.) Rippe. Irwin and Rippe's intensive care medicine.** 6th**.edition,** Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins, 2008 5. **Sibbald WJ, Bion JF. (Ed.) Evaluating critical care: using health services research to improve quality .**Berlin, Springer, 2001. 6. [Hall, Jesse B.](http://katalog.adm.deu.edu.tr/search~S0*tur?/aHall%2C+Jesse+B./ahall+jesse+b/-3,-1,0,B/browse)**Handbook of Critical Care [electronic resource]**. London, Springer, 2009 7. Gullo, Antonino (Ed.). **Perioperative and Critical Care Medicine [electronic resource] : Educational Issues 2005,** Milano: Springer-Verlag Italia, 2006. 8. **Jesse B. Hall, Gregory A. Schmidt, Lawrence D.H. Wood ; Cora D. Taylor (Ed.) Principles of critical care [electronic resource]** 2005**.** New York: McGraw-Hill, Medical Pub. Division, 3rd ed. 9. [Gullo, Antonino.](http://katalog.adm.deu.edu.tr/search~S0*tur?/aGullo%2C+Antonino./agullo+antonino/-3,-1,0,B/browse)**Intensive and Critical Care Medicine [electronic resource] : Reflections, Recommendations and Perspectives .**2005.Milano: Springer-Verlag Italia 10. [Bongard, Fred S.](http://katalog.adm.deu.edu.tr/search~S0*tur?/aBongard%2C+Fred+S./abongard+fred+s/-3,-1,0,B/browse)(Ed.) **Current critical care diagnosis & treatment** 2002. New York, London , Lange Medical Books/McGraw-Hill 11. Intensive Care Journal <http://www.yogunbakimdergisi.org/> 12. E-Journal of Turkish Intensive Care Nurses Association <http://www.tybhd.org.tr/> |
| **Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):** |
| **Contact information of the course instructor:**  Assoc Dr Yaprak SARIGÖL ORDIN e-mail: [yaprak.sarigol@deu.edu.tr](mailto:yaprak.sarigol@deu.edu.tr) Tel: 24787 |
| **Office days and hours of the course instructor:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course content:** | |  | |
| **Week** | **Subjects** | **Lecturer** | **Training Method and Materials** |
| 1.Week  04.10.2024 | Intrduction to intensive care, intensive care environment and characteristics of intensive care patients | Assoc Prof Yaprak SARIGOL ORDIN | Presentation, discussion |
| 2. Week  11.10.204 | Ethical and legal issues in intensive care | Assist. Prof Eda Ayten KANKAYA | Presentation, discussion |
| 3. Week  18.10.2024 | ECG / Sinus rhythm | Prof. Dr. Hatice MERT | Presentation, discussion |
| 4. Week  25.10.2024 | Aorta Aneurysms and Nursing Approaches | Assoc. Prof.Yaprak S. ORDİN | Presentation, discussion |
| 5. Week  01.11.2023 | Mechanical ventilation | Assoc. Prof.Yaprak S. ORDİN | Presentation, discussion |
| 6. Week  08.11.2024 | Psychosocial Problems, Emotional Deprivations and Overload in the Intensive Care Unit | Assoc. Prof.Yaprak S. ORDİN | Presentation, discussion |
| 7. Week 15.11.2024 | Thorax traumas | Assoc. Prof.Fatma VURAL | Presentation, discussion |
| **8.** Week  **22.11.2024** | **Midterm Exam** | Dr. Öğr. Ü. Eda Ayten Kankaya |  |
| 9. Week  29.11.2024 | DVT, Emboli | Assoc. Prof.Fatma VURAL | Presentation, discussion |
| 10. Week  06.12.2024 | Nursing care of a patient with respiratory system problems in the intensive care unit | Prof. Dr. Hatice MERT | Presentation, discussion |
| 11. Week  13.12.2024 | Herniations and Nursing Care | Assoc. Prof.Fatma VURAL | Presentation, discussion |
| 12. Week  20.12.2024 | Heart failure and Nursing Approaches | Prof. Dr. Hatice MERT | Presentation, discussion |
| 13. Week  27.12.2024 | Pain and Sedation | Assoc. Prof.Fatma VURAL | Presentation, discussion |
| 14. Week 03.01.2025 | Pacemaker / cardioversion/ defibrillation | Prof. Dr. Hatice MERT | Presentation, discussion |
| 15. Week  10.01.2024 | Nutrition in intensive care patients | Assist. Prof Eda Ayten KANKAYA | Presentation, discussion |
|  | **Final Exam**  **Makeup Exam** | Assoc. Prof. Yaprak Sarıgöl Ordin  Assoc. Prof.Yaprak S. ORDİN |  |

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| **Table 1. Contribution of course learning outcomes to program outcomes** | | | | | | | | | | | | | | |
| **Course** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** | **PO13** |
| **HEF 4073** | 5 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 |

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| **Table 2. Relation of course learning potcomes and program outcomes** | | | | | | | | | | | | | |
| **Learning outcomes** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** | **PO13** |
| **HEF 4073** | LO1-2-3-4-5-6-7 |  |  |  | 0 | LO2-3-4-5 |  | LO1-2-3-4-5-6-7 | LO1-2-3-4-5-6-7 |  |  |  |  |

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| **ECTS Table:** | | | |
| **Course Activities** | Number | Duration  (Hour) | Total Workload  (Hour) |
| **Activities during the course** | | | |
| Lecturing | 13 | 2 | 26 |
| Practice | - | - | - |
| **Exams**  (If the exam is performed within the course hours, the exam duration in question shall be extracted from the activities during the course) | | | |
| Final Exam | 1 | 2 | 2 |
| Midterm Exam | 1 | 2 | 2 |
| Other short exams/quizzes, etc. | - | - | - |
| **Activities outside of the course** | | | |
| Weekly pre-course/post-course preparations (reading the course materials, the articles, etc.) | - | - | - |
| Preparation to the midterm exam | 1 | 12 | 12 |
| Preparation to the final exam | 1 | 15 | 15 |
| Preparation to other short exams | - | - | - |
| Homework |  |  |  |
| Making presentation |  |  |  |
| Other (please specify) | - | - | - |
| **Total Workload (Hour)** |  |  | 57 |
| **AKTS credit of the course**  **Total Workload (hour) / 25** |  |  | 2 |

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|  | **HEF 4073 CRITICAL CARE NURSİNG COURSE CONTENT AND LEARNING OUTCOMES MATRIX** | | | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | | |
| LO1: The student can define the professional role and importance of the critical care nurse | LO2: The student can array the care principles of acute and critical patients in the critical care unit | LO3: The student can explain the physiopathology of acute and critical health problems that require an critical care | LO4: The student can analyse the data of acute and critical patients that require an critical care | LO5: The student can discuss about the importance of patient security in the critical care unit | LO6: The student can explain the importance of legal and ethical subjects in the critical care environment | LO7: The student can reach new information in the critical care nursing and sustain her/his personal development |
| **1** | Intrduction to intensive care, intensive care environment and characteristics of intensive care patients | X | X |  |  | X |  | X |
| **2** | Ethical and legal issues in intensive care | X |  |  |  |  | X |  |
| **3** | ECG / Sinus rhythm | X | X | X | X |  |  |  |
| **4** | Aorta Aneurysms and Nursing Approaches | X | X | X | X |  |  |  |
| **5** | Mechanical ventilation | X | X | X | X |  |  |  |
| **6** | Psychosocial Problems, Emotional Deprivations and Overload in the Intensive Care Unit | X | X |  |  |  |  |  |
| **7** | Thorax traumas | X | X | X | X |  |  |  |
| **8** | **Midterm Exam** | X | X | X | X |  | X |  |
| **9** | DVT, Emboli | X | X | X | X |  |  |  |
| **10** | Nursing care of a patient with respiratory system problems in the intensive care unit | X | X | X | X |  |  |  |
| **11** | Herniations and Nursing Care | X | X | X | X |  |  |  |
| **12** | Heart failure and Nursing Approaches | X | X | X | X |  |  |  |
| **13** | Pain and Sedation | X | X | X | X |  |  |  |
| **14** | Pacemaker / cardioversion/ defibrillation | X | X | X | X |  |  |  |
| **15** | Nutrition in intensive care patients | X | X | X | X |  |  |  |
|  | Final Sınavı  Bütünleme Sınavı | **X** | **X** | **X** | **X** |  | **X** |  |

**HEF 4075 CHRONIC DISEASES NURSING COURSE DESCRIPTION FORM**

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| --- | --- | --- | --- |
| **Department(s) Giving the Course:**  Faculty of Nursing | | | **Department(s) Taking the Course:**  Faculty of Nursing |
| **Name of the Department:** Nursing | | | **Name of the Course:** Chronic Diseases Nursing |
| **Course Level:** Undergraduate | | | **Course Code:** HEF 4075 |
| **Issuance/Renewal Date of the Form:**  September 2024 | | | **Course type:** Elective |
| **Language of the course:** Turkish | | | **Instructor(s) of the course:**  Assoc. Prof. Dilek BÜYÜKKAYA BESEN  Assoc. Prof. Merve Aliye AKYOL  Assist. Prof. Dilek SEZGİN  Assist. Prof. Merve ERÜNAL |
| **Prerequisite of the course:** None | | | **Prerequisite course for:** None |
| **Weekly course hours:** 2 | | | **Course Coordinator (Responsible for registers to the course):**  Assist. Prof. Dilek Sezgin |
| Theory | Practice | Laboratory | **National Credit of the Course:** 2 |
| 2 | - | - | **AKTS Credit of the Course:** 2 |

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| **Course Objective:** In this course, it is aimed to enable the student to obtain the nursing knowledge and competences that would conduct the care of the individual and family with a chronic disease, on the basis of the information about the biopsychosocial effects of chronic diseases on the individual and family. |
| **Learning Outputs of the Course:**   1. The student can define the factors causing chronic diseases 2. The student can explain the effects of chronic diseases upon the individual, family and society 3. The student can define the roles of the individual, family and healthcare professionals in approach to chronic diseases 4. The student can explain the theories regarding the management of chronic diseases 5. The student can explain the importance of self management of the individual with a chronic disease 6. The student can plan the care of the individual with a chronic disease 7. The student can apply the care of the individual with a chronic disease |
| **Learning and Teaching Methods:** Presentation, discussion, brainstorming, question answer, self-learning |

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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** |  |  |
| **Midterm** | X | 50 |
| **Quiz** |  |  |
| **Homework/Presentation** |  |  |
| **Project** |  |  |
| **Laboratory** |  |  |
| **Final Exam** | X | 50 |
| **Course Participation** |  |  |
| **Explanations concerning the 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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| **Recommended Resources for the Course:**  Main Resources:   1. Durna Z. Kronik Hastalıklar ve Bakım Nobel Tıp Kitabevleri, İstanbul 2012. 2. Karadakovan A., Eti Aslan F. Dahili ve Cerrahi Hastalıklarda Bakım, Akademisyen Tıp Kitabevleri, Geliştirilmiş 3. Baskı Ankara 2014. 3. Birol L, Akdemir N, İç Hastalıkları ve Hemşirelik Bakımı, 1. Baskı, Vehbi Koç Vakfı, İstanbul, 2003. 4. Çelik S., Usta Yeşilbalkan Ö. Dahili ve Cerrahi Hastalıklar Hemşireliği, Üçüncü Basımdan Çeviri, Nobel Tıp Kitabevleri, 2015. 5. Enç N. (Edit.). İç Hastalıkları Hemşireliği, Nobel Tıp Kitabevi., İstanbul, 2014. 6. World Health Statistics 2017   <http://apps.who.int/iris/bitstream/10665/255336/1/9789241565486-eng.pdf?ua=1>   1. Türkiye Kronik Hastalıklar ve Risk Faktörleri Sıklığı Çalışması. <https://sbu.saglik.gov.tr/Ekutuphane/kitaplar/khrfat.pdf> 2. <http://kronikhastaliklar.thsk.saglik.gov.tr/dokumanlar/kitaplar.html> | | | |
| **Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):** | | | |
| **Contact information of the course instructor:**  Assist. Prof. Dilek Sezgin e-mail: [dileksezginn@hotmail.com](mailto:dileksezginn@hotmail.com) Tel: 4124793 | | | |
| **Office days and hours of the course instructor:** | | | |
| **Course content:**  Exam dates will be specified in the course program. When these dates are determined, they can be changed. | |  | |
| **Week** | **Topics** | **Lecturer** | **Teaching Strategies** |
| 1 | Definition, Epidemiology, Ethiology of the Chronic Disease  Social Aspect of the Chronic Disease | Merve Erünal | Presentation, discussion |
| 2 | Process of Adjustment to the Chronic Disease and Phases of the Chronic Disease | Dilek Sezgin | Presentation, discussion |
| 3 | Frequent Symptoms in Chronic Diseases and Nursing Care | Merve Erünal | Presentation, discussion |
| 4 | Primary and Secondary Prevention in Chronic Diseases | Merve Aliye Akyol | Presentation, discussion |
| 5 | Rehabilitation in Chronic Diseases | Dilek Besen | Presentation, discussion |
| 6 | Health Informatics in Chronic Diseases | Dilek Besen | Presentation, discussion |
| 7 | Old Age Process and Chronic Diseases | Merve Aliye Akyol | Presentation, discussion |
| 8 | Midterm exam | Merve Erünal |  |
| 9 | Home Care | Dilek Sezgin | Presentation, discussion |
| 10 | Effect of Chronic Disease on the Patient and Families | Merve Aliye Akyol | Presentation, discussion |
| 11 | Frequent Psychosocial Problems in Chronic Diseases | Dilek Sezgin | Presentation, discussion |
| 12 | Supplementary and Alternative Care in Chronic Diseases | Dilek Besen | Presentation, discussion |
| 13 | Care in the End of Life | Merve Aliye Akyol | Presentation, discussion |
| 14 | Case Analysis | Dilek Sezgin | Presentation, discussion |
| 15 | Evalution of lesson | Dilek Sezgin | Presentation, discussion |
|  | Final exam | Dilek Sezgin |  |

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| **Contribution 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** |
| **Chronic Diseases Nursing** | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 0 | 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** |
| **Chronic Diseases Nursing** | LO1,2,  3,5,6,7 | LO  4,5,  6,7 | LO  2,3,4 | LO  2,6,7 | LO  6,7 | LO  4 | LO  1,2  2,3,5 | LO  3 | LO1,2,  3,4,5,6,7 | LO1,2,  3,4,5,6,7 | LO  3 |  |  |

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|  | **Hef 4075 Chronic Diseases Nursing Course Contents and Learning Outcomes Matrix** | | | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | | |
| 1. The student can define the factors causing chronic diseases | 2.The student can explain the effects of chronic diseases upon the individual, family and society | 3. The student can define the roles of the individual, family and healthcare professionals in approach to chronic diseases | 4. The student can explain the theories regarding the management of chronic diseases | 5. The student can explain the importance of self management of the individual with a chronic diseases | 6. The student can plan the care of the individual with a chronic disease | 7. The student can apply the care of the individual with a chronic disease |
| **1** | Definition, Epidemiology, Etiology of the Chronic Disease, Social Aspect of the Chronic Disease | **x** |  |  |  |  |  |  |
| **2** | Process of Adjustment to the Chronic Disease and Phases of the Chronic Disease |  |  |  |  | **x** | **x** | **x** |
| **3** | Frequent Symptoms in Chronic Diseases and Nursing Care | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **4** | Primary and Secondary Prevention in Chronic Diseases |  |  |  |  |  |  |  |
| **5** | Rehabilitation in Chronic Diseases |  | **x** |  | **x** | **x** | **x** | **x** |
| **6** | Health Informatics in Chronic Diseases |  |  | **x** |  |  | **x** | **x** |
| **7** | Old Age Process and Chronic Diseases | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **8** | Midterm exam |  |  |  |  |  |  |  |
| **9** | Home Care |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **10** | Effect of Chronic Disease on the Patient and Families |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **11** | Frequent Psychosocial Problems in Chronic Diseases | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **12** | Supplementary and Alternative Care in Chronic Diseases | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **13** | Care in the End of Life |  |  |  | **x** | **x** | **x** | **x** |
| **14** | Case Analysis |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **15** | Evalution of lesson |  |  |  |  |  |  |  |

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| **ECTS Table:** | | | |
| **Course Activities** | Number | Duration  (hour) | Total Workload  (Hour) |
| **Activities during the course** | | | |
| Lecturing | 13 | 2 | 26 |
| Practice | - | - | - |
| **Exams**  (If the exam is performed within the course hours, the exam duration in question shall be extracted from the activities during the course) | | | |
| Final Exam | 1 | 2 | 2 |
| Midterm Exam | 1 | 2 | 2 |
| Homework |  |  |  |
| **Activities outside of the course** | | | |
| Weekly pre-course/post-course preparations (reading the course materials, the articles, etc.) | - | - | - |
| Independent study |  |  |  |
| Preparation to the midterm exam | 1 | 12 | 12 |
| Preparation to the final exam | 1 | 15 | 15 |
| Preparation to other short exams |  |  |  |
| Homework |  |  |  |
| Making presentation |  |  |  |
| Other (please specify) |  |  |  |
| **Total Workload (Hour)** |  |  | 57 |
| **AKTS credit of the course**  **Total Workload (hour) / 25** |  |  | 2 |

**HEF 4077 HEALTH POLICIES AND NURSING**

**COURSE DESCRIPTION FORM**

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| **Offered by:** Faculty Of Nursing | | | | **Offered to:** Faculty of Nursing |
| **Name of the Department:**  Nursing | | | | **Course Name:** Health Policies and Nursing |
| **Course Level:** Bachelor | | | | **Course code:** HEF 4077 |
| **Form Submitting/Renewal Date:**  July 2023 | | | | **Course Status:** Elective |
| **Language of Instruction:** Turkish | | | | **Instructor/s:**  Prof. Dr. Gülendam Karadağ  Assist. Prof. Burcu Cengiz |
| **Prerequisite:** None. | | | | **Prerequisite to:** None. |
| **Weekly Course Hours:** 2 | | | | **Course Coordinator:**  Assist. Prof. Burcu Cengiz |
| Theory | Practice | Laboratory | Presentation | **National Credit:** 2 |
| 2 | - | - | - | **ECTS Credit:** 2 |

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| **Course Objective:** The purpose of this course is to enable students to critically evaluate their effects on health personnel and individuals and the current laws on nursing by explaining the priority health problems, health policies and their importance in the world and our country. |
| **Learning outcomes:**  1. Defining current health problems in the world and in Turkey  2. Knowing the current health policies in the world  3. To know the historical development of health policies in our country  4. Explaining existing laws regarding nursing  5. Explaining the effects of the health transformation program on health personnel/nurse/individual |

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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:**  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 (1st midterm exam) + 50% final grade | | |

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| **Assessment Criteria**  The exams assess the skills of; interpretation, recall, decision-making, explanation, classification and combination of knowledge. |
| **Textbook(s)/References/Materials:**  1.Toplum ve Hekim (2006). Sağlık Sistemleri Özel Sayısı I. Cilt 21, Sayı: 5-6.  2.Toplum ve Hekim (2007). Sağlık Sistemleri Özel Sayısı II. Cilt 22, Sayı: 1-2.  3.Toplum ve Hekim (2007). Sağlık Sistemleri Özel Sayısı III. Cilt 22, Sayı: 3.  4.Toplum ve Hekim (2007). Sağlık Sistemleri Cilt 22, Sayı: 4  5.Toplum ve Hekim (2013). Sağlık Bakanlıklarının Türkiye ve Dünyada Yeniden Yapılandırılması. Cilt: 28, Sayı:4.  6.Toplum ve Hekim (2013). Sağlık Politikası. Cilt: 28, Sayı:6.  7.www.turkhemsirelerdernegi.org.tr  8.http://www.turkhemsirelerdernegi.org.tr/menu/yonetmelikler/hemsirelik-yonetmeligi.aspx  9.http://www.turkhemsirelerdernegi.org.tr/menu/yonetmelikler/yatakli-tedavi-kurumlari.aspx 9.http://www.turkhemsirelerdernegi.org.tr/menu/saglik-guncel/thd-medimagazin-yazilari/hemsirelikte-uzmanlik-diplomalari-onaylanmaya-baslandi.aspx  **Course Instructor Contact Information:**  **Prof. Dr. Gulendam Karadağ**  **gkaradag71@gmail.com** |
| **Course Policies and Rules:**  Exam dates will be stated in the lesson plan. When the exam dates are finalized, the dates can be changed. |
| **Contact Details for the Instructor:** |

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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 | |  | | --- | | Course Introduction,  Health policy basic concepts | | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
| 2 | International health organizations and their functioning mechanisms | Assist. Prof. Burcu Cengiz | Presentation, discussion |
| 3 | |  | | --- | |  |   Health policies around the world | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
| 4 | |  | | --- | |  |   Health policies and health transformation programs in our country | Assist. Prof. Burcu Cengiz | Presentation, discussion |
| 5 | Healthcare financing, health expenditures, examples | Assist. Prof. Burcu Cengiz | Presentation, discussion |
| 6 | Health systems | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
| 7 | Health situation in the world and priority problems | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
| 8 | **Midterm exam** | Assist. Prof. Burcu Cengiz | Presentation, discussion |
| 9 | Health status and priority problems in our country | Assist. Prof. Burcu Cengiz |  |
| 10 | Republican era health policies in Türkiye | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
| 11 | Health policies after 1980 in Turkey | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
| 12 | Globalization and Health System | Assist. Prof. Burcu Cengiz | Presentation, discussion |
| 13 | Laws related to Health and Nursing in our country and Nursing Law | Assist. Prof. Burcu Cengiz | Presentation, discussion |
| 14 | Critical view to health policies in Türkiye and health news | Assist. Prof. Burcu Cengiz | Presentation, discussion |
| 15 | Evaluating of lesson | Prof. Dr. Gülendam Karadağ | Presentation, discussion |
|  | Final exam | Assist. Prof. Burcu Cengiz |  |
|  | Make-up exam | Assist. Prof. Burcu Cengiz |  |

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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** |
| **Health Policies and Nursing** | 3 | 2 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 0 | 0 |

**Table 2. Relation of Course Learning Outcomes and Program Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcome** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** | **PO13** |
| **Health Policies And Nursing** | LO1,2,3,4,5, | LO1,4 | LO4,5 | LO2,3,4, | LO2,3,4 | LO1,4, | LO1,2,3,4,5 | LO3,4,5, | LO3,4,5, | LO1,2,3,4,5 | LO5 |  |  |

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| **ECTS Table** | | | |
| **Course Activities** | Number | Duration  (Hour) | Total Work Load  (Hour) |
| **In Class Activities** | | | |
| Lectures | 13 | 2 | 26 |
| Lab practice |  |  |  |
| **Exams** | | | |
| Final | 1 | 2 | 2 |
| Mid-term | 1 | 2 | 2 |
|  |  |  |  |
| **Out Class activities** | | | |
| Preparation before/after weekly lectures | 13 | 1 | 13 |
| 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 |  |  |  |
| **Total Work Load (hour)** |  |  | 50 |
| **ECTS Credits of Course=**  **Total Work Load (hour) / 25**  **1 ECTS Credits = 25 hours workload** |  |  | **2** |

**HEF 4077 COURSE CONTENTS AND LEARNING OUTCOMES MATRIX**

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|  |
| **WEEK** |  | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** |
| **1** | |  | | --- | | Course Introduction,  Health policy basic concepts | |  | X |  |  | X |
| **2** | International health organizations and their functioning mechanisms |  | X |  |  |  |
| **3** | |  | | --- | |  |   Health policies around the world | X | X |  |  |  |
| **4** | |  | | --- | |  |   Health policies and health transformation programs in our country | X | X |  |  |  |
| **5** | Healthcare financing, health expenditures, examples |  |  |  |  | X |
| **6** | Health systems |  | X |  |  |  |
| **7** | Health situation in the world and priority problems | X |  |  |  |  |
| **9** | Health status and priority problems in our country | X |  |  |  |  |
| **10** | Republican era health policies in Türkiye |  | X | X |  |  |
| **11** | Health policies after 1980 in Turkey |  | X | X |  |  |
| **12** | Globalization and Health System |  |  |  |  | X |
| **13** | Laws related to Health and Nursing in our country and Nursing Law |  |  |  | X |  |
| **14** | Critical view to health policies in Türkiye and health news | X |  |  |  | X |

## HEF 4079 NURSING ENGLISH III

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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 III |
| Course Level: (Undergraduate) | | | Course Code: HEF 4079 |
| Issuance/Renewal Date of the Form: 12/09/2024 | | | Course type: Elective |
| Language of the course: Turkish | | | Instructor(s) of the course:  Prof. Merlinda ALUŞ TOKAT  Prof. Gülendam KARADAĞ  Assoc. Prof. Hande YAĞCAN  Assist. Prof. Fehmi DİRİK |
| Prerequisite of the course:  - | | | Prerequisite course for: - |
| Weekly course hours: 2 | | | Course Coordinator (Responsible for registers to the course):  Assoc. Prof. Hande YAĞCAN |
| Theory | Practice | Laboratory | National Credit of the Course: 2 |
| 2 | 0 | 0 | ECTS Credit of the Course: 2 |
| 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 |

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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: The students will understand the terminology related to their field. The students will translate the text related to their fields into required language. Students will learn the basic grammar rules in English. |

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| Recommended Resources for the Course: Allum, V., McGarr, P. (2010). Cambridge English for Nursing Intermediate Plus. 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  [merlinda\_alus@yahoo.com](mailto:merlinda_alus@yahoo.com)  Tel: 4124770  Prof. Gülendam KARADAĞ  [gkaradag71@gmail.com](mailto:gkaradag71@gmail.com)  Tel: 4124755  Assoc. Prof. Hande YAĞCAN  [hande.yagcan@gmail.com](mailto:hande.yagcan@gmail.com)  Tel: 4124776  Asst. Prof. Fehmi DİRİK  Tel: 4124797  [fehmidirik@gmail.com](mailto:fehmidirik@gmail.com) | | | | |
| Course Content: | | | | |
| Week | Subjects | Lecturer | Training Method and Material Used | Education Type |
| 1.Week | Introduction | Hande YAĞCAN | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 2.Week | Medical Speciments | Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 3.Week | Nervous system functions | Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 4.Week | Nervous system nursing evaluation | Fehmi DİRİK | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 5.Week | Cardiovascular system functions | Gülendam KARADAĞ | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 6.Week | Cardiovascular system nursing evaluation | Fehmi DİRİK | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 7. Week | Diabetes Care | Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 8. Week | MIDTERM EXAM | Gülendam KARADAĞ | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 9. Week | Gastrointestinal system functions | Fehmi DİRİK | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 10.Week | Gastrointestinal system nursing evaluation | Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 11. Week | Genitourinary system functions | Merlinda ALUŞ TOKAT | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 12. Week | Genitourinary system nursing evaluation | Hande YAĞCAN | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 13. Week | Muscle- skeleton system functions | Hande YAĞCAN | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 14.Week | Muscle- skeleton system nursing evaluation | Prof. Gülendam KARADAĞ | Lecture, translation, discussion and comprehension, listening | Face to Face |
| 15. Week | Discharge Planning  General Assessment | Hande YAĞCAN | Lecture, translation, discussion and comprehension, listening | Face to Face |

**Table 1. Contribution of course learning outcomes to program outcomes**

0: no contribution 1: little contribution 2: moderate contribution 3: full contribution

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 English III | 5 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 5 |

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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 |
| Nursing English III | LO1 | LO 2,3 | LO 1,2,3 |  |  |  |  |  | LO  1,3 | LO  1 |  |  | LO 1,2,3 |

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| --- | --- | --- | --- |
| ECTS Table: | | | |
| Course activities | Number | Duration  (Hour) | Total workload (Hour) |
| In Class Activities | | | |
| Lectures | 15 | 2 | 30 |
| 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) |  |  | 52/25 |
| ECTS Credits of Course |  |  | 2 |

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| --- | --- | --- | --- | --- |
| HEF 4079 COURSE CONTENTS AND LEARNING OUTCOMES MATRIX | | | | |
| Week | Topics | 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 | X | X |
| 2 | Medical Speciments | X | X | X |
| 3 | Nervous system functions | X | X | X |
| 4 | Nervous system nursing evaluation | X | X | X |
| 5 | Cardiovascular system functions | X | X | X |
| 6 | Cardiovascular system nursing evaluation | X | X | X |
| 7 | Diabetes Care | X | X | X |
| 8 | Midterm Exam | X | X | X |
| 9 | Gastrointestinal system functions | X | X | X |
| 10 | Gastrointestinal system nursing evaluation | X | X | X |
| 11 | Genitourinary system functions | X | X | X |
| 12 | Genitourinary system nursing evaluation | X | X | X |
| 13 | Muscle- skeleton system functions | X | X | X |
| 14 | Muscle- skeleton system nursing evaluation | X | X | X |
| 15 | Discharge Planning  General Assessment | X | X | X |
|  | Final Exam | X | X | X |

**HEF 4085 HOME CARE**

**COURSE DESCRIPTION FORM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Offered by: Faculty of Nursing | | | | Offered to: Faculty of Nursing |
| Name of the Department:  Nursing | | | | Course Name: Home Care |
| Course Level: Bachelor | | | | Course code: HEF 4085 |
| Form Submitting/Renewal Date:10.2024 | | | | Course Status: Elective |
| Language of Instruction:  Turkish | | | | Instructor/s:  Doç. Dr. F. Şeyda ÖZBIÇAKÇI  Prof. Dr. Hatice MERT  Assoc. Prof. Özlem UĞUR  Assoc. Prof. Fatma VURAL  Lecturer Arzu Akbaba |
| Prerequisite: None. | | | | Prerequisite to: None. |
| Weekly Course Hours: 2 | | | | Course Coordinator:  Doç. Dr. F. Şeyda ÖZBIÇAKÇI |
| Theory | Practice | Laboratory | Presentation | National Credit: 2 |
| 2 | - | - | - | ECTS Credit: 2 |

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| ***Course Objective:*** In this course, it is aimed to enable the student to focus on the subjects of home care concept, home care team, roles and responsibilities, organization of services, condition of national and international home care services, home care service fields, process of home care service. |
| ***Learning outcomes:***  1. The student can explain the concepts regarding home care services.  2. The student can explain the features of national and international home care services.   3. The student can explain the organizational features of home care services.  4. The student can determine the needs of the individual, family and society regarding home care services.  5. The student can plan home care services according to needs.  6. The student can present application samples of home care.  7. The student can discuss about the home care roles of nurses. |

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| ***Learning and Teaching Strategies:***  Straight narration, question answer, group study, discussion activity, problem solving |

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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:***  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 | | |

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| ***Assessment Criteria***  The exams assess the skills of; interpretation, recall, decision-making, explanation, classification and combination of knowledge. |
| Textbook(s)/References/Materials:  1.Erdoğan S. (2001). Process of Home Care. Training Program of Home Care Nursing, Cooperation of İ.U.Florence Nightingale NHS and Eczacıbaşı health services, 1-28 January 2001, İstanbul.  2. Home Care Foundation (2008). Final Declaration of the II. National Home Care Congress,  3.Harris MD. (1994). Handbook of Home Health Care Administration, Gaithersburg: Md. Aspen Publication.  4.Rice R. (2006). Home Care Nursing Practice:Concepts and Application. Fourth Ed., Mosby&Elsevier, St. Louis.  5.WHO (2002).Community/Home-Based Care in Resorce-Limited Settings:a Framework for Action. Geneva.  Other course materials: Power point presentations, sample booklets, turntables, health education CDs. |
| ***Course Policies and Rules:*** |
| ***Ders Öğretim Üyesi İletişim Bilgileri:***  Assoc. Prof. Şeyda ÖZBIÇAKCI Tel: 02323 412 47 69 e-posta: [ozbicak@deu.edu.tr](mailto:ozbicak@deu.edu.tr)  Prof. Dr. Hatice MERT Tel: 0232 412 47 86 e-posta: [hatice.mert@deu.edu.tr](mailto:hatice.mert@deu.edu.tr)  Assoc. Prof. Özlem UĞUR Tel: 0232 412 47 85 e-posta: [ozlem.ugur@deu.edu.tr](mailto:ozlem.ugur@deu.edu.tr)  Assoc. Prof. Fatma VURAL Tel. 0 232 412 47 86 e-posta: [fatma.vural@deu.edu.tr](mailto:fatma.vural@deu.edu.tr)  Lecturer Nurten ALAN Tel: 0232 412 47 71 e-posta: [nurten.alan@deu.edu.tr](mailto:nurten.alan@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*** | ***Topics*** | ***Teaching Strategies*** |
| 1 | Home Care, history, Team, roles and responsibilites of home care, Organization of home care services in Turkey and the world | Presentation discussion |
| 2 | Organization of home care services in Turkey | Presentationdiscussion |
| 3 | Rehabilitation in home visit | Presentation discussion |
| 4 | Home Care Process |  |
| 5 | Home care of patients with COPD | Presentationdiscussion |
| 6 | Home care of surgical patient | Presentationdiscussion |
| 7 | Performans Criteria of Home Care Patients | Presentationdiscussion |
| 8 | Mid Term Exam |  |
| 9 | Home care of patients with cardiovascular disease | Presentationdiscussion |
| 10 | Home care of patients with dementia | Presentationdiscussion |
| 11 | Difficulties of caregivers in home care process | Presentationdiscussion |
| 12 | Home care of patients with ICD | Presentationdiscussion |
| 13 | Wound and Stome care at home | Presentation discussion |
| 14 | Home care of patients with cancer | Presentationdiscussion |
|  | Final Exam |  |
|  | Makeup exam |  |

**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 |
| Home Care | 2 | 2 | 0 | 2 | 0 | 2 | 3 | 2 | 1 | 2 | 0 | 1 | 0 |

**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** |
| **Home Care** | **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 Work Load**  **(hour)** |
| **In Class Activities** | | | |
| **Lectures** | **14** | **2** | **28** |
| **Lab practice** |  |  |  |
| **Exams** | | | |
| **Final** | **1** | **2** | **2** |
| **Mid-term** | **1** | **2** | **2** |
| **Homework** |  |  |  |
| **Out Class activities** | | | |
| **Preparation before/after weekly lectures** | **13** | **1** | **13** |
| **Independent study** |  |  |  |
| **Preparation for Mid-term Exam** | **1** | **5** | **5** |
| **Preparation for Final Exam** | **1** | **5** | **5** |
| **Preparation for Quiz etc.** |  |  |  |
| **Preparing Individual Assignments** |  |  |  |
| **Preparing Group Assignments** |  |  |  |
| **Preparing Presentations** |  |  |  |
| **Total Work Load (hour)** |  |  | **53** |
| **ECTS Credits of Course=**  **Total Work Load (hour) / 25**  **1 ECTS Credits = 25 hours workload** |  |  | **53/25**  **2** |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **HEF 4085 HOME CARE NURSING** **COURSE CONTENTS AND LEARNING OUTCOMES MATRIX** | | | | | | |
| **Hafta** | **Haftalık Ders İçerikleri** | **Dersin Öğrenim Kazanımları** | | | | |  |
| 1. Understands the roles, duties, and responsibilities of the home care nurse.. | 2. Assesses the home environment to identify health-related risks and ensure a safe care setting. | 3. Provides nursing care to support the health, recovery, and well-being of patients in their own homes. | 4. Offers guidance and education to patients and family members for effective home care. | 5. Applies the nursing process to address the physical, psychological, and social needs of patients at home. | 6. Maintains accurate records and performs statistical analyses related to home care nursing. |
| **1** | istory of Home Care, Home Care Team, Roles and Responsibilities | X |  | X |  |  |  |
| **2** | Organization of Home Care Services in Turkey | x | X | x | x | x | x |
| **3** | Home Visit Process | x | x | x | x | X | X |
| **4** | Home Care for Surgical Patients | X | X |  |  |  |  |
| **5** | Home Care for Cancer Patients | X | X | X | X | X | X |
| **6** | Home Care for Individuals with Dementia | x | x | x | x | X | X |
| **7** | Performance Criteria for Nurses in Home Care | X | X | X | x | x | X |
| **8** | Midterm Exam |  | X | X |  | **x** | **x** |
| **9** | Monitoring Mother and Baby in Home Care |  | X | X |  | X | X |
| **10** | Wound and Stoma Care at Home |  | x | X |  | X | X |
| **11** | Home Care for Heart Disease Patients | X | X | X | x | x | X |
| **12** | Home Care for COPD Patients | X | X |  |  |  | X |
| **13** | Care of Patients with Implanted Cardiac Devices |  | x | X |  | X |  |
| **14** | Discussing the Roles of Nurses in Home Care |  | X | X |  | X |  |
|  | **KLİNİK UYGULAMA** |  |  |  |  |  |  |
|  | **FİNAL SINAVI** | X | X | X | X | X | X |

**HEF 4087 SCHOOL HEALTH NURSING**

**COURSE SYLLABUS FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **Offered by:** **FACULTY OF NURSING** | | | **Offered to:** **FACULTY OF NURSING** |
| **Name of the Department:**  **NURSING** | | | **Course Name: School Health Nursing** |
| **Course Level: Bachelor** | | | **Course Code: HEF 4087** |
| **Form Submitting/Renewal Date: September 2024** | | | **Course Status:** Elective |
| **Language of Instruction: Turkish** | | | **Instructor/s:**  Assoc. Prof. Dr. Şeyda ÖZBIÇAKÇI  Assoc. Prof. Dr. Meryem OZTURK HANEY |
| **Prerequisite: -** | | | **Prerequisite to:** - |
| **Weekly Course Hours: 2** | | | **Course Coordinator:**  Assoc. Prof. Dr. Şeyda Özbıçakçı |
| Theory | Application | Laboratory | **National Credit: 2** |
| 2 | 0 | 0 | **ECTS Credit: 2** |

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| **Course Objective:** This course helps students learn and develop skills regarding the definition and importance of school health; the roles and objectives of school health nurses to protect and improve the health of school children. |
| **Learning Outcomes:**  1.The student knows the roles, duties and responsibilities of school health nurses.  2. The student can identify health related risks by evaluating the school environment in terms of physical and health conditions.  3. The student performs and monitors nursing practices aimed to protect and improve the health of school children.  4. The student provides consulting for school children, their families and school staff.  5. The student performs the nursing process aimed to meet physiological, psychological and social requirements of school children.  6. The student records and analyzes statistics related to school health. |

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| **Learning and Teaching Strategies:**  Presentation, discussing, question answer, literature review, case 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/ Presentation** | 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. | | |

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| **Assessment Criteria**  Optional, if the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu.  The semester grade shall be calculated by taking 50% of the intra-semester grade and will 50% of the final grade.  Semester Grade: 50% intra-semester grade (Midterm Exam) + 50% final grade |

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| **Textbook(s)/References/Materials:**  1. Watkins D. Edwars J. Gastrell P (Eds). Foreward By. Joan Higgins: Community Health Nursing, Framworks For Practice. Bailliere Tindall, 2003.  2. Stone-Clemen S. McGuire SL Eigsti DG: Comprehensive Community Health Nursing, Family, Aggregate & Community Practice. Sixth Edition, Mosby, 2002. 3. Lewis KD, Bear BJ: Manual Of School Health. Second Edition. Saunders, 2002. 4. Nies MA. McEwen M; Community Health Nursing, Promotıng Health Populations. WB Saunders Company, 2001. 5. Smith CM, Maurer FA: Community Health Nursing Theory And Practice. Second Edition. WB Saunders Company, 2000 |
|  |

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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. Dr. F. Şeyda ÖZBIÇAKÇI [ozbicak@deu.edu.tr](mailto:ozbicak@deu.edu.tr) |

|  |  |  |
| --- | --- | --- |
| **Office Days and Hours of the Course Instructor:** | | |
| **Course Content:**  Exam dates will be specified in the course program. Exam dates can be changed even after finalized. | |  |
| **Week** | **Topics** | **Description**  **(collapsible)** |
|  | Development of school health and school health nursing in Turkey and in the world | Presentation, discussion |
|  | Role and responsibilities of school health nurses  School health nursing standards | Presentation, discussion |
|  | Characteristics of school age children and their families | Presentation, discussion |
|  | School health and legal situation in Turkey. | Presentation, discussion |
|  | School nurse initiatives, Expected results | Presentation, discussion |
|  | Health promotion and prevention of diseases at school | Presentation, discussion |
|  | Examination, follow-up and evaluation of school children; Studies related to school nursing | Presentation, discussion |
|  | 1st. midterm | Presentation, discussion |
|  | Presentations: Childhood Hypertension, School Phobias | Presentation, discussion |
|  | Presentations. Approach to asthmatic children, Internet addiction | Presentation, discussion |
|  | Presentations: Bullying / violence prevention, Hyperactivity / Attention deficit | Presentation, discussion |
|  | Presentations: School health projects in the World and Turkey | Presentation, discussion |
|  | Obesity in Childhood | Presentation, discussion |
|  | Presentations: Diabetes and children, Dyslexia | Presentation, discussion |

**Table 1. Contribution of course learning outcomes to 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** |
| **School Health Nursing** | 3 | 0 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 0 | 0 |

**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** |
| **School Health Nursing** | LO  1,2,3,  4,5,6,7 | LO | LO  4,5,6,7 | LO  1,2,3,  4,5,6 | LO  1,2,3,4,  5,6,7 | LO  3,4,5 | LO  1,2,3,  4,5,6,7 | LO  7 | LO  7 | LO  1,2,  3,4,5,  6,7 | LO  7 |  |  |

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| --- | --- | --- | --- |
| **ECTS Table:** | | | |
| **Course activities** | Number | duration  (Hour) | Total work load (Hour) |
| **In Class Activities** | | | |
| Lectures | 14 | 2 | 28 |
| **Exams** | | | |
| Midterm Exam | 0 | 0 | 0 |
| Final Exam | 1 | 2 | 2 |
| Other Quiz etc. | 0 | 0 | 0 |
|  | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 12 | 1 | 12 |
| Preparation for midterms exam | 0 | 0 | 0 |
| Preparation for final exam | 1 | 4 | 4 |
| Preparation for Quiz etc. | 0 | 0 | 0 |
| Preparing Assignments | 0 | 0 | 0 |
| Preparing presentation | 1 | 4 | 4 |
| Other (please indicate) | 0 | 0 | 0 |
| **Total Workload (hour)** |  |  | 50 |
| **Total Work Load (hour) / 25** |  |  | 50/25 |
| **ECTS Credits of Course** | **2** | | |

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|  | **HEF 4087 School Health Nursing**  **COURSE CONTENT AND LEARNING OUTCOMES MATRIX** | | | | | | |
| **Week** | **Weekly Course Contents** | **Dersin Öğrenim Kazanımları** | | | | |  |
| 1. Knows the roles, duties, and responsibilities of the school health nurse.. | 2. Assesses the school environment physically and hygienically, identifying health-related risks. | 3. Conducts and monitors nursing practices aimed at protecting and improving the health of school children. | 4. Provides guidance to school children, families, and school staff. | 5. Applies the nursing process for the physiological, psychological, social needs, and issues of school children.i uygular. | 6. Conducts statistical analyses and maintains records related to school health.. |
| **1** | Development of School Health and School Health Nursing in Turkey and the World | X |  | X |  |  |  |
| **2** | Definition, roles, and objectives of school nursing, implementation standards | x | X | x | x | x | x |
| **3** | Characteristics of school-aged children and their families | x | x | x | x | X | X |
| **4** | School health and legal status in Turkey | X | X |  |  |  |  |
| **5** | Interventions and expected outcomes of the school nurse | X | X | X | X | X | X |
| **6** | Promoting health and preventing disease in schools | x | x | x | x | X | X |
| **7** | Examination, monitoring, evaluation of school children, and school nursing studies | X | X | X | x | x | X |
| **8** | Presentation: Noise and its effects in schools; Presentation: Prevention of tobacco use |  | X | X |  | **x** | **x** |
| **9** | Presentation: Childhood Hypertension; Presentation: School Phobias |  | X | X |  | X | X |
| **10** | Presentation: Approach to children with asthma; Presentation: Internet addiction |  | x | X |  | X | X |
| **11** | Presentation: Bullying/violence prevention; Presentation: Hyperactivity/Attention Deficit | X | X | X | x | x | X |
| **12** | Presentation: School health projects worldwide; Presentation: School health projects in Turkey | X | X |  |  |  | X |
| **13** | Presentation: Childhood Obesity; Presentation: Obesity Prevention Project Examples |  | x | X |  | X |  |
| **14** | Presentation: Diabetes and Children; Presentation: Dyslexia |  | X | X |  | X |  |
|  | **KLİNİK UYGULAMA** |  |  |  |  |  |  |
|  | **FİNAL SINAVI** | X | X | X | X | X | X |

**HEF 4081 Evidence-Based Symptom Management in Cancer Patient**

**COURSE FORM**

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| **Course Unit (s):**Dokuz Eylül University Faculty of Nursing | | | **Course Unit (s):**Faculty of Nursing |
| **Offered by:** Nursing | | | **Course title:** Evidence-Based Symptom Management in Cancer Patient |
| **Level of Course Unit:** Undergraduate | | | **Course Cod:** HEF 4081 |
| **Date of revision / renewal of the form:** 26.07.2024 | | | **Course Status:** Elective |
| **Language of Instruction:** Turkish | | | **Name of Lecturer (s):**  Professor Dr. Özlem Uğur  Professor Dr. Ezgi Karadağ  Professor Dr. Neslihan Günüşen  Associate Professor Dr. Dilek Büyükkaya Besen |
| **Prerequisite Courses:**- | | | **Prerequisite Courses:**- |
| **Weekly Course Hours:: 2** | | | **Course Coordinator:** Professor Dr. Özlem UĞUR |
| Theory | Application | Lab | **National Credit: 2** |
| 2 | - | - | **ECTS Credit: 2** |

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| **Course Objective:**  In this course, it is aimed to enable the student to reach the evidence related with the most frequent symptoms in cancer patients, assess the best evidence and use these evidences in symptom management. |
| **Learning Outcomes:**   1. The student is aware of the importance of evidence-based practices for nursing 2. The student can discuss the personal and institutional barriers of nursing to evidence 3. The student knows the resources and routes to find evidence 4. The student can identify evidence-based nursing attempts concerning symptoms 5. The student can make patient care plans using evidence-based nursing attempts |

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

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| **Assessment Methods:**  (The assessment method should be compatible with learning outcomes and instructional techniques used in the course) | | |
|  | If any, mark as (X) | Percentage (%) |
| **Semester / Final Studies** |  |  |
| **First Midterm Exam** | X | %50 |
| **Examination (Quiz)** |  |  |
| **Project** |  |  |
| **Lab** |  |  |
| **Final exam** | X | %50 |
| **Explanations on Assessment Methods:** In the evaluation of the course, 50% of the midterm and 50% of the final grade will be determined as the course success grade.  **Course Success Grade:** 50% mid-term grade 1. Midterm exam + 50% final grade | | |

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| **Assessment Criteria:** In the student's homework / presentations; situations are defined, analyzed, planning, decision making, execution of initiatives, evaluation, cooperation, access to information, creating change. |

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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. Hossfeld, DK, Sherman CD (Ed.), Clinical Oncology, International Union of Battle Against Cancer, ( Translation editor D.Fırat, F Sarıalioğlu, A. Kars ), Ankara 1992. 3. ONS PEP, http://www.ons.org/Research/PEP 4. Barcley V.( Ed. ) Basic Concepts in Cancer Nursing, Platin N, ( Çev. Ed.), 5. Bulletin of Oncology Nurses Foundation 6. Can G. ( Editor) . Evidence-Based Symptom Management in Oncology Nursing, 2007. 7. Can G. (Editor) Evidence-Based Care in Oncology Nursing, 2010 İstanbul 8. Consensus, Nobel Medical Bookstores Co. Ltd., İstanbul 2010.   9**. 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, BMC Palliative Care,  Cancer Nursing Practice** | | | | |
| **Contact Information:** Doç. Dr. Özlem Uğur**,** 0.232. 4124785, [ozlem.ugur@deu.edu.tr](mailto:ozlem.ugur@deu.edu.tr) | | | | |
| **Week** | **Subjects** | **Instructor Teaching** | **Training Method and**  **Material Used** | **Methods and Material Used** |
| **1. week** | The definition of evidence-based nursing | Özlem Uğur | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **2. week** | Use of evidence and explanation of barriers to nursing practices, methods and resources to find evidence-based information in oncological nursing | Özlem Uğur | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **3. week** | Fatigue and evidence-based nursing approach | Ezgi Karadağ | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **4. week** | Nausea-vomiting and evidence-based nursing approach | Özlem Uğur | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **5. week** | Dispne and evidence-based nursing approach | Dilek Büyükkaya Besen | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **6.** **week** | Neutropenia and evidence-based nursing approach | Dilek Büyükkaya Besen | Lecture, question and answer, discussion, Power point presentation |  |
| **7. week** | Diarhhea and evidence- based nursing approach  Constipation and evidence-based nursing approach | Ezgi Karadağ | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **8. week** | 1 st. Midterm | Özlem Uğur | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **9. week** | Psychosocial problems in cancer patients and evidence-  based nursing approach | Neslihan Günüşen | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **10. week** | Mucositis and evidence-based nursing approach | Özlem Uğur | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **11. week** | Complementary and alternative applications used in cancer | Ezgi Karadağ | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **12. week** | Pain and evidence-based nursing approach | E. Karadağ | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **13. week** | Evidence-based psychosocial interventions for cancer patients and nurses caring for cancer patients | Neslihan Günüşen | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **14. week** | Skin reactions due to RT and CT and evidence-based nursing approach (Hand-foot, nail changes, extravasation) | E. Karadağ | Lecture, question and answer, discussion, Power point presentation | Lecture, question and answer, discussion  Power point presentation |
| **15. week** | Delirium and evidence-based nursing approach | Ö. Uğur | Lecture, question and answer, discussion, Power point presentation |  |
| **16. week** | Course Evaluation | Ö. Uğur | Lecture, question and answer, discussion, Power point presentation |  |

**Final Exam Specialist:** Özlem Uğur

**Table 1. Contribution of course learning outcomes to program outcomes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes** | **LO**  **1** | **LO**  **2** | **LO**  **3** | **LO**  **4** | **LO**  **5** | **LO**  **6** | **LO**  **7** | **LO**  **8** | **LO**  **9** | **LO**  **10** | **LO**  **11** | **LO**  **12** | **LO**  **13** |
| Evidence-Based Symptom Management in Cancer Patient | 3 | 2 | 3 | 3 |  | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |

**Tablo 2.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning outcome** | **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** |
| **Evidence-Based Symptom Management İn Cancer Patient**  **Course** | 1,2,3,  5 | 3,4 | 2 | 2,3,4 | 1,2,3,  4 | 4 | 2 | 3,4 | 4 | 4 | 4 |  |  |

**Table 3. Course Contents and Learning Outcomes Matrix**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1. The student is aware of the importance of evidence-based practices for nursing | 2.The student can discuss the personal and institutional barriers of nursing to evidence | 3. The student knows the resources and routes to find evidence | | 4. The student can identify evidence-based nursing attempts concerning symptoms | | 5. The student can make patient care plans using evidence-based nursing attempts |
| **1** | The definition of evidence-based nursing | **X** |  | **X** | |  | | **x** |
| **2** | Use of evidence and explanation of barriers to nursing practices, methods and resources to find evidence-based information in oncological nursing | **X** |  | **X** | |  | | **x** |
| **3** | Fatigue and evidence-based nursing approach | **X** |  | **X** | | **X** | | **x** |
| **4** | Nausea-vomiting and evidence-based nursing approach | **X** |  |  | | **X** | | **x** |
| **5** | Dispne and evidence-based nursing approach | **X** |  |  | | **X** | | **x** |
| **6** | Neutropenia and evidence-based nursing approach | **X** |  | **X** | | **X** | | **x** |
| **7** | Diarhhea and evidence- based nursing approach  Constipation and evidence-based nursing approach | **X** |  | **X** | **X** | |  | |
| **8** | 1 st. Midterm |  | | | | | | |
| **9** | Psychosocial problems in cancer patients and evidence-  based nursing approach | **x** |  | **x** | | **x** | |  |
| **10** | Mucositis and evidence-based nursing approach | **X** |  | **X** | | **X** | | **X** |
| **11** | Complementary and alternative applications used in cancer |  |  | **X** | | **X** | |  |
| **12** | Pain and evidence-based nursing approach | **X** |  | **X** | |  | |  |
| **13** | Evidence-based psychosocial interventions for cancer patients and nurses caring for cancer patients | **X** |  | **X** | |  | |  |
| **14** | Skin reactions due to RT and CT and evidence-based nursing approach (Hand-foot, nail changes, extravasation) | X |  | X | | X | | X |
| **15** | Delirium and evidence-based nursing approach | **X** |  | **X** | | **X** | | **X** |
| **16** | Course Evaluation | X |  | X | | X | |  |

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| --- | --- | --- | --- |
| **ECTS Table:** | | | |
| **Course Activities** | Number | Duration (hour) | Total Work Load (hour) |
| **In Class Activities** | | | |
| **Lectures** | 14 | 2 | 28 |
| **Exams** | | | |
| **Midterm** | 1 | 2 | 2 |
| **Final** | 1 | 2 | 2 |
| **Out Class activities** | | | |
| **Preparations before/after weekly lectures** | 14 | 1 | 14 |
| **Preparation for midterm exam** | 1 | 3 | 3 |
| **Preparation for final exam** | 1 | 7 | 7 |
| **Total Work Load (hour)** |  |  | **56** |
| **ECTS Credits of the Course =**  **Total Work Load (hour) / 25** |  |  | **2**  **50** |

**HEF4083 RESEARCH PROJECT IN NURSING**

**COURSE SYLLABUS FORM**

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| --- | --- | --- | --- |
| Offered By**:** Nursing | | | Offered to**:** Nursing |
| **Name of the Department:** Nursing | | | **Course Name:** Research Project in Nursing |
| **Course Level**: **Bachelor** | | | **Course Code:** HEF 4083 |
| **Form Submitting/renewal Date:** 11.09.2024 | | | **Course Status:** ELECTIVE |
| **Language of Instruction**: **Turkish** | | | **Instructor(s)**:  Prof. Ezgi KARADAĞ  Prof. Meryem ÖZTÜRK HANEY  Associate Professor. Dilek BİLGİÇ  Associate Professor Aylin DURMAZ EDEER  Associate Professor.Gülçin ÖZALP GERÇEKER  Associate Professor Havva ARSLAN YÜRÜMEZOĞLU  Associate Professor Hande YAĞCAN  Dr. Öğr. Üyesi Nazife Gamze Özer ÖZLÜ |
| **Prerequisite of: -** | | | **Prerequisite to:** - |
| **Weekly course hours:** 2 | | | **Course Coordinator**: Assistant Professor Aylin Durmaz Edeer |
| Theory | Application | Laboratory | **National Credit:** 2 |
| 2 | 0 | 0 | **ECTS Credit:** 2 |
| **This table will be adapted from the automation system of the registrar’s Office.** | | | |

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| Course Objective**:** : In this course, it is aimed to enable the student to obtain the skill of preparing a research project in the field of nursing as a group, present the project report in written and verbal form. |
| **Learning Outcomes**:  **LO 1**: The student can explain the ways of literature review  **LO 2:** The student can decide on a research problem  **LO 3:** The student can explain the steps of a research suggestion  **LO 4:** The student can prepare the research report |

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| **Learning and Teaching Strategies**:  Visual supported presentation, group discussion, question-answer, brainstorming, example article |

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| --- | --- | --- |
| **Evaluation Methods:**  (Assessment method must be compatible with learning outcomes and teaching methods used in the course) | | |
|  | Mark as (X) If Available | Percentage (%) |
| **Semester / Semester-End Studies** |  |  |
| **Mid-term** | x | %50 |
| **Quiz** |  |  |
| **Homework/presentation** |  |  |
| **Project** |  |  |
| **Laboratory** |  |  |
| **Final Exam** | X | %50 |
| **Participation** |  |  |
| **Practice** |  |  |
| Explanations Concerning the Assessment Methods:  The intra-semester grade consists of one midterm exams.  1. The first intra-semester grade shall be determined by the presentation or research on the student’s subject of choice.  Final exam  2. The intra-semester grade shall be determined by the presentation or research on the student’s subject of choice.  In the assessment of the course, 50% of the midterm exam and 50% of the final exam shall determine the semester grade. | | |
| **Assessment Criteria:**  Presentation, discussion, homeworks; citation, examination, association, discussion, the review of the sample article | | | |
| **Recomended or Required Reading**:  **Main Sources:**  Akgül A.SPSS applications of statistical Analysis techniques in Medical Researches. Emek Ofset Co. Ltd. Ankara,2005. Erefe I.Research in Nursing: Principles, Processes and Methods.Odak Ofset,Ankara, 2002. Sümbüloğlu K,Sümbüloğlu V.Biyoistatistik. Hatipoğlu Publishing House,Ankara,2002.  Polit DF., Beck CT., Hungler BP.Essentials of Nursing Research: Methods, Appraisal, and Utilization. Fifth Ed Lippincott, USA,2001  Özhan Çaparlar ve Dönmez. What is scientific research, how to do it?, Turk J Anaesthesiol Reanim 2016; 44: 212-8.  Ulus T., İnce C.H., Aliustaoğlu F.S., Melez İ. E. How to design research, Journal of Forensic Medicine 24(2):40-7.  Karabulut N., Gürçayır D., Yaman Aktaş Y. History of Nursing Research, ACU Sağlık Bil Derg 2019; 10(2):121-128  **supplementary sources:**  **References:**  **Other course materials:** | | | |
| **Course Policies and Rules:**  Optionally, if the instructor needs to add some explanation or further note, s/he can use this title | | | |

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| --- | --- | --- | --- |
| **Contact details for instructor/s:**  Associate Professor Aylin Durmaz Edeer  [aylin\_durmaz@yahoo.com](mailto:aylin_durmaz@yahoo.com) tel: 0230 412 4764 | | | |
| **Office days and hours of the course instructor:** | | | |
| **Course Content:**  Exam dates will be specified in the lesson plan. When these dates are determined, they can be changed. | | | |
| **Week** | **Subject** | **Instructor** | **Learning Style** |
|  | The purpose of the course, explaining the expectations from students | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Question -answer |
| * 1. **2222** | Determination of the research problem ((recognizing a clinical problem) | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming |
|  | Determination of the research problem (recognizing a clinical problem) | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming |
|  | Reminding and showing literature search paths | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming |
|  | Literature review | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,Question answer  Brainstorming  Example article |
|  | Literature review  Defining the research problem | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer ÖzlüGamze Özer ÖZLÜ | Group discussion,  Question answer  Brainstorming  Example article |
|  | Defining the research problem | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming  Example article |
|  | Midterm exam (Writing the definition of the research problem)  (Finalizing the importance of the subject and purpose of the research) | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü |  |
|  | Determining the methods to solve the research problem (updating the care protocol, creating an algorithm)  Or  Preparing/delivering ethics committee permission forms | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming |
|  | Determining the methods to solve the research problem (updating the care protocol, creating an algorithm, creating a flow chart)  Or  Preparing/delivering ethics committee permission forms | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming |
|  | Creating a solution to the problem  Or  Preparing/submitting ethics committee permission forms | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming  Example article |
|  | Creating a solution to the problem  Or  Data collection after ethics committee decision | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming  Example article |
|  | Creating a solution to the problem  Or  Data collection after ethics committee decision | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming  Example article |
|  | Creating a solution to the problem  Or  Data collection after ethics committee decision | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming  Example article |
|  | Creating a solution to the problem  Or  Data collection after ethics committee decision | Prof. Ezgi Karadağ  Prof. Meryem Öztürk Haney  Associate Professor. Dilek Bilgiç  Associate Professor Aylin Durmaz Edeer  Associate Professor.Gülçin Özalp Gerçeker  Associate Professor Havva Arslan Yürümezoğlu  Associate Professor Hande Yağcan  Asst.Prof. Nazife Gamze Özer Özlü | Group discussion,  Question answer  Brainstorming  Visual supported presentation (poster presentation) |

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| **Table 1. 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** |
| **HEF 4083** | **3** | 0 | **0** | **1** | **2** | **0** | **1** | **1** | **3** | **2** | **0** | **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** |
| **LO 1-5** | LO 1,2,4 |  |  | LO 2,4 | LO 1,2,4 | - | LO 3 | LO 4 | LO 1,2,3,4 | LO2,4 | - | LO 1,2,3,4 | LO 4 |

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| **ECTS Table:** | | | |
| **Course Activities** | Number | Duration  (Hour) | Total Workload  (Hour) |
| **Activities during the course** | | | |
| Lecturing | 13 | 2 | 26 |
| Practice | - | - | - |
| **Exams**  (If exams are made within the course hours, duration of the exams should be deducted from the activities during the course) | | | |
| Mid-term |  |  |  |
| Final exam | 1 | 2 | 2 |
| Other short exams etc. | - | - |  |
| **Extracurricular activities:** |  | | |
| Weekly pre-course/post-course preparations (reading the course materials, the articles etc.) | 12 | 1 | 12 |
| Preparation to the mid-term |  |  |  |
| Preparation to the final exam | 1 | 5 | 5 |
| Preparation to the other short exams |  |  |  |
| Preparing assignments | 1 | 5 | 5 |
| Making presentation |  |  |  |
| Other (Please specify) |  |  |  |
| **Total workload (Hour)** |  |  | **50/25** |
| **ECTS of the course**  **Total Workload (hour) /25** |  |  | **2** |

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|  | **HEF4083 RESEARCH PROJECT IN NURSING**  **COURSE CONTENT AND LEARNING OUTCOMES MATRIX** | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | |
| **1**: The student can explain the ways of literature review | **2:** The student can decide on a research problem | **LO 3:** The student can explain the steps of a research suggestion | **4:** The student can prepare the research report |  |
| **1** | The purpose of the course, explaining the expectations from students |  | X |  |  |  |
| **2** | Determination of the research problem | X | X |  |  |  |
| **3** | Determination of the research problem | X | X |  |  |  |
| **4** | Reminding and showing literature search paths | X | X |  |  |  |
| **5** | Literature review | X | X |  |  |  |
| **6** | Literature review  Defining the research problem | X | x | X |  |  |
| **7** | Defining the research problem  Or Preparing institutional permission forms | **X** | **X** | **X** |  |  |
| **8** | Midterm  (Finalizing the importance of the subject and purpose of the research) | X | X | X | X |  |
| **9** | Determining the methods to solve the research problem (updating the care protocol, creating an algorithm)  Or Preparing/delivering ethics committee permission forms | X | X | X | X |  |
| **10** | Determining the methods to solve the research problem (updating the care protocol, creating an algorithm, creating a flow chart)  Or  Preparing/delivering ethics committee permission forms | X | X | X | X |  |
| **11** | Creating a solution to the problem  Or Preparing/submitting ethics committee permission forms | X | X | X | X |  |
| **12** | Creating a solution to the problem  Or Data collection after ethics committee decision | X | X | X | X |  |
| **13** | Creating a solution to the problem  Or Data collection after ethics committee decision | **x** | x | x | X |  |
| **14** | Creating a solution to the problem  Or Data collection after ethics committee decision |  |  |  | X |  |
| **15** | Creating a solution to the problem  Or Data collection after ethics committee decision |  |  |  | x |  |
|  | **FINAL EXAM** | **X** | **X** | **X** | **X** |  |

HEF 4089 LEADERSHIP SKILLS DEVELOPMENT

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| **Offered by:** Faculty of Nursing | | | **Offered to:** Faculty of Nursing |
| **Name of the Department:** Nursing | | | **Course Name:** Leadership Skills Development |
| **Course Level:** Bachelor's Degree | | | **Course Code:** HEF 4089 |
| **Form Submitting/Renewal Date:** September 2023 | | | **Course Status:** Elective |
| **Language of Instruction:** Turkish | | | **Instructors:**  Prof. Dr. Şeyda SEREN İNTEPELER  Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU  Assist. Prof. Hasan Fehmi DİRİK  Assist. Prof. Veysel Karani BARIŞ |
| **Prerequisite:** - | | | **Prerequisite to:** **-** |
| **Weekly Course Hours:** 2 | | | **Course Coordinator:**  Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU |
| **Theory** | **Application** | **Laboratory** | **National Credit:** 2 |
| 2 | 0 | 0 | **ECTS Credit:** 2 |

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| The aim of this course is to provide the students with the understanding of the importance of leadership characteristics and skills needed by nursing in the world and our country, to recognize themselves in this respect and to guide them to develop their leadership skills in order to direct the change in their professional life. |
| **Learning Outcomes:**   1. Understanding the role of the leader in shaping the future 2. Linking leader styles and follower characteristics 3. Identify strategies to develop their own leadership qualities 4. Relating the leadership skills learned to professional problems 5. Critically evaluate current leadership practices in the nursing profession |

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| **Learning and Teaching Strategies:** Group work, participation in lectures, presentation, video demonstration, discussion, question and answer, web-based interactive methods (jamboard, mentimeter 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 |
| Quiz |  |  |
| Project |  |  |
| Laboratory work |  |  |
| Final Exam | 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. | | |

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| **Assessment Criteria**  Mid-term grade: Midterm grade will consist of 50% of midterm exam  Semester grade: Midterm grade  Course Success Grade: Course success grade is the sum of 50% of semester grade and 50% of final or resit midterm grade.  Minimum Course Success Grade: It is 60 points out of 100.  Minimum Final and Resit Exam Grade: It is 50 points out of 100 |

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| **Textbook(s)/References/Materials:**  Grossman SC. & Valiga TM. (2005) The New Leadership Challenge Creating the Future of Nursing. 2nd Edition, F.A. Davis Company, Philadelphia.  Baltaş A. (2005) Ekip Çalışması ve Liderlik. Remzi Kitabevi, İstanbul.  Serinkan C. (2008) Liderlik ve Motivasyon. Nobel Yayın Dağıtım, İstanbul.  Clemens JK. (2007) Büyük Filmlerden Liderlik Dersleri. Mediacat Yayıncılık, İstanbul.  Yardımcı kaynaklar:  <http://www.eylem.com/lider/eylemlid.htm>  <http://www.liderlikokulu.org.tr/>  Hacettepe Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik Dergisi:<http://www.hyodergi.hacettepe.edu.tr/>  Ege Üniversitesi Hemşirelik Yüksekokulu Dergisi:  <http://hemsirelik.ege.edu.tr/index.php?lid=1&SayfaID=1316&cat=details>  Cumhuriyet Üniversitesi Hemşirelik Yüksekokulu Dergisi: |
| **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. Dr. 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 Material Used** |
| **1.** | Course introduction and explanation of course objectives | Assist. Prof. Veysel Karani BARIŞ | Presentation, discussion |
| **2.** | Leadership and management | Assist. Prof. Veysel Karani BARIŞ | Teamwork (jamboard), discussion |
| **3.** | Leadership theories | Prof. Dr. Şeyda SEREN İNTEPELER | Presentation, teamwork, discussion |
| **4.** | Leadership Styles | Prof. Dr. Şeyda SEREN İNTEPELER | Teamwork, discussion |
| **5.** | Assessing own leadership potential | Assist. Prof. Hasan Fehmi DİRİK | teamwork, discussion, questionnaire |
| **6.** | Type and characteristics of followers | Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU | Teamwork, discussion |
| **7.** | Type and characteristics of followers | Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU | Teamwork, discussion |
| **8.** | **1st Midterm** | | |
| **9.** | Leadership, and empowerment | Prof. Dr. Şeyda SEREN İNTEPELER | Video, teamwork, discussion |
| **10.** | Leadership and teamwork | Prof. Dr. Şeyda SEREN İNTEPELER | Teamwork, discussion |
| **11.** | Leadership and motivation | Assist. Prof. Hasan Fehmi DİRİK | Teamwork, discussion |
| **12.** | Leadership, influencing health policies | Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU | Teamwork, discussion |
| **13.** | Examples of the Nurse Leaders | Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU | Teamwork, discussion, researching |
| **14.** | General Evaluation of the Course | Assist. Prof. Hasan Fehmi DİRİK |  |
|  | Final Exam | Assist. Prof. Hasan Fehmi DİRİK |  |
|  | Make up Exam | Assist. Prof. Hasan Fehmi DİRİK |  |

**Table 1. Contribution of course learning outcomes to program outcomes**

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| **Öğrenme Çıktısı** | **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** |
| **Leadershıp Skılls Development In Nursıng** | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 2 | 2 | 1 | 2 |

**Table 2. Relation of Course Learning Outcomes and Program Outcomes**

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| **Öğrenme Çıktısı** | **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** | LO1,  4 |  |  |  |  |  |  | LO  2 | LO1,  3,4,5 | LO1,  3,4,5 | LO 1,5 | LO 4 | LO 1,5 |

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| **ECTS Table** | | | |
| **Course Activities** | Number | Duration  (hour) | Total Work Load  (hour) |
| **In Class Activities** | | | |
| Lectures | 14 | 2 | 28 |
| Clinical Practice | 0 | 0 | 0 |
| **Exams** | | | |
| Mid-term | 1 | 2 | 2 |
| Final | 1 | 2 | 2 |
| **Out Class activities** | | | |
| Preparation before/after weekly lectures |  |  |  |
| Preparation for Mid-term Exam | 1 | 2 | 2 |
| İndependent Study | 13 | 1 | 13 |
| Preparation for Final Exam | 1 | 4 | 4 |
| Preparation for Quiz etc. |  |  |  |
| Preparing Individual Assignments |  |  |  |
| Preparing Group Assignments |  |  |  |
| Preparing Presentations |  |  |  |
| Other (please indicate) |  |  |  |
| **Total Work Load (hour)** |  |  | 51/25 |
| **ECTS Credits of Course=**  **Total Work Load (hour) / 25**  **1 ECTS Credits = 25 hours workload** | 2 | | |

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|  | **HEF 4089 DEVELOPING LEADERSHIP SKILLS IN NURSING COURSE CONTENT AND LEARNING OUTCOMES MATRIX** | | | | | | | | |
| **Week** | **Weekly Course Contents** | **Learning Outcomes of the Course** | | | | | | | |
| 1. Understanding the role of the leader in shaping the future | 2.Linking leader styles and follower characteristics | 3.Identify strategies to develop their own leadership qualities | 4.Relating the leadership skills learned to professional problems | 5. Analyzing the impact of characteristics of leader styles on followers | 6. Linking excellence and leadership | 7.Critically evaluate current leadership practices in the nursing profession | 8. Ability to plan to use leadership skills to solve professional problems |
| **1** | **Subjects** | X | X | X | X |  |  |  |  |
| **2** | Course introduction and explanation of course objectives | X |  |  | X |  |  | X | X |
| **3** | Leadership and management | X | X |  |  | X |  |  |  |
| **4** | Leadership theories | X | X | X | X | X |  | X |  |
| **5** | Leadership Styles |  |  | X | X | X |  | X | X |
| **6** | Assessing own leadership potential | X | X |  |  | X |  |  |  |
| **7** | Type and characteristics of followers |  | X |  |  | X |  | X | X |
| **8** | **1st Midterm** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| **9** | Leadership, and empowerment | X | X | X | X | X | X | X | X |
| **10** | Generations and Leadership |  |  |  |  |  |  |  |  |
| **11** | Leadership and teamwork | **X** | X | X |  | X | X |  |  |
| **12** | Leadership and motivation | X | X | X | X | X | X |  | X |
| **13** | Leadership, influencing health policies | X |  |  | X |  | X | X | X |
| **14** | Types of power and Leadership | **X** | X | X | X | X |  | X | X |
| **15** | General Evaluation of the Course | X | X | X | X | X | X | X | X |
|  | **FINAL EXAM** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**HEF 4095 PEDIATRIC PALLIATIVE CARE NURSING**

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| **Offered by:** Dokuz Eylul University Faculty of Nursing | | | **Offered to: Faculty of Nursing** |
| **Name of the Department: Nursing** | | | **Course Name:** Pediatric Palliative Care Nursing |
| **Course Level: Bachelor** | | | **Course Code:** HEF 4095 |
| **Form Submitting/Renewal Date:** 02.10.2024 | | | **Course Status:** Elective |
| **Language of Instruction:** Turkish | | | **Instructor:**  Prof. Dr. Murat BEKTAŞ  Assoc. Prof.Gülçin ÖZALP GERÇEKER  Asst. Prof. E. Zahide ÖZDEMİR  Asst. Prof. Yasemin SELEKOĞLU OK |
| **Prerequisite: -** | | | **Prerequisite to: -** |
| **Weekly Course Hours: 2** | | | **Course Coordinator:**  Assoc. Prof. Gülçin ÖZALP GERÇEKER |
| **Theory** | **Application** | **Laboratory** | **National Credit: 2** |
| **2** | **0** | **0** | **ECTS Credit: 2** |

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| **Course Objective:**  The aim of the course is to enable the students to gain the necessary knowledge and attitude to care for the pediatric palliative care patient and family. |
| 1. **Learning Outcomes:** 2. The student can explain the aim of pediatric palliative care and principles 3. The student can explain the aim of pediatric palliative care roles and responsibilities of the nurse. 4. The student can classifythe symptoms experienced by pediatric palliative care patient and to know appropriate nursing interventions 5. The student can explain the correct communication techniques with pediatric palliative care patient and family 6. The student can define the role of nurse in spiritual care given to pediatric palliative care patients |

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| **Learning and Teaching Strategies:** Presentation, question-answer, discussion,research, group work, case discussion, sample nursing care |

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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** |  |  |
| **Quiz** |  |  |
| **Homework Assignments/ Presentation** | **x** | **%50** |
| **Projects** |  |  |
| **Laboratory work** |  |  |
| **Final Exam** | **x** | **%50** |
| **Further Notes about Assessment Methods:**  **The semester grade shall be calculated by taking 50% of the intra-semester homework grade and will 50% of the final grade. Semester Grade: 50% intra-semester hoework grade + 50% final grade** | | | |

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| **Assessment Criteria**  In exams; Interpretation, remembering, decision-making, explanation, classification, information gathering skills will be evaluated. |

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| **Textbook(s)/References/Materials:**   1. Törüner E.K, Büyükgönenç L. (2012). Çocuk Sağlığı Temel Hemşirelik Yaklaşımları. Göktuğ Yayıncılık. 2. Knapp, C., Madden, V., & Fowler-Kerry, S. (2012). Pediatric palliative care: global perspectives (pp. 109-126). Dordrecht, Netherlands: Springer. 3. Ferrell, B. R., Coyle, N., & Paice, J. (Eds.). (2014). Oxford textbook of palliative nursing. Oxford University Press. 4. Pediatric Hospice Palliative Care Guiding Principles and Norms of Practice, Canadian Hospice Palliative Care Association, 2006.   <http://www.chpca.net/media/7841/Pediatric_Norms_of_Practice_March_31_2006_English.pdf>   1. The Royal Children's Hospital Melbourne. <https://www.rch.org.au/rch_palliative/About_palliative_care/> 2. Brown R.T., Comprehensive Handbook of Childhood Cancer and Sickle Cell Disease: A Biopsychosocial Approach, Oxford University Press, 2006. 3. Gibson F., Soanes L. Children and Young People. John Wiley Sons Ltd., 2008. 4. Pizzo P.A., Poplack D.G., Principles and Practice of Pediatric Oncology, 6th Ed, Lippincott, Williams&Wilkins, (2001) 5. Journals: Cancer Nursing, European Journal Of Cancer Care, Oncology Nursing Forum, Seminars İn Oncology Nursing, Journal Of Hospice and Palliative Nursing, Clinical Journal Of Oncology Nursing, Journal of Pediatric Oncology Nursing (elektronik dergi) 6. Tomlinson, Deborah, Kline, Nancy E. Pediatric Oncology Nursing, 2nd Ed, (2010) 7. Büyükpamukçu, M., Akyüz, C., Sevinir, B., ve Hazar, V. (1994). Onkolojik Hastalıkların Tedavisinde Yenilikler, In: Yurdakök M, Coşkun T (ed), Pediatride Yeni Bilgiler Yeni Görüşler, 1. Baskı, Güneş Kitapevi, Ankara, ss. 759-762. 8. When children die: improving palliative and end-of-life care for children and their families (0-309-08437-7, 978-0-309-08437-6), Field, Marilyn J. Institute of Medicine, National Academies Press, 2003. |
| **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:**  Dr. Gülçin ÖZALP GERÇEKER  [gulcinozalp@gmail.com](mailto:gulcinozalp@gmail.com)  02324126976 |
| **Office Hours:** |
| **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** | **Subjects** | **Lecturer** | **Training Method and Material Used** |
|  | Pediatric palliative care and nursing | Assoc. Prof. Gülçin ÖZALP GERÇEKER | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Pain management in pediatric palliative care | Assoc. Prof. Gülçin ÖZALP GERÇEKER | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Mucositis, loss of appetite-cachexia and management in pediatric palliative care | Assoc. Prof. Gülçin ÖZALP GERÇEKER | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Diarrhea-constipation and nausea-vomiting management in pediatric palliative care | Assoc. Prof. Gülçin ÖZALP GERÇEKER | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | **PUBLIC HOLIDAY** | | |
|  | Management of fatigue and sleep problems in pediatric palliative care | Assoc. Prof. Gülçin ÖZALP GERÇEKER | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Neutropenia-thrombocytopenia-anemia and management in pediatric palliative care | Assoc. Prof. Dr. Gülçin ÖZALP GERÇEKER | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | 1st MIDTERM HOMEWORK | Assoc. Prof. Dr. Gülçin ÖZALP GERÇEKER |  |
|  | Psychosocial problems and management in pediatric palliative care | Asst. Prof. Emine Zahide ÖZDEMİR | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Skin reactions and nursing approach in pediatric palliative care | Assoc. Prof. Dr. Gülçin ÖZALP GERÇEKER | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Communication with pediatric palliative care patient and family | Prof. Dr. Murat BEKTAŞ | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Ethical and legal aspects of pediatric palliative care | Prof. Dr. Murat BEKTAŞ | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Pediatric palliative care, spiritual care of the patient and family | Asst. Prof. Emine Zahide ÖZDEMİR | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | End-of-life care of the pediatric palliative care patient and care of the family during the grieving process | Asst. Prof. Yasemin SELEKOĞLU OK | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Complementary and alternative medicine applications and nursing approaches in pediatric palliative care | Asst. Prof. E. Zahide ÖZDEMİR | Presentation, discussion, research, question-answer, group work, case discussion, sample nursing care |
|  | Evaluation of the course | Assoc. Prof. Gülçin ÖZALP GERÇEKER |  |

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| **Table 1. 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** |
| **HEF4095** | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 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** |
| **LO 1-5** | LO 2 |  | LO  3,4 |  |  | LO  4 |  |  | LO1,2,  3,4,5 | LO 2,  3,4,5 |  |  | LO 2 |

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| **ECTS Table:** | | | |
| **Course activities** | **Number** | **Duration**  **(hour)** | **Course activities** |
| **In Class Activities** | | | |
| **Lectures** | 14 | 2 | 28 |
| **Exams** | | | |
| **Midterm Exam** | 1 | 2 | 2 |
| **Other Quiz etc.** | 0 | 0 | 0 |
| **Final Exam** | 1 | 2 | 2 |
|  | | | |
| **Preparation before/after weekly lectures (reading course materials, essays etc.)** | 14 | 1 | 14 |
| **Preparation for midterms exam** | 0 | 0 | 0 |
| **Preparation for final exam** | 1 | 5 | 5 |
| **Preparation for Quiz etc.** | 0 | 0 | 0 |
| **Preparing Assignments** | 1 | 5 | 5 |
| **Preparing presentation** | 0 | 0 | 0 |
| **Other (please indicate)** | 0 | 0 | 0 |
| **Total Workload (hour)** |  |  | 56 |
| **Total Workload (hour) / 25** |  |  | 56/25 |
| **ECTS Credits of Course** | 2 | | |

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| **HEF 4095 PEDIATRIC PALLIATIVE CARE NURSING LEARNING OUTCOMES MATRIX** | | | | | | |
| **Week** | **Course Subjects** | **Learning Outcomes** | | | | |
| 1.The student can explain the aim of pediatric palliative care and principles  the nurse. | 2.The student can explain the aim of pediatric palliative care roles and responsibilities of | 3.The student can classify the symptoms experienced by pediatric palliative care patient and to know appropriate nursing interventions | 4.The student can explain the correct communication techniques with pediatric palliative care patient and family | 5.The student can define the role of nurse in spiritual care given to pediatric palliative care patients |
| **1.** | Pediatric palliative care and nursing | X | X | X | X | X |
| **2.** | Pain management in pediatric palliative care | X | X | X |  | X |
| **3.** | Mucositis, loss of appetite-cachexia and management in pediatric palliative care | X | X | X |  | X |
| **4.** | Diarrhea-constipation and nausea-vomiting management in pediatric palliative care | X | X | X |  | X |
| **5.** | **PUBLIC HOLIDAY** | X | X | X | X | X |
| **6.** | Management of fatigue and sleep problems in pediatric palliative care |  | X | X |  | X |
| **7.** | Neutropenia-thrombocytopenia-anemia and management in pediatric palliative care |  | X | X |  | X |
| **8.** | 1st MIDTERM HOMEWORK |  | X | X |  | X |
| **9.** | Psychosocial problems and management in pediatric palliative care | X | X | X |  |  |
| **10.** | Skin reactions and nursing approach in pediatric palliative care |  |  |  | X |  |
| **11.** | Communication with pediatric palliative care patient and family | X | X |  |  |  |
| **12.** | Ethical and legal aspects of pediatric palliative care |  |  |  | X | X |
| **13.** | Pediatric palliative care, spiritual care of the patient and family |  |  |  | X | X |
| **14.** | End-of-life care of the pediatric palliative care patient and care of the family during the grieving process | X | X | X |  | X |
| **15.** | Final Exam | X | X | X | X | X |

**HEF 4097 PEDIATRIC EMERGENCY NURSING**

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| --- | --- | --- | --- |
| Offered by: Faculty of Nursing | | | Offered to: Faculty of Nursing |
| Name of the Department: Nursing | | | Course Name: Pediatric Emergency Nursing |
| Course Level: Bachelor | | | Course Code: HEF 4097 |
| Form Submitting/Renewal Date:  02.10.2024 | | | Course Status: Elective |
| Language of Instruction: Turkish | | | Dersin Öğretim Üyesi/Üyeleri:  Prof. Murat BEKTAŞ  Assoc. Prof. Gülçin ÖZALP GERÇEKER  Asst. Prof. Emine Zahide ÖZDEMİR  Asst. Prof. Yasemin SELEKOĞLU OK |
| Prerequisite: - | | | Prerequisite to: - |
| Weekly Course Hours: 2 hours | | | Course Coordinator: Prof. Dr. Murat BEKTAŞ |
| Theory | Application | Laboratory | National Credit: 2 |
| 2 | - | - | ECTS Credit: 2 |

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| Course Objective:  The aim of the course is able to plan nursing care in cases requiring emergency intervention and care in children. |
| Learning Outcomes:   1. The student can perform triage and diagnosis in emergency 2. The student can communicating with the child and the family in child emergency 3. The student know the commonly used drugs and their application methods in pediatric emergency 4. The student to be able to continue the follow-up, treatment and care of the traumatized childThe studentcan identify nursing interventions in pediatric palliative care patients 5. The student to be able to apply basic and advanced life support in children 6. The student to be able to plan nursing care in respiratory emergency in children 7. The student to be able to plan nursing care in neurological system emergencies in children 8. The student to be able to make emergency intervention to the child who has home accident and poisoning 9. The student to be able to distinguish child neglect and abuse in emergency |

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| Learning and Teaching Strategies: Presentation, question-answer, discussion, research, group work, case discussion, sample nursing care |

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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% |
| 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  The semester grade shall be calculated by taking 50% of the intra-semester grade and will 50% of the final grade.  Semester Grade: 50% intra-semester grade + 50% final grade |

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| References  Karaböcüoğlı M., Uzel N., Yılmaz L. Çocuk Acil Tıp Kitabı. Çocuk Acil ve Yoğun Bakım Derneği Yayın No:6 İstanbul, 2004.  American Academy of Pediatrics. The Pediatric Emergency Medicine Research. APLS. 2006. Jones and Barlett Publishers.  Karaböcüoğlu M., Köroğlu T. Çocuk Yoğun Bakım Esaslar ve Uygulamalar. İstanbul Medikal Yayıncılık. 2008.  Törüner E.K, Büyükgönenç L. (2012). Çocuk Sağlığı Temel Hemşirelik Yaklaşımları. Göktuğ Yayıncılık.  Conk Z., Başbakkal Z., Yılmaz Bal H., Bolışık B. Pediatri Hemşireliği.Çocukluk Çağı Acil Sorunları Ve Hemşirelik Yaklaşımı. Akademisyen Tıp Kitabevi, Ankara. 2018.  Aydoğan, A., & Dursun, O. (2018). Pediyatrik Temel Yaşam Desteği Eğitimlerinde Görsel ve İşitsel Geri Bildirim Yapılmasının Göğüs Basılarının Kalitesi Üzerine Etkinliğinin Değerlendirilmesi.  Akkuzu, E., Kalkan, G., Demir, Ş., Paslı, F., & Çamurdan, A. D. (2018). Sarsılmış bebek sendromu bulguları varlığında aile görüşmesinin önemi.  Emergency Nurses Assn; 2 edition (15 June 2009)  Textbook Of Pedıatrıc Crıtıcal Care Nursıng. CBS Publishers & Distributors; 1st Edition edition (2018)  Küçükoğlu, S., Köse, S., Aytekin, A., & Kılıç, T. Acil Birimlerde Çalışan Hemşirelerin Triyaj Konusundaki Bilgi Düzeylerinin Ölçülmesi.  Mangurten, J., Scott, S. H., Guzzetta, C. E., Clark, A. P., Vinson, L., Sperry, J., ... & Voelmeck, W. (2006). Effects of family presence during resuscitation and invasive procedures in a pediatric emergency department. *Journal of Emergency Nursing*, *32*(3), 225-233.  Web Siteleri:  <https://www.ena.org/>  Pediatric emergency care  [Journal of Emergency Nursing https://www.ifem.cc/wp-content/uploads/2016/07/International-Standards-for-Children-in-Emergency-Departments-V2.0-June-2014-1.pdf](C:\\Users\\ibektaş\\AppData\\Local\\Packages\\Microsoft.MicrosoftEdge_8wekyb3d8bbwe\\TempState\\Downloads\\Journal of Emergency Nursing https:\\www.ifem.cc\\wp-content\\uploads\\2016\\07\\International-Standards-for-Children-in-Emergency-Departments-V2.0-June-2014-1.pdf) | | | |
| 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 Lecturer(s):  Prof. Murat BEKTAŞ  [murat.bektas@deu.edu.tr](mailto:murat.bektas@deu.edu.tr)  02324124782 | | | |
| Office Hours:To be announced. | | | |
| Course Contents  Exam dates will be specified in the lesson plan. When the exam dates are finalized, the dates might be changed. | | | |
| **Week** | **Subjects** | **Lecturer** | **Training Method and Material Used** |
| **1.** | Approach to child and family admitted to emergency clinics | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **2.** | Pediatric Triage and Diagnosis | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **3.** | Pediatric Respiratory System Emergency | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **4.** | Pediatric Emergency Medicine Applications | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **5.** | Basic and Advanced Life Support in Children | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **6.** | Pediatric Gastrointestinal Emergencies | Asst. Prof Emine Zahide ÖZDEMİR | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **7.** | Pediatric Cardiovascular Emergencies | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **8.** | MIDTERM EXAM | Prof. Murat BEKTAŞ | |
| **9.** | Pediatric Neurological Emergencies | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **10.** | Pediatric Neurological Emergencies | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **11.** | Approach to children with trauma | Asst. Prof Yasemin SELEKOĞLU OK | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **12,** | Home accidents and intoxications | Asst. Prof Yasemin SELEKOĞLU OK | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **13.** | Pediatric Oncological Emergencies | Assoc. Dr. Gülçin ÖZALP GERÇEKER | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **14.** | Pediatric Endocrine Emergencies | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **15.** | Child Neglect and Abuse in Emergency service | Prof. Murat BEKTAŞ | Presentation,question-answer, discussion, research, group work, case discussion, sample nursing care |
| **16** | Evalution Of The Course | Prof. Murat BEKTAŞ | Question-answer,discussion |

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| ECTS Table: | | | |
| Course activities | Number | Duration (hour) | Course activities |
| In Class Activities | | | |
| Lectures | 14 | 2 | 28 |
| Exams | | | |
| Midterm Exam | 1 | 2 | 2 |
| Other Quiz etc. | 0 | 0 | 0 |
| Final Exam | 1 | 2 | 2 |
|  | | | |
| Preparation before/after weekly lectures (reading course materials, essays etc.) | 14 | 1 | 14 |
| Preparation for midterms exam | 1 | **4** | **4** |
| Preparation for final exam | 1 | 4 | 4 |
| Preparation for Quiz etc. | 0 | 0 | 0 |
| Preparing Assignments | 0 | 0 | 0 |
| Preparing presentation | 0 | 0 | 0 |
| Other (please indicate) | 0 | 0 | 0 |
| Total Workload (hour) |  |  | 53 |
| Total Workload (hour) / 25 |  |  | 53/25 |
| ECTS Credits of Course | 2 | | |

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| **Table 1. 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** |
| **HEF 4097** | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** |
| **Pediatric Emergency Nursing** | 1,2,5 | 1,2,5 | - | 5 | - | - | 5 | 1,2.3,5 | 1,2.3,5 | 1,2.3,5 | - | - | 3 |

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| **HEF 4097 PEDIATRIC EMERGENCY NURSING MATRİS** | | | | | | | | | | |
| **Week** | **Subjects** | **Learning Outcomes** | | | | | | | | |
| 1.The student can perform triage and diagnosis in emergency | 2.The student can communicating with the child and the family in child emergency | 3. The student knows the commonly used drugs and their application methods in pediatric emergency | 4.The student to be able to continue the follow-up, treatment and care of the traumatized childThe studentcan identify nursing interventions in pediatric palliative care patients | 5.The student to be able to apply basic and advanced life support in children | 6. The student to be able to plan nursing care in respiratory emergency in children | 7.The student to be able to plan nursing care in neurological system emergencies in children | 8.The student to be able to make emergency intervention to the child who has home accident and poisoning | The student to be able to distinguish child neglect and abuse in emergency |
| **1.** | Approach to child and family admitted to emergency clinics | x | x |  | x |  |  |  | x | x |
| **2.** | Pediatric Triage and Diagnosis | x |  |  |  |  |  |  |  |  |
| **3.** | Pediatric Respiratory System Emergency | x | x | x |  | x | x |  |  |  |
| **4.** | Pediatric Emergency Medicine Applications |  |  | x |  | x |  |  | x |  |
| **5.** | Basic and Advanced Life Support in Children |  |  |  |  | x |  |  |  |  |
| **6.** | Pediatric Gastrointestinal Emergencies | x |  | x | x |  |  |  | x |  |
| **7.** | Pediatric Cardiovascular Emergencies | x | x | x | x | x |  |  |  |  |
| **8.** | MIDTERM EXAM | **x** | **x** | **x** |  |  |  | **x** |  |  |
| **9.** | Pediatric Neurological Emergencies | X | X | X |  | X | X | X |  |  |
| **10.** | Pediatric Neurological Emergencies | **x** | x |  | x |  |  |  |  | x |
| **11.** | Approach to children with trauma | x | x | x |  |  |  |  | x |  |
| **12.** | Home accidents and intoxications | x | x |  |  | x |  |  |  |  |
| **13.** | Pediatric Oncological Emergencies | **x** | x | x |  |  |  |  |  |  |
| **14.** | Pediatric Endocrine Emergencies | x | x |  | x |  |  |  |  | x |
| **15** | Child Neglect and Abuse in Emergency service |  |  |  |  |  |  |  |  |  |
| **16** | Evalution Of The Course |  |  |  |  |  |  |  |  |  |
|  | **FİNAL SINAVI** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**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 3058 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**

**TABLE OF CONTENTS**

3.1. Committees and Commissions

3.1.1. Education Related Committees and Commissions

3.1.2. Other Committees and Commissions

3.2. Regulations

3.3. Directives

3.3.1. Practice Directive

3.3.2. Exam Practice Directive

**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)

PART I: Aim Scope Basis and Definitions of Terms

Article 1- Aim

Article 2- Scope

Article 3- Basis

Article 4- Definitions of Terms

PART II: The Principles Concerning Education

Article 5- Academic Calendar and Academic Year

Article 6- Education Programs

Article 7- Preparatory Education

Article 8- Duration of Education and Student Rights Utilization

Article 9- Course Passing

Article 10- Financial Liabilities

PART III: Registration and Courses

Article 11- Registration and Required Documents

Article 12- Eternal-Internal Transfers

Article 13- Special Students

Article 14- Cooperation with Domestic or International Universities

Article 15- Double Major / Minor Program

Article 16- Semester/Course Enrollment

Article 17- Field Practices

Article 18- Attendance Requirement and Attendance Records

PART IV: Exams and Success Assessment

Article 19- Examinations

Article 20- Requirements for Taking the Final and Make-up Exams

Article 21- Inability to Take the Exam Due to an Acceptable Excuse

Article 22- Examination Layout

Article 23- Announcement of Exam and Study Results

Article 24- Objection to Exam Result

Article 25- Failure in the Course

Article 26- Grades and Success Levels

Article 27- Evaluation of Success Grade and Success Level

PART V: Miscellaneous and Final Provisions

Article 28- Storing Exam Documents

Article 29- Dress Code and General Appearance

Article 30- Notification

Article 31- Registration Withdrawal

Article 32- Justified and Valid Excuses

Article 33- Weighted Average and Diploma Degree

Article 34- Diploma

Article 35- Associate Degree Diploma

Article 36- Registration Cancellation

Article 37- Cases without Provision

Article 38- Repealed Implementation Principles

Article 39- Validity

Article 40- Implementation

**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 enrollone course from the upper semester and students who have a grade point average of at least 80 out of 100 can enrolltwo 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**

**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 are in charge of 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 the officers in the hall sign the exam report and submit the exam document (question and answer sheet) to the student affairs with the exam report.

Article 38- After the exam is completed, if it is determined that the student cheats, the minutes are kept, and the related documents are delivered to the Dean's Office.

Validity

Article 39- 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 40- This Directive is executed by the Dean of Dokuz Eylul 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.

**SECTION 4**

**FACULTY AND CAMPUS OPPORTUNITIES**

**TABLE OF CONTENTS**

4.1. Region and Campus Features

4.2. Healthcare

4.3. Scholarships

**4.1. Region and Campus Features**

Faculty of Nursing is located 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 located 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 located 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 have the opportunity to 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 includes 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.