



**T.C.
DOKUZ EYLUL UNIVERSITY
FACULTY OF NURSING
2025-2026 FALL SEMESTER**

**NURSING UNDERGRADUATE
EDUCATION PROGRAMME HANDBOOK**



2025-İZMİR



**We must raise generations whose minds are free, whose consciences are free, and whose wisdom is free.*

Gazi Mustafa Kemal Atatürk (1881 – 1938)



**Atatürk, M. K. (1924, 25 Ağustos). Muallimler Birliği Kongresi'nde konuşma. Hâkimiyet-i Milliye, 26 Ağustos 1924.*

NURSING UNDERGRADUATE EDUCATION PROGRAMME HANDBOOK

2025-2026 FALL SEMESTER

Nursing Undergraduate Education Program Handbook Preparation Committee:

The Nursing Undergraduate Education Programme Handbook Preparation Committee is responsible for compiling and organizing basic information related to the curriculum, combining it with the information from the course description forms provided by the course coordinators, and ensuring the creation, review, updating, standardization, editing, and publication of the Handbook.

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Development, Revision, and Online Publication History of the Nursing Undergraduate Education Programme Handbook

- ✓ The first version of the Nursing Undergraduate Education Programme Handbook was prepared in 2010 by Prof. Dr. Gülseren Kocaman, Assoc. Prof. Dr. Şeyda Seren İntepeler, Asst. Prof. Dr. Sevgi Kızılcı, and Asst. Prof. Dr. Neslihan Günüşen.
- ✓ Since its initial release, the Handbook has been systematically reviewed, revised, and updated by the Chair and members of the Nursing Undergraduate Education Programme Handbook Committee serving during the respective academic years. Accordingly, revised versions were prepared for the 2015–2016, 2016–2017, 2017–2018, 2018–2019, 2019–2020, 2020–2021, 2021–2022, 2022–2023, 2023–2024, and 2024–2025 academic years, resulting in Versions 2–11.
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SECTION 1

Introduction, History, Undergraduate Education Committee

1.1. Introduction and History

The nursing profession in Turkey has made significant progress in the fields of research, education, and practice. The Dokuz Eylül University (DEU) School of Nursing is one of the pioneers of this development. The School of Nursing is an institution that stands out for its nursing education, vision, mission, theoretical framework, and pre-clinical and clinical training, and it plays a significant role in supporting research related to the nursing profession.

The DEU Faculty of Nursing was first established on July 3, 1992, as the “**School of Nursing**” under the university’s rectorate (*Law on the Organization of Higher Education Institutions No. 2809, March 28, 1983 (Article 18. (Amended: July 3, 1992—Law No. 3837, Article 9).*

As the School of Nursing, it provided education between 1994 and 2006 in various buildings—none of which it owned—within the Health Campus at DEU’s Inciraltı Campus, and on February 13, 2006, it moved to its own modern and contemporary building located on the same campus. As the School of Nursing, it began offering education in the 1994–1995 academic year with 55 students using the traditional medical model of education. Prof. Dr. Leman BİROL was appointed as the Founding Director of the School, and it awarded its first bachelor’s degrees in 1998. Subsequently, under the direction and leadership of Prof. Dr. Gülseren KOCAMAN, the School of Nursing began using the Integrated Problem-Based Learning (PBL) method, based on Cognitive Learning Theories, between 1999 and 2015 to increase students’ active participation in the learning process. As part of the education and instruction conducted using this method, concurrent foreign language (English) preparatory training was initiated to enable students to keep up with the relevant literature; consequently, the duration of the program was extended to five years in 1999, and instruction continued accordingly.

The School of Nursing was led by Founding Director Prof. Dr. Leman BİROL from 1994 to 1997, Prof. Dr. Gülseren KOCAMAN from 1997 to 2007, Prof. Dr. Besti ÜSTÜN from 2007 to 2010, and Prof. Dr. Zuhul BAHAR from 2010 to 2011.

The administration and academic staff of the School of Nursing carried out “efforts to become a faculty” in 2010, and by decision of the Council of Ministers of the Republic of Turkey (August 1, 2011/2130), it was decided to close the School of Nursing and establish the “**Faculty of Nursing**” under the DEU Rectorate, and this decision was published in the Official Gazette dated August 26, 2011, No. 28037. The DEU Faculty of Nursing has had the honor of becoming Turkey’s second and the Aegean Region’s first Faculty of Nursing, following the Faculty of Nursing at Istanbul University.

Prof. Dr. Zuhul BAHAR was appointed as the first founding Dean of the DEU Faculty of Nursing. Our faculty has been conducting its education and teaching activities as the “Faculty of Nursing” since the 2011–2012 academic year. Due to the rapidly increasing number of students each year, it became impossible to continue education using the PDÖ method. For this reason, the PDÖ method was discontinued in the 2015–2016 academic year, and a transition was made to the traditional medical school model of education. At the same time, the Foreign Language Preparatory Program was made optional starting with the 2014–2015 academic year.

^aDokuz Eylül University, **School of Nursing**; “Law No. 2809 on the Adoption of Decree-Law No. 41 Concerning the Organization of Higher Education Institutions, as Amended, and on Amendments to Decree-Laws Nos. 78 and 190, No. 3837/July 3, 1992; Article 9, subparagraph (i), states that the “School of Nursing,” affiliated with the Rector’s Office, has been established and was published in the Official Gazette No. 21281 dated July 11, 1992, on page 29. The Law on the Organization of Higher Education Institutions No. 2809/March 28, 1983 (Article 18. (Amended: July 3, 1992—Law No. 3837, Article 9)) addresses the establishment of the College and the College of Nursing (p. 17).

^bDokuz Eylül University, **Faculty of Nursing**; by virtue of Council of Ministers Decision No. 2011/2130 dated August 1, 2011, the College of Nursing, which was part of the DEU Rectorate, was closed, and the Faculty of Nursing, affiliated with the Rectorate, was established (p. 16) and published in the Official Gazette No. 28037 dated August 26, 2011. Higher Education Institutions Organization Law No. 2809/March 28, 1983, Article 18²¹(f): The establishment of the Faculty of Nursing (p. 16) was processed pursuant to Council of Ministers Decision No. 2011/2130 dated August 1, 2011.

At the Faculty of Nursing, Prof. Dr. Zuhar BAHAR served as dean from 2011 to 2014, Prof. Dr. Samiye METE from 2015 to 2017, and Prof. Dr. Şeyda SEREN İNTEPELER from January 2017 to September 2025. Subsequently, Prof. Dr. Sefa KURT served as acting dean from September 29, 2025, to July 3, 2026. As of today, Prof. Dr. Meryem ÖZTÜRK HANEY was appointed Acting Dean of the Faculty of Nursing on July 3, 2026, and Prof. Dr. Fatma VURAL continues to serve as Associate Dean. In the 2025–2026 academic year, the Faculty of Nursing has a total of 53 faculty members, including 21 professors, 10 associate professors, 15 assistant professors, 6 research assistants, and one instructor. In addition, our faculty has one Faculty Secretary, 13 administrative staff members, and six support services staff members. Together with our 73 staff members in administrative, academic, and management roles, we provide educational services to our undergraduate nursing students.

As of today, the Faculty of Nursing is educating **1,068 nursing students** for the 2025–2026 academic year. Since its establishment as the School of Nursing, the Faculty of Nursing has **graduated** a total of **4,103 nurses over 32 years**, from the 1994–1995 to the 2025–2026 academic years.

The administration and academic staff of the Faculty of Nursing began “**accreditation**” efforts starting in the 2014–2015 academic year and have completed their application preparations. The “DEU Faculty of Nursing Bachelor of Science in Nursing Program,” during the deanship of Prof. Dr. Şeyda SEREN İNTEPELER, was accredited by the National Association for the Evaluation and Accreditation of Nursing Education Programs (HEPDAK) for the period April 4, 2019–September 30, 2021 and received its first Accreditation Certificate. Subsequently, HEPDAK accredited the organization for the period from January 1, 2021, to September 30, 2024, and issued its second Accreditation Certificate; for the period from September 30, 2024, to September 30, September 2025; and its fourth Accreditation Certificate, valid from March 17, 2025, to September 30, 2027. Data regarding “academic years, student numbers, number of graduates, and the dates of accreditation specified in the national HEPDAK accreditation certificates” since the Faculty of Nursing was established as the School of Nursing are presented in Table 1.

Table 1. School of Nursing/Faculty of Nursing: Number of Students, Graduates, and Accreditation Dates

School of Nursing School of Nursing	Academic Year	Number of Students	Number of Graduates	HEPDAK (2013) (Accreditation Dates)
School of Nursing (July 11, 1992/2128 Official Gazette of the Republic of Turkey)	1994–1995	55	-	-
	1995–1996	108	-	-
	1996–1997	169	-	-
	1997–1998	227	47	-
	1998–1999	233	51	-
	1999–2000	234	54	-
	2000–2001	235	46	-
	2001–2002	259	13	-
	2002–2003	313	36	-
	2003–2004	338	58	-
	2004–2005	353	53	-
	2005–2006	372	60	-
	2006–2007	391	75	-
	2007–2008	406	61	-
	2008–2009	455	71	-
	2009–2010	493	80	-
	2010–2011	530	63	-
School of Nursing (August 26, 2011/28037 Official Gazette of the Republic of Turkey)	2011–2012	603	85	-
	2012–2013	700	97	-
	2013–2014	960	125	-
	2014–2015	1,112	98	-
	2015–2016	1,296	142	-

	2016–2017	1,621	295	-
	2017–2018	1,587	313	-
	2018–2019	1562	585	-
	2019–2020	1,217	297	April 4, 2019–September 30, 2021
	2020–2021	1,150	255	.
	2021–2022	1,115	267	January 1, 2021–September 30, 2024 <i>It has been accredited for the period between these dates.</i>
	2022–2023	1104	226	
	2023–2024	1,129	235	
	2024–2025	1,124	259	September 30, 2024–September 30, 2025
	2025–2026	1068	247	March 17, 2025–September 30, 2027 <i>It has been accredited for the period between these dates.</i>
Total	1994–1995, 2025–2026		32 years / 4,103 graduates	

While the School of Nursing admitted its first undergraduate students in the 1994–1995 academic year, the Department of Nursing at the DEU Institute of Health Sciences (SBE) began offering graduate programs during the same period and awarded its first master’s degrees in 1997. Subsequently, in the 2005–2006 academic year, it launched its doctoral (Ph.D.) program with six students.

The Faculty of Nursing, operating as the Department of Nursing within the DEU Institute of Health Sciences, currently offers thesis-based and non-thesis master’s programs (MScN) in nine nursing sub-disciplines, as well as doctoral programs in eight sub-disciplines. **Thesis-Based Master’s Programs:** Fundamentals of Nursing, Internal Medicine Nursing, Surgical Nursing, Obstetrics and Gynecology Nursing, Pediatric Nursing, Psychiatric Nursing, Public Health Nursing, Occupational Health Nursing, Oncology Nursing, and Nursing Administration. **Non-Thesis Master’s Programs** include the Non-Thesis Master’s Program in Surgical Nursing (Evening Division) and the Non-Thesis Master’s Program in Nursing Administration (Evening Division). These non-thesis evening master’s programs have been discontinued.

Doctoral programs are offered by the following departments: Fundamentals of Nursing, Internal Medicine Nursing, Surgical Nursing, Obstetrics and Gynecology Nursing, Pediatric Nursing, Psychiatric Nursing, Public Health Nursing, Oncology Nursing, and Nursing Administration. The doctoral program in the Department of Nursing at the Faculty of Nursing has been awarded the “Organization for PhD Education in Biomedicine and Health Sciences in the European System (ORPHEUS)” designation since the 2015–2016 academic year. All students who began the doctoral program starting with the 2015–2016 academic year graduate with the ORPHEUS designation. Doctoral students who graduate with the ORPHEUS designation have diplomas that are recognized in European countries, enabling them to easily obtain postdoctoral work permits and find employment opportunities in Europe.

Since its establishment, the School of Nursing/Faculty of Nursing at DEU has had all decisions regarding the implementation, evaluation, and improvement of the “bachelor’s degree nursing education and training program”—including all theoretical and practical aspects—made by the **“Faculty Undergraduate Education Committee,”** and these decisions are carried out accordingly. The undergraduate nursing education program at the Faculty of Nursing consists of required and elective theoretical courses listed in the faculty curriculum, which are conducted in a single section, or in two or three sections when necessary, in shared classrooms on the faculty and health campus; the teaching of professional technical skills takes place in the simulation laboratory. Clinical/field placements are primarily conducted at the “Dokuz Eylül University Research and Application Hospital” and other public hospitals within the province of İzmir, as well as at community health-focused family health centers, schools, workplaces, and relevant units of local government agencies.

Since its establishment in 1992 and the commencement of education in the 1994–1995 academic year, the DEU School of Nursing/Faculty of Nursing would like to express its gratitude to all deans, deputy deans, deans, associate deans, department chairs, all faculty members, and staff for their contributions and efforts in both undergraduate and graduate education, as well as for fostering a supportive environment within the institution's culture.

On behalf of the administration, academic and administrative staff, and alumni of the DEU School of Nursing, we fondly remember our late Founding Director, Prof. Dr. Leman BİROL, and Assoc. Prof. Dr. Günsel BAŞER with deep gratitude.

1.2 Undergraduate Education Committee

The current chair and members of the DEU School of Nursing's two-year undergraduate education committee are listed in Table 2.

Table 2. Current Undergraduate Education Committee Chair and Members for the Past Two Years, Faculty of Nursing

2025–2026 UNDERGRADUATE NURSING EDUCATION COMMITTEE
Prof. Dr. Sefa KURT – Acting Dean Prof. Dr. Meryem ÖTÜRK HANEY – Vice Dean Prof. Dr. Fatma VURAL – Vice Dean Prof. Dr. Şeyda SEREN İNTEPELER – Chair of the Department of Nursing Administration Prof. Dr. Fatma VURAL – Chair of the Department of Nursing Education Prof. Dr. Zekiye ÇETİNKAYA DUMAN – Chair of the Department of Psychiatric Nursing Prof. Dr. Özlem KÜÇÜKGÜÇLÜ – Chair of the Department of Internal Medicine Nursing Prof. Dr. Murat BEKTAŞ – Chair of the Department of Pediatric Nursing Prof. Dr. Dilek ÖZDEN—Chair of the Department of Fundamentals of Nursing Prof. Dr. Gülendaml KARADAĞ – Chair of the Department of Public Health Nursing Prof. Dr. Merlinda ALUŞ TOKAT - Chair of the Department of Obstetrics and Gynecology Nursing Prof. Dr. Ezgi KARADAĞ—Chair of the Department of Oncology Nursing Prof. Dr. Yaprak SARIGÖL ORDİN – Chair of the Department of Surgical Nursing Dr. Cahide AYIK, Assistant Professor - First-Year Coordinator Dr. Emine Zahide ÖZDEMİR, Assistant Professor – Fourth-Year Coordinator Research Assistant Dr. Abdurrahman YAKIŞIR – Research Assistant Representative
2024-2025 UNDERGRADUATE NURSING EDUCATION COMMITTEE
Prof. Dr. Şeyda SEREN İNTEPELER – Acting Dean Prof. Dr. Neslihan GÜNÜŞEN – Vice Dean Prof. Dr. Gülşah GÜROL ARSLAN – Vice Dean Prof. Dr. Şeyda SEREN İNTEPELER – Chair of the Department of Nursing Administration Prof. Dr. Şeyda SEREN İNTEPELER – Chair of the Department of Nursing Education Prof. Dr. Zekiye ÇETİNKAYA DUMAN – Chair of the Department of Psychiatric Nursing Prof. Dr. Özlem KÜÇÜKGÜÇLÜ – Chair of the Department of Internal Medicine Nursing Prof. Dr. Murat BEKTAŞ – Chair of the Department of Pediatric Nursing Prof. Dr. Dilek ÖZDEN—Department of Fundamentals of Nursing Prof. Dr. Gülendaml KARADAĞ - Chair of the Department of Public Health Nursing Prof. Dr. Merlinda ALUŞ TOKAT – Chair of the Department of Obstetrics and Gynecology Nursing Prof. Dr. Ezgi KARADAĞ – Chair of the Department of Oncology Nursing Prof. Dr. Özlem BİLİK – Chair of the Department of Surgical Nursing Assoc. Prof. Dr. Merve Aliye AKYOL - First-Year Coordinator Dr. Hasan Fehmi DİRİK, Assistant Professor – Fourth-Year Coordinator Research Assistant Dr. Taner ONAY – Research Assistant Representative

SECTION 2

Vision, Mission, Objectives, and Program Outcomes

2.1. Introduction

The duration of study at DEU's Faculty of Nursing is four years, and the language of instruction is Turkish. Our faculty offers only full-time education; there is no part-time program. Since the 2015–2016 academic year, the curriculum—originally designed according to the traditional education model—has been implemented using active learning methods. Our students receive instruction from expert and qualified faculty members in both theoretical and practical courses. In the Professional Skills laboratories, students are well-prepared for clinical practice through small-group work and, together with their internship training, for their post-graduation professional lives. Our students conduct the majority of their clinical practice at our university hospital. In addition, as required by the curriculum, students utilize specialized hospitals, public health centers, workplace nursing settings, school nursing programs, and civil society organizations for their clinical practice.

2.2. Vision, Mission, and Objectives Performance Indicators:

Vision:

To be a pioneer in shaping healthcare through nursing education, research, and practice.

Mission:

To educate nurses who can fulfill their roles and responsibilities toward the individuals in their care with a holistic perspective and in accordance with ethical principles; who can communicate effectively with their team, patients, and families; who can work collaboratively; who can provide care based on scientific principles; who can utilize leadership and decision-making skills; and who can maintain a commitment to lifelong learning.

Programme Educational Objectives (PEOs) and Performance Indicators (PIs) ¹:

PEO1) Provides holistic care to patients and their families in collaboration with the team, in accordance with ethical principles.

PI1: A score of 70 or higher on the Newcastle Nursing Care Satisfaction Scale

PI2: At least 60% of employers' feedback on program competencies regarding graduates indicate agreement or strong agreement

PI3: The average satisfaction level among employers regarding graduates' program competencies is 7 points or higher

PEO2) Participates in research and project processes that contribute to the development of the profession.

PI1: 5% of our graduates participate in social, societal, and scientific research and projects during their education

PEO3) Maintains a commitment to lifelong learning in line with the knowledge and skills required to fulfill the roles and functions of a bachelor's degree graduate.

PI2: 5% of graduates must continue their education in graduate nursing programs within the first 5 years

PI3: 5% of graduates participate in certification programs or other scientific programs (conferences, symposia, courses, etc.) within the first 5 years that will provide them with competence in their field of practice

PEO4) Graduates are employed in national and international healthcare institutions and educational institutions where they can fulfill the roles and functions of the profession.

PI: 85% of graduates are employed in nursing positions (hospitals, Primary Health Care Centers, Community Health Centers, Regional Health Centers, insurance companies, schools, workplaces, etc.) within the first 3 years after graduation

¹Important note:

The faculty program objectives were established at the Undergraduate Education Committee (UEC) meeting held on September 27, 2021, and approved by Decision No. 2021-7. The program objectives, performance indicators, and mission were revised by UEC Decision No. 2024-03 dated March 1, 2024. It was noted that the program objectives and performance indicators were inadvertently omitted from Decision No. 2024-03; this was corrected by UEC Decision No. 2024-11 dated December 3, 2024.

2.3. Education Programme Annual Goals

First-Year Goals:

1. Understanding the history, basic concepts, roles, responsibilities, and ethical and legal dimensions of the nursing profession
2. Understand the importance of protecting and promoting the bio-psycho-social integrity of the individual
3. To know the physiological and anatomical structure of the human body and understand how it functions
4. Understand communication skills
5. Be able to use information systems and technology
6. Understanding the importance of scientific thinking

Second-Year Goals

1. Ability to perform clinical practice in accordance with the fundamental principles and practices of nursing
2. Ability to provide nursing care for health promotion, maintenance, and in cases of health deviations
3. Fostering personal and professional development

Third-Year Goals

1. To provide nursing care in situations involving health promotion, health maintenance, and health deviations
2. Understanding research methods and the importance of research in nursing

Fourth-Year Goals

1. Protecting and promoting health, and providing nursing care in complex and multiple health deviation situations
2. Possessing knowledge of nursing management
3. Fostering personal and professional development

2.4. Program Outcomes (POs)

KNOWLEDGE

PO 1. Possess the knowledge necessary to fulfill the roles and functions of nursing in meeting the health care needs of individuals, families, and communities

SKILL

PO 2: Possess the basic psychomotor skills of nursing.
PO 3. Possess basic communication skills.

COMPETENCY

PO 4. Be able to apply acquired theoretical knowledge to nursing practice using a holistic approach.
Learning Outcome 5. Be able to meet the health education and counseling needs of individuals, families, and the community.
PO 6. Be able to use health information technologies and integrate innovative approaches into nursing care.
PO 7. Manage nursing care in accordance with cultural characteristics, ethical principles, quality management, and laws.
PO 8: To assume responsibility in nursing practice both as an individual and as a team member.
PO 9. To manage care by utilizing critical thinking, problem-solving, research, and evidence-based decision-making skills.
PO 10. To be able to apply lifelong learning skills.
PO 11. Collaborate with professional organizations and other healthcare institutions, participate in, and/or lead activities to contribute to health policies.
PO 12. To take on responsibilities in research, projects, and activities with a sense of social awareness.
PO 13. Be able to keep abreast of developments in the field and communicate with foreign colleagues using a foreign language ("European Language Portfolio Global Scale," Level B1).

2.4.1. Program Outcomes and Performance Indicators

Table 2.1. Program Outcomes and Performance Indicators	
Program Outcomes (PO)	Program Outcome Performance Indicators (PI)
PO-1. Possess the knowledge necessary to fulfill the roles and functions of nursing in meeting the healthcare needs of individuals, families, and the community.	1. The percentage of students who achieve Program Outcomes 1–10 on the Program Competency Achievement Level Form 2. The percentage of students with a passing average of 60 or higher in the common required courses in the curriculum and at the class level (Course passing criteria are defined as a passing grade at the class level)
PO-2. Possess the fundamental psychomotor skills of nursing.	1. The percentage of students who achieve 1 through 10 program outcomes on the Program Competency Achievement Level Form 2. The percentage of students whose average grade in the common required courses in the curriculum and their class-level average grade are above 60 (Course passing criteria at the class level are determined by the passing grade) 3. The percentage of each student who has demonstrated at least 70% of the nursing skills listed on their skills report card
PO-3. Possess basic communication skills.	1. The percentage of students who achieve program outcomes 1 through 10 on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes 2. The percentage of students whose average grade for the common required courses in the curriculum and their class-level passing average is above 60 (Course passing criteria are determined by the grade achieved at the class level) 3. The percentage of students who demonstrate at least 70% of the nursing skills listed on their skill report cards
PO-4. Ability to apply acquired theoretical knowledge to nursing practice using a holistic approach and in a manner appropriate to cultural characteristics.	1. The percentage of students who achieve program outcomes 1 through 10 on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes 2. The percentage of students whose average grade in the common required courses listed in the curriculum and whose class-level passing average are above 60 (Course passing criteria are defined as a passing grade at the class level) 3. The percentage of each student who demonstrates at least 70% of the nursing skills listed on their skills report card 4. The rate at which each student develops at least one care plan in each of their clinical courses
PO-5. To meet the health education and counseling needs of individuals, families, and the community.	1. The percentage of students who achieve at least 70% on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes 1 through 10 2. The percentage of students with an average passing grade of 60 or higher in the common required courses listed in their curriculum and at the class level (Course passing criteria are determined by the passing grade at the class level) 3. The percentage of each student who has demonstrated at least 70% of the nursing skills listed on their skills report card 4. The rate at which each student develops at least one care plan in each of their clinical courses

	5. The rate at which each student conducts at least one activity aligned with the Sustainable Development Goals 6. The rate at which each student prepares at least one health education program
PO-6. Ability to use health information technologies and integrate innovative approaches into nursing care	1. The percentage of students who achieve program outcomes 1 through 10 on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes 2. The percentage of students with an average passing grade of 60 or higher in the common required courses in their curriculum and at the class level (Course passing criteria are defined as a passing grade at the class level) 3. The percentage of each student who demonstrates at least 70% of the nursing skills listed on their skills report card 4. The percentage of each student who develops at least one care plan in each of their clinical courses 5. The percentage of students who present a case study incorporating information technology and innovative approaches during their clinical internship
PO-7. Ability to provide safe and high-quality care in accordance with ethical principles and laws.	1. The percentage of students who achieve program outcomes 1 through 10 on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes 2. The percentage of students with an average passing grade of 60 or higher in the common required courses in their curriculum and at the class level (Course passing criteria are defined as a passing grade at the class level) 3. The percentage of each student who demonstrates at least 70% of the nursing skills listed on their skills report card 4. The percentage of each student who develops at least one care plan in each of their clinical courses 5. The percentage of students who complete at least one reflection on providing safe and high-quality care in accordance with ethical principles and laws during their clinical courses 6. The rate at which each student signs the document stating, "I declare that I have provided care to my patient in accordance with ethical principles and laws," and uploads it to the assignment section
PO-8. Ability to take responsibility as an individual and as a team member in nursing practice	1. The percentage of students who achieve program outcomes 1 through 10 on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes 2. The percentage of students whose average grade in the common required courses listed in the curriculum and whose class-level passing average are above 60 (Course passing criteria are determined by the passing grade at the class level) 3. The percentage of each student who demonstrates at least 70% of the nursing skills listed on their skills report card 4. The rate at which each student develops at least one care plan in each of their clinical courses 5. The percentage of students who complete at least one reflection on providing safe and high-quality care in accordance with ethical principles and laws in their practical courses 6. The rate at which each student participates in activities aligned with the Sustainable Development Goals
PO-9. Ability to manage care by utilizing critical thinking, problem-solving, research, and evidence-based decision-making skills.	1. The percentage of students who achieve program outcomes 1 through 10 on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes 2. The percentage of students whose average grade in the common required courses listed in the curriculum and whose class-level passing average are

	above 60 (Course passing criteria are defined as a passing grade on a class-by-class basis) - The percentage of each student who demonstrates at least 70% of the nursing skills listed on their skills report card - The percentage of each student who develops at least one care plan in each of their clinical courses - The percentage of students who present at least one case study demonstrating critical thinking, problem-solving, research, and evidence-based decision-making skills - The total score obtained from the Critical Thinking Tendency Scale, administered by the Undergraduate Education Program Evaluation Commission, - A total score on the Critical Thinking Propensity Scale of over 210, - A total score on the Problem-Solving Scale of less than 112, - A total score of over 120 on the Readiness for Self-Directed Learning Scale, A total score of over 115 on the Locus of Control Scale, For the CIPP scale: - A score of 21 or higher on the Context dimension, - A score on the Input dimension of 42 or higher, - A score on the Process dimension of 52 or higher, - A score of 39 or higher on the Product dimension.
PO-10. Ability to apply lifelong learning skills.	- The percentage of students who achieve program outcomes 1 through 10 on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes - The percentage of students whose portfolios demonstrate participation in at least three webinars, conferences, or seminars - The percentage of students reaching the graduation stage who take on roles in committees, communities, events, projects, or research
PO-11. Collaborate with professional organizations and other health institutions, participate in, and/or lead activities to contribute to health policies.	- The percentage of students who achieve program outcomes 11, 12, and 13 on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes - The percentage of students whose portfolios demonstrate participation in at least three webinars, conferences, or seminars - The percentage of students reaching the graduation stage who take on roles in committees, communities, events, projects, or research
PO-12. Ability to take on responsibilities in research, projects, and events with a sense of social awareness.	- The percentage of students who achieve Program Outcomes 11, 12, and 13, as indicated in the Program Outcomes Achievement Level Form - The percentage of students whose portfolios demonstrate participation in at least three webinars, conferences, or seminars - The percentage of students nearing graduation who have taken on roles in committees, communities, events, projects, or research - The percentage of students who have written at least one research project proposal
PO-13. Ability to follow developments in one's field and communicate with foreign colleagues using a foreign language. (<i>"European Language Portfolio Global Scale," Level B1</i>)	- The percentage of students who achieve program outcomes 11, 12, and 13 on the Program Competency Achievement Level Form, which serves as the performance indicator for program outcomes - The percentage of students participating in at least one activity in a foreign language - The percentage of students who present at least one case study that includes an article in a foreign language

2.4.2. Relationship Between Program Educational Objectives and Program Outcomes

Table 2.2. Relationship Between the Programme Educational Objectives (PEOs) and Programme Outcomes (POs)					
Turkish Qualifications Framework For Higher Education (TQF-HE-Level 6)	Program Outcomes (POs)	Program Educational Objectives (PEOs)			
		PEO1. Provides holistic care to patients and families in collaboration with the healthcare team in accordance with ethical principles.	PEO2. Participates in research and project activities that contribute to the advancement of the nursing profession.	PEO3. Maintains lifelong learning in line with the knowledge and skills required to fulfill the roles and responsibilities of a bachelor-level nurse.	PEO4. Graduates are employed in national and international healthcare and educational institutions where they fulfill professional nursing roles.
Knowledge	PO1. Possesses the knowledge required to fulfill nursing roles and responsibilities in meeting the healthcare needs of individuals, families, and communities.	5		5	5
Skills	PO2. Demonstrates fundamental psychomotor nursing skills.	5		5	5
	PO3. Demonstrates effective communication skills.	5		5	5
Competencies	PO4. Applies theoretical knowledge to nursing practice using a holistic approach.	5		5	5
	PO5. Meets the health education and counseling needs of individuals, families, and communities.	5		5	5
	PO6. Uses health information technologies and integrates innovative approaches into nursing care.	5		5	5
	PO7. Manages nursing care in accordance with cultural values, ethical principles, quality management standards, and legal regulations.	5		5	5
	PO8. Assumes responsibility individually and as a member of the healthcare team in nursing practice.	5		5	5

	PO9. Manages nursing care using critical thinking, problem-solving, research, and evidence-based decision-making skills.	5	5	5	5
	PO10. Demonstrates lifelong learning skills.		5	5	
	PO11. Collaborates with professional organizations and other healthcare institutions and participates in and/or leads activities that contribute to health policies.	5	5	5	
	PO12. Assumes responsibility in research/projects and social activities with a sense of social responsibility.		5	5	
	PO13. Follows developments in the field and communicates with international colleagues using a foreign language (European Language Portfolio Global Scale, Level B1).		3	3	

Note. 0 = No contribution; 1 = Very low contribution; 2 = Moderate contribution; 3 = High contribution; 4 = Very high contribution; 5 = Full contribution.

SECTION 3

Education and Teaching Plan,

3.1. Education and Teaching Plan

3.1.1. First-Year Program

3.1.1.1. First-Year Fall Semester

Required Courses

Prerequisite	Code	Course 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

3.1.1.2 First-Year Spring Semester

Required Courses

Prerequisite	Code	Course 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
-	ATA 1002	Ataturk's Principles and History of the Turkish Revolution II	2	0	0	2	1 Semester
-	TDL 1002	Turkish Language II	2	0	0	2	1 Semester
-	YDI 1006	Foreign Language II (English)	2	0	0	2	1 Semester

3.1.2. Second-Year Program

3.1.2.1. Second-Year Fall Semester

Required Courses

Prerequisite	Code	Course 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

3.1.2.2. Second Year, Spring Semester

Required Courses

Prerequisite	Code	Course Name	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

3.1.3. Third-Year Program

3.1.3.1. Third-Year Fall Semester

Required Courses

Prerequisite	Code	Course 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

3.1.3.2. Third Year Spring Semester

Required Courses

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

3.1.4. Fourth-Year Program

3.1.4.1. Fourth Year, Fall Semester

Required Courses

Prerequisite	Code	Course Title	T	L	P	ECTS	Semester
HEF 3064 HEF 3066	HEF 4119	Nursing Care Management I	4	0	26	22	1 Semester
-	HEF 4100	Management in Nursing	4	0	4	6	1 Semester

3.1.4.2. Fourth Year Spring Semester

Required Courses

Prerequisite	Code	Course Title	T	L	P	ECTS	Semester
HEF 3064 HEF 3066	HEF 4098	Nursing Care Management II	4	0	28	24	1 Semester
	HEF 4121	Education in Nursing	4	0	4	6	1 Semester

3.1.4.3. Second Year Elective Courses

Prerequisite	Code	Course 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	2	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 2111	Eating Behaviors and Awareness	2	0	0	2	1 Semester
-	HEF 2112	Health Sociology	2	0	0	2	1 Semester

3.1.4.4. Fourth Year Elective Courses

Prerequisite	Code	Course 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

SECTION 4

Course Description Forms

4.1. First-Year Fall Semester Course Description Forms

Compulsory Courses

4.1.1. HEF 1043 Nursing Conceptual Framework And History

HEF 1043 NURSING CONCEPTUAL FRAMEWORK AND HISTORY 2025-2026 Academic Year Fall Semester			
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: Conceptual Framework and History of Nursing	
Course Level: (Undergraduate)		Course Code: HEF 1043	
Issuance/Renewal Date of the Form: 27/08/2025		Course type: Compulsory	
Language of the course: Turkish		Instructor(s) of the course: Prof. Ezgi Karadağ Associate Prof. Nurten Alan Lecturer. PhD. Fethiye Yelkin Alp Assist. Prof. Cahide Ayık Assist. Prof. PhD. İlkin Yılmaz	
Prerequisite of the course: --		Prerequisite course for: --	
Weekly course hours: 2		Course Coordinator: Associate Prof. Nurten Alan	
Theory	Practice	Laboratory	National Credit of the Course: 2
2	-	-	AKTS Credit of the Course: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2/133-134	-	-	267
Course Objective: In this course, the student understands the framework, components, properties and philosophy of nursing.			
Course Learning Outcomes LO1. The student can explain the four main concepts of nursing. LO2. The student can explain the roles and functions of the nurse. LO3. The student can explain the role of the nurse in the healthcare team. LO4. The student can discuss the concept of professionalism. LO5. The student knows the national and international nursing organizations. LO6. The student can explain the concepts and models related to nursing.			
Learning and Teaching Methods: Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer			
Assessment Methods: Understanding and interpreting fundamental concepts and principles, recalling, making decisions, explaining, classifying, combining information, analyzing facts/situations/problems, planning, and evaluating (applying and applying these skills to different situations).			
		Mark as (X) If Available	Percentage (%)
Intra-Semester / Semester-End Studies			
1st Midterm Exam		X	%50
Quiz			
Assignment/Presentation			
Project			
Laboratory			
Final Exam		X	%50

Class Participation			
Practical Work			
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: The exams will assess skills in: understanding and interpreting fundamental concepts and principles, recalling, making decisions, explaining, classifying, combining information, analyzing facts/situations/problems, planning, and evaluating (applying and applying these skills to different situations).			
Recommended Resources for the Course: Primary source: 1. Aştı T.A., Karadağ A. Hemşirelik Esasları: Hemşirelik Bilimi ve Sanatı. Akademi Basın ve Yayıncılık. İstanbul, 2013. 2. Kara Kaşıkçı M ve Akın E. Temel Hemşirelik: Esaslar, Kavramlar, İlkeler, Uygulamalar. İstanbul Tıp Kitapevi, 2021. 3. Karagözoğlu Ş, Demiray A ve Doğan P. Temel Hemşirelik: Uygulama İçin Esaslar. Ankara Nobel Tıp Kitapevleri, 2023. 4. Alligood MR and Tomey AM. Nursin Theory: Utilization and application. Thid Ed. MOSBY Elsevier, 2006.			
Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):			
Contact information of the course instructor: Associate Prof. Nurten Alan nurten.alan@deu.edu.tr ; Phone: 02324124771			
Instructor Office Hours: These vary depending on the individual schedule established each semester; please make an appointment.			
Course Content: Exam dates will be listed in the course syllabus. Once the exam dates are finalized, they are subject to change.			
Week	Topics	Lecturer	Training Method and Material Used
1.	The history of nursing and education	Prof. Ezgi Karadağ	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
2.	The basic concept of nursing: Environment: Physics, Biological, Social Environment	Associate Prof. Nurten Alan	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
3.	The basic concept of nursing: Health and Disease	Prof. Ezgi Karadağ Assist Prof. İlkin Yılmaz	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer,
4.	Nursing definition, roles, function	Lecturer F.Yelkin Alp	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
5.	Health Care System	Assist Prof İlkin Yılmaz	Visual presentation support, case analysis, group discussion, brainstorming,

			video, question and answer
6.	H. concepts, models, concept of care, evidence-based care	Assist Profİlkin Yılmaz Lecturer F.Yelkin Alp	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
7.	MIDTERM EXAM	Assist Profİlkin Yılmaz Associate Prof. Nurten Alan	
8.	Importance of ethics, values and intercultural care in nursing	Prof. Ezgi Karadağ	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
9.	Concept of Health Services and Team	Lecturer F.Yelkin Alp	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
10.	Protection and development of health	Assist Profİlkin Yılmaz	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
11.	Job, Profession and Professionalism Criteria	Assist ProfCahide Ayik	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
12.	Organization and Professional Organizations + Invitation of THD İzmir Branch President	Assist ProfCahide Ayik	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
13.	Problem Solving Process	Associate Prof. Nurten Alan	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
14.	Professional Socialization: Undergraduate Socialization	Assist ProfCahide Ayik	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
15.	Concept Map	Associate Prof. Nurten Alan	Visual presentation support, case analysis, group discussion, brainstorming, video, question and answer
	FINAL EXAM	Associate Prof. Nurten Alan	
	RESIT EXAM	Associate Prof. Nurten Alan	

ECTS Table:			
Course activities	Number	Duration (Hour)	Total work load (Hour)
In Class Activities			
Lectures	14	2	28
Practice	0	0	0
Exams (If an exam is administered during class time, the duration of the exam should be deducted from the class time.)			
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) / 25			50/25
ECTS Credits of Course			2
<i>* 25 hours of work is equivalent to 1 ECTS credit</i>			

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
HEF 1043 Nursing Conceptual Framework And History	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
HEF 1043 Nursing Conceptual Framework And History	LO1-6		LO1-4	LO1-6		LO 1-4	LO1,2, 4-6	LO1-6		LO1-6			

Table 3. HEF 1043 Nursing Conceptual Framework And History Course Contents And Learning Outcomes Matrix							
Weekly	Course Contents	Course Learning Outcomes					
		LO.1.Be able to explain the four concepts	LO.2.Be able to discuss the roles and functions	LO.3.Be able to explain the role of the nurse	LO.4.Be able to discuss the concept	LO.5.Be aware of national and international nursing	LO.6.Be able to explain concepts and models

		of nursing	of the nurse	within the health team	of professi onalism	organization s	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
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

4.1.2. HEF 1045 Assessment Of Health

HEF 1045 ASSESMENT OF HEALTH 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Name of the Department: Nursing		Course Name: Assesment of Health	
Course Level: Bachelor		Course code: HEF 1045	
Form Submitting/Renewal Date: 26.08.2025		Course Status: Compulsory	
Language of Instruction: Turkish		Instructor/s: Prof. Ozlem Ugur Prof. Yaprak Sarigol Ordin Assist. Prof. Burcu Cengiz Assist. Prof. Buket Çelik Assist. Prof. Buse Guler Assist. Prof. Merve Erunal	
Prerequisite: None.		Prerequisite to: None.	
Weekly Course Hours: 2		Course Coordinator: Assist. Prof. Buket Çelik	
Theory	Practice	Laboratory	National Credit: 4
3	-	2	ECTS Credit: 5
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2/143-143	-	6/	286
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.			
Course Learning Outcomes: LO 1: Understands the importance of obtaining data that will form the basis for planning nursing care LO 2: Takes a comprehensive health history using appropriate interview techniques. LO 3: Gain awareness of the role of family, culture and environment in health assessment LO 4: Knows physical examination methods that can be used in nursing care. LO 5: Knows the system-specific physical diagnostics of the individual LO 6: Uses the data obtained as a result of physical diagnosis in the decision-making process for nursing care.			
Learning and Teaching Strategies: Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice			
Assessment methods: (The assessment method should be consistent with the learning outcomes and the teaching techniques used in the course)			
	Mark as (X) If Available		Percentage (%)
Semester Requirements			
Midterm exam	X		%50
Quiz			
Homework Assignments/ Presentation			
Projects			
Laboratory	X		%50
Final exam	X		%50
Attending lesson / PBE lesson			

Practical Application				
Explanations Regarding Assessment Methods: Mid-term grade: 50% of the midterm exam grade + 50% of the laboratory grade. Course Passing Grade: 50% of the mid-term grade + 50% of the final or make-up exam grade will be determined as the course pass grade. Minimum course pass grade: 60 out of 100. Minimum final and make-up exam grade: 50 out of 100.				
Recommended Resources for the Course: Primary sources: 1. Görgülü RS, Hemşireler için fiziksel muayene yöntemleri, İstanbul Kitapevi, 1.Baskı, 2014. 2. Bellack PJ., Edlung JB. Nursing Assesment and Diagnosis. Jones and BarlettPublishers, Boston, Second edition, 1992. 3. Bowers CA., Thompson MJ., Miller M. Clinical Manuel of Health Assessment. Fourth edition. Mosby Year Book, Houston, 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. Supporting References/Materials: 1. 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. Other course materials: Presentation notes, videos, lab checklists				
Course Policies and Rules:				
Contact Details for the Instructor: Assist.Prof. Buket Çelik Phone:: 0 232 412 6975 e-mail: buket.celik@deu.edu.tr				
Office Hours: Each semester varies according to the individual program created.				
Course Outline:				
Week	Theoretical	Laboratory	Instructor	Teaching Technique
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	Prof. Yaprak SARIGOL ORDIN Assist. Prof.Buket ÇELİK	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
2.	Health history taking and interview methods	Getting a health history	Prof. Yaprak SARIGOL ORDIN Assist. Prof.Buket ÇELİK	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
3.	Examination techniques and methods used in health assessment Introduction to the nursing process	Examination techniques scenarios and nursing diagnosis	Prof. Özlem UĞUR Assist. Prof. Buse GULER	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
4.	Evaluation of the cardiovascular system	Pulse counting from the apex Evaluation of peripheral pulses	Assist. Prof.Buket ÇELİK Assist. Prof.Merve ERUNAL	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role

				play,skill monitoring, repetition, and practice
5.	Evaluation of the musculoskeletal system	Neurovascular assessment	Prof. Yaprak SARIGOL ORDIN Assist. Prof. Buket ÇELİK	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
6.	Evaluation of the Respiratory System	Respiratory assessment Respiration counting and breathing types (speed, depth, types)	Prof. Özlem UĞUR Assist. Prof.Merve ERUNAL	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
7.	MIDTERM EXAM	Assist. Prof. Buse GULER		
8.	Evaluation of the gastrointestinal tract and abdomen	Bowel sound assessment	Assist. Prof. Buket ÇELİK Assist. Prof. Burcu CENGİZ	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
9.	Evaluation of the nervous system	Mental Status Evaluation Cranial evaluation	Assist. Prof. Burcu Cengiz Assist. Prof. Merve ERUNAL	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
10.	Evaluation of the endocrine system	Breast Self-Examination	Assist. Prof.Burcu CENGİZ Assist. Prof. Buse GULER	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
11.	Reproductive system assessment	Reproductive system cancer screening programs	Assist. Prof. Burcu CENGİZ Assist. Prof. Buse GULER	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
12.	Urinary system evaluation	Balance follow	Prof. Özlem UĞUR Prof. Yaprak SARIGOL ORDIN	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
13.	Evaluation of the skin and sense organs	Skin evaluation for skin cancer	Prof. Özlem UĞUR Assist. Prof. Buse GULER	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
14.	Psychosocial assessment of health	Psychosocial assessment of the patient	Prof. Özlem UĞUR Prof. Yaprak SARIGOL ORDIN	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role

				play,skill monitoring, repetition, and practice
15.	Assesment of Elderly Feedback	Assesment of Elderly	Assist. Prof.Burcu CENGİZ Assist. Prof.Merve ERUNAL	Power point presentation,visually supported presentation, brainstorming, question and answer, case examples, video, demonstration, concept map, role play,skill monitoring, repetition, and practice
	FİNAL EXAM		Dr.Öğr.Üyesi Merve ERUNAL	
	RESIT EXAM		Dr.Öğr.Üyesi Merve ERUNAL	

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	1	2	2
Out Class activities			
Preparation before/after weekly lectures	14	2	28
Preparation for Mid-term Exam	1	10	10
Preparation for Final Exam	1	12	12
Other quizzes			
Assignment preparation			
Presentation preparation			
Other (please specify)			
Total Work Load (hour)			126/25
ECTS Credits of the Course= Total Work Load (hour) / 25			5
* 25 hours of work is equivalent to 1 ECTS credit			

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
HEF 1045 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
HEF 1045 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	

Table 3. HEF 1045 Assessment of Health Course Contents and Learning Outcomes Matrix							
Week	Weekly Course Contents	Learning Outcomes of the Course					
		LO1: Understands the importance of obtaining data that will form the basis for planning nursing care	LO 2: Takes a comprehensive health history using appropriate interview techniques.	LO 3: Gain awareness of the role of family, culture and environment in health assessment	LO 4: Knows physical examination methods that can be used in nursing care.	LO 5: Knows the system-specific physical diagnostics of the individual	LO 6: Uses the data obtained as a result of physical diagnosis in the decision-making process for nursing care.
1.	Introduction to health assessment Holistic approach to health assessment Role of family, culture and environment in health assessment	X		X			
2.	Health history taking and interview methods	X	X	X			
3.	Examination techniques and methods used in health assessment Introduction to the nursing process	X	X	X	X	X	X
4.	Evaluation of the cardiovascular system	X	X		X	X	X
5.	Evaluation of the musculoskeletal system	X	X		X	X	X
6.	Evaluation of the Respiratory System	X	X		X	X	X
8.	Evaluation of the gastrointestinal tract and abdomen	X	X		X	X	X
9.	Evaluation of the nervous system	X	X		X	X	X
10.	Evaluation of the endocrine system	X	X		X	X	X
11.	Reproductive system assessment	X	X		X	X	X
12.	Urinary system evaluation	X	X		X	X	X
13.	Evaluation of the skin and sense organs	X	X	X	X	X	X
14.	Psychosocial assessment of health	X	X		X	X	X
15.	Assesment of Elderly Feedback	X	X		X	X	X

4.1.3. HEF 1047 Microbiology

HEF 1047 MICROBIOLOGY			
2025-2026 Academic Year Fall Semester			
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: 06.11.2025		Course type: Compulsory	
Language of the course: Turkish		Instructor(s) of the course: Prof. Albay OZBEK Prof. Nuran ESEN Prof. Hüseyin BASKIN Prof. Aydan OZKUTUK Prof. Arzu SAYINER Assoc. Prof. Cem ERGON Assoc. Prof. 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	-	-	ECTS Credit of the Course: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2/156-158	-	-	314
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: LO 1. Categorizes the microorgasm. Define the differences between eukaryotic and prokaryotic cells. LO 2. The student can explain the properties of microorganisms. LO 3. The student can explain the relationship between microorganisms and infectious LO 4. The student can list the infectious agents, transmission routes, prevention and basic treatment principles LO 5. The student can explain the basic mechanisms of action and resistance development of antibiotics. LO 6. The student can explain the mechanisms that provide protection from infection and immunization.			
Learning and Teaching Methods: Remote access to lectures, presentation, discussion, question-answer, self-learning			
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
Quiz			
Application			
Project			
Laboratory			
Final Exam	X		%50
Class Participation			
Practical Application			

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. Küçükler, M. A., Tümbay, E., Anđ, 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. Başustaoglu, 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			
References: Other course materials:			
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			
Course Content:			
Week	Subjects	Lecturer	Training Method and Material Used
1.	Introduction to microbiology and general information	Assist. Prof. Yavuz DOĞAN	Presentation, discussion, question-answer, self-learning
2.	Classification and general characteristics of microorganisms Agent-host relationships, pathogenesis of infectious diseases, concept of normal flora (microbiome)	Assist. Prof. Yavuz DOĞAN Prof. Nuran ESEN	Presentation, discussion, question-answer, self-learning
3.	Bacterial structure, classification and reproduction characteristics Virulence factors of bacteria, disease-causing bacteria and transmission routes	Prof. Hüseyin BASKIN Assist. Prof. Yavuz DOĞAN	Presentation, discussion, question-answer, self-learning
4.	Sterilization, disinfection, antisepsis concepts and application principles Antibiotics action and resistance mechanisms	Assoc. Prof. Cem ERGON Assist. Prof. Yavuz DOĞAN	Presentation, discussion, question-answer, self-learning
5.	Introduction to immunology; Immune system organs and cells, basic functions Innate immune response and functions	Assoc. Cem ERGON Prof. Hüseyin BASKIN	Presentation, discussion, question-answer, self-learning
6.	Acquired immune response I; Humoral immune response Acquired immune response II; Cellular immune response	Prof. Hüseyin BASKIN	Presentation, discussion, question-answer, self-learning
7.	Midterm Exam	Assist. Prof. Yavuz DOĞAN	
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)	Prof. Arzu SAYINER Assist. Prof. Yavuz DOĞAN	Presentation, discussion, question-answer, self-learning
9.	Structure, properties, classification of viruses and important human infections, transmission and protection principles	Prof. Arzu SAYINER	Presentation, discussion, question-answer, self-learning

10.	Structure, properties, classification of fungi and important infections they cause in humans	Prof. Aydan ÖZKÜTÜK	Presentation, discussion, question-answer, self-learning
11.	Important human diseases caused by parasites, their transmission and protection principles - I - helminths	Assoc. Prof. Özlem MİMAN	Presentation, discussion, question-answer, self-learning
12.	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 DOĞAN	Presentation, discussion, question-answer, self-learning
13.	New and re-emerging infectious agents, transmission and protection principles Environment and its importance in hospital infections; approach to special situations	Prof. Hüseyin BASKIN Assoc. Prof. Cem. ERGON	Presentation, discussion, question-answer, self-learning
14.	Hospital infections and their importance. Hospital infection agents and monitoring Hospital infection transmission routes and precautions (standard precautions and precautions for transmission route)	Prof. Alpay ÖZBEK	Presentation, discussion, question-answer, self-learning
15.	Evaluation of the Course	Assist. Prof. Yavuz DOĞAN	question-answer
	FINAL EXAM	Dr. Öğrt. Üyesi Yavuz DOĞAN	
	RESIT EXAM	Dr. Öğrt. Üyesi Yavuz DOĞAN	

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
Total workload (hours) / 25			
* 25 hours of work is equivalent to 1 ECTS credit			

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 1047 Microbiology	3	2	0	2	1	0	0	2	2	3	0	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
HEF 1047 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			

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. Categorizes the microorganism. Define the differences between eukaryotic and prokaryotic cells.	LO 2. The student can explain the properties of microorganisms.	LO 3. The student can explain the relationship between microorganisms and infectious	LO 4. The student can list the infectious agents, transmission routes, prevention and basic treatment principles	LO 5. The student can explain the basic mechanisms of action and resistance development of antibiotics.	LO 6. The student can explain the mechanisms that provide protection from infection and immunization.
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, antiseptics concepts	X	X	X	X		

	and application principles Antibiotics action and resistance mechanisms						
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
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,	X		X			X

	transmission and protection principles II-Protozoa and ectoparasites Importance and technique of hand washing						
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						

4.1.4. HEF 1049 Biochemistry

HEF 1049 BIOCHEMISTRY 2025-2026 Academic Year Fall Semester			
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: 06.11.2025		Course type: Compulsory	
Language of the course: Turkish		Instructor(s) of the course: Prof. Tuncay KÜME Prof. Ayşe Semra KOÇTÜRK Prof. Pınar AKAN Prof. Emine Pınar TUNCEL Prof. Gül Hüray İŞLEKEL Prof. 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

Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 / 141-143	-	-	284
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: LO 1. Ability to explain processes related to analyses in a medical biochemistry laboratory LO 2. Ability to explain the structures, classification, and metabolism of carbohydrates LO 3. Ability to explain the structures, classification, and metabolism of amino acids LO 4. Ability to explain the structure, functions, and plasma proteins LO 5. Ability to explain energy metabolism LO 6. Ability to explain the structures and classification of lipids LO 7. Ability to know and classify the structures of nucleic acids LO 8. Ability to explain lipoprotein metabolism and disorders LO 9. Ability to evaluate clinical biochemistry analyses LO 10. Ability to evaluate preanalytical error sources in biochemistry analyses LO 11. Ability to know cardiac dysfunction and evaluate cardiac markers LO 12. Ability to know and evaluate basic hematological tests LO 13. Ability to explain acid-base balance and evaluate its disorders			
Learning and Teaching Methods: Visually supported presentation, Group work, Question answer, Case Report			
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	
Class Participation			
Practical Application			
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: Primary source: 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. Supplementary resources: References: Other course materials: Presentation notes			
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			
Course Instructor Consultation Days and Times:			
Course Content:			
Week	Subjects	Lecturer	Training Method and Material Used
1.	Introduction to Medical Biochemistry • Field of Medical Biochemistry and Course Introduction • Medical laboratory (Definition, Structure, Function) • Medical Biochemistry (Methods, Tests)	Assoc. Prof. Tuncay KÜME	Visually supported presentation, question-answer

	• Preanalytical Phase • Analytical Phase • Postanalytical Phase		
2.	Structures, classifications and metabolism of amino acids • Structures • Functions • Classification Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use)	Prof. Ayşe Semra KOÇTÜRK	Visually supported presentation, question-answer
3.	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.	Structure, functions of proteins and plasma proteins • Structure (Primary, Secondary, Tertiary, Quaternary) • Functions • Classification • Plasma Proteins	Prof. Pınar AKAN	Visually supported presentation, question-answer
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)	Prof. Ayşe Semra KOÇTÜRK	Visually supported presentation, question-answer
6.	Structures and classification of lipids • Structures • Functions • Classification Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use)	Assoc. Prof. Ozlem GURSOY DORUK	Visually supported presentation, question-answer
7.	MİDTERM EXAM	Assoc. Prof. Ozlem GURSOY DORUK	
8.	Structures and classification of nucleic acids • Structures • Functions • Classification	Prof. Sezer UYSAL	Visually supported presentation, question-answer
9.	Lipoprotein metabolism and disorders • Structures • Functions • Classification Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use) • Lipoprotein metabolism disorders	Prof. Emine Pınar TUNCEL	Visually supported presentation, question-answer
10.	• Preanalytical error sources in biochemical analyses	Assoc. Prof. Murat ORMEN	Visually supported presentation, question-answer
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)	Prof. Sezer UYSAL	Visually supported presentation, question-answer
12.	Cardiac dysfunction and cardiac markers • Heart Muscle Damage • Cardiac Markers	Assoc. Prof. Ozlem GURSOY DORUK	Visually supported presentation, question-answer

13.	Basic hematological tests • Complete blood count • Coagulation • Sedimentation	Assoc. Prof. Murat ORMEN	Visually supported presentation, question-answer
14.	Acid-base balance • Acid, Base, pH Concepts • Acid-Base Balance in the Body (Buffer Systems, Lungs, Kidneys) • Acid-Base Balance Disorders	Prof. Gül Hüray İŞLEKEL	Visually supported presentation, question-answer
15.	General Discussion	Assoc. Prof. Ozlem GURSOY DORUK	Question-answer
	FINAL EXAM		
	RESIT EXAM		

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 ECTS
Total workload (hours) / 25			
* 25 hours of work is equivalent to 1 ECTS credit			

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 1049 Biochemistry	3	2	0	2	1	0	0	2	2	3	0	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
HEF 1049 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			

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	LO 4	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)	X	X	X	X	X								

	o Krebs and Oxidative Phosphorylation (Axygenated)													
6	Structures and classification of lipids • Structures • Functions • Classification • Metabolism (Intake, Digestion, Absorption, Transport in Blood, Storage, Use)	X				X	X							
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	X				X								X

	Systems, Lungs, Kidneys) • Acid-Base Balance Disorders													
15	General Discussion													

4.1.5. HEF 1051 Anatomy

HEF 1051 ANATOMY 2025-2026 Academic Year Fall Semester			
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: 06.11.2025			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
3	0	0	ECTS Credit of the Course: 3
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 /151-52	-	-	303
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: LO 1. To be able to explain the basic anatomy terminology. LO 2. To be able to explain the basic anatomy of the nervous system. LO 3. To be able to explain the basic anatomy of spinal nerves. LO 4. To be able to explain the basic anatomy of the movement system LO 5. To be able to explain the basic anatomy of the circulatory system. LO 6. To be able to explain the basic anatomy of the respiratory system. LO 7. To be able to explain the basic anatomy of the gastrointestinal system. LO 8. To be able to explain the basic anatomy of the urinary system. LO 9. To be able to explain the basic anatomy of the reproductive system. LO 10. To be able to explain the basic anatomy of the endocrine system. LO 11. To be able to explain the basic anatomy of the sense organs.			
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) If Available
Intra-Semester / Semester-End Studies			Percentage (%)
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 Tıp Kitabevi, İstanbul.			
İnsan Anatomisi 1,2, Yazar: Mehmet Yıldırım, 7. Baskı, 2012, Nobel Tıp 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 Tıp 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			
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			
Course Content:			
Week	Subjects	Lecturer	Training Method and Material Used
1.	Introduction to human anatomy, terminology and common terms	Assoc. Prof. Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
2.	Anatomical parts of the human body	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
3.	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.	Nervous system anatomy (Autonomic nervous system: Sympathetic and parasympathetic nerves)	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
5.	Locomotor system anatomy (Skeleton, muscles, bones, joints)	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
6.	Heart and circulatory system anatomy	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
7.	MIDTERM EXAM	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	
8.	Respiratory system anatomy	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
9.	Gastrointestinal system anatomy	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
10.	Urinary system anatomy	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
11.	Reproductive system anatomy	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
12.	Endocrine system anatomy	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
13.	Sense Organs (Skin, Olfactory Organ, Taste Organ, Eye, Ear) Anatomy	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
14.	Genaral overview	Assoc. Prof.Gökşin Nilüfer DEMİRCİ	Visually supported presentation, question-answer
	FINAL EXAM		
	RESIT EXAM		

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
Total workload (hour) / 25			
* 25 hours of work is equivalent to 1 ECTS credit			

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 1051 Anatomy	3	2	0	2	1	0	0	2	2	3	0	0	0

Table 2. Relation of Course Learning Outcomes and Program Outcomes													
Lear ning Out com e	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
HE F 105 1 Ana tom y	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			

Table 3. Course Contents and Learning Outcomes Matrix														
HEF 1051 Anatomy Course Contents And Learning Outcomes Matrix														
W e e k	Weekly Course Contents	Learning Outcomes of the Course												
		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
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	
8	Respiratory 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	General overview	X										X	X	X
15	General overview													

4.1.6. HEF 1053 Physiology

HEF 1053 PHYSIOLOGY 2025-2026 Academic Year Fall Semester			
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: 06.11.2025		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	-	-	ECTS Credit of the Course:3

Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 /130- 133	-	-	263
THIS TABLE WILL BE TRANSFERRED FROM THE REGISTRAR'S OFFICE AUTOMATION SYSTEM.			
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: LO 1: Knows general physiology concepts and homeostasis mechanisms. LO 2: Can explain the elements that make up the cell structure, transport of substances across the cell membrane, membrane potential and action potential formation. LO 3: Can explain the functions of the central and peripheral nervous systems, the structure of neurons, the functions of the blood-brain barrier, the formation and functions of cerebrospinal fluid. LO 4: Can explain muscle physiology, the contraction-relaxation process in striated and smooth muscle. LO 5: Can explain the physiology of the heart and circulatory system. LO 6: Can explain the physiology of the respiratory system. LO 7: Can explain the physiology of blood and blood components, homeostasis mechanisms. LO 8: Can explain the physiology of the gastrointestinal system. LO 9: Can explain the physiology of the urinary system. LO 10: Can explain the physiology of the reproductive system. LO 11: Can explain the regulatory role of the endocrine system and the effects of major hormones. LO12: Knows the physiological functioning of sensory organs (skin, sense of smell, sense of taste, vision, hearing).			
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) 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: Two midterm exam grades make up the semester grade. It constitutes 50% of the semester grade and 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, Stanton BA (Edit), Türk Fizyolojik Bilimler Derneği (Çev. Edt.) (2008), Fizyoloji, Güneş Tıp Kitabevi, İstanbul 4. Boron WF, Boulpaep EC (2012) Medical Physiology, 2. Edition, Saunders Elsevier, ABD.			
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			
Course Content:			
Week	Subjects	Lecturer	Training Method and Material Used
1.	Introduction to physiology, homeostasis mechanisms Cell physiology	Lecturer Dr. Sevim KANDİŞ	Visual supported presentations Brainstorming Question-Answer
2.	Transport of substances across the cell membrane Resting membrane potential, action potential	Lecturer Dr. Sevim KANDİŞ	Visual supported presentations Brainstorming Question-Answer

3.	Nervous system physiology	Lecturer Dr. Sevim KANDİŞ	Visual supported presentations Brainstorming Question-Answer
4.	Muscle physiology	Lecturer Dr. Sevim KANDİŞ	Visual supported presentations Brainstorming Question-Answer
5.	Heart and circulatory system physiology	Lecturer Dr. Sevim KANDİŞ	Visual supported presentations Brainstorming Question-Answer
6.	Respiratory system physiology	Lecturer Dr. Sevim KANDİŞ	Visual supported presentations Brainstorming Question-Answer
7.	MIDTERM EXAM	Assoc. Prof. Ferda Ulviye HOŞGÖRLER	
8.	Blood and components physiology	Assoc. Prof. Ferda Ulviye HOŞGÖRLER	Visual supported presentations Brainstorming Question-Answer
9.	Gastrointestinal system physiology	Assoc. Prof. Ferda Ulviye HOŞGÖRLER	Visual supported presentations Brainstorming Question-Answer
10.	Urinary system physiology	Assoc. Prof. Ferda Ulviye HOŞGÖRLER	Visual supported presentations Brainstorming Question-Answer
11.	Reproductive system physiology	Assoc. Prof. Ferda Ulviye HOŞGÖRLER	Visual supported presentations Brainstorming Question-Answer
12.	Endocrine system physiology	Assoc. Prof. Ferda Ulviye HOŞGÖRLER	Visual supported presentations Brainstorming Question-Answer
13.	Sense organs physiology (general senses, smell and taste)	Assoc. Prof. Ferda Ulviye HOŞGÖRLER	Visual supported presentations Brainstorming Question-Answer
14.	Physiology of Sensory Organs (vision, hearing)	Assoc. Prof. Ferda Ulviye HOŞGÖRLER	Visual supported presentations Brainstorming Question-Answer
15.	General Overview	Assoc. Prof. Ferda Ulviye HOŞGÖRLER	Question-Answer
	FINAL EXAM		
	RESIT EXAM		

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)			75
ECTS Credits of Course			3
* 25 hours of work is equivalent to 1 ECTS credit			

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 1053 Physiology	3	2	0	2	1	0	0	2	2	3	0	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
HEF 1053 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			

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	LO 4	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						
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												

4.1.7. HEF 1055 Basic Communication Skills

HEF 1055 BASIC COMMUNICATION SKILLS

2025-2026 Academic Year Fall Semester

HEF 1055 BASIC COMMUNICATION SKILLS 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Medicine			Department(s) Taking the Course: Faculty of Nursing
Name of the Department: Nursing			Course Name: Basic Communication Skills
Course Level: Bachelor			Course Code: HEF 1055
Form Submitting/Renewal Date: 13.08.2025			Course Status: Compulsory
Language of Instruction: Turkish			Instructor/s: Professor Zekiye Çetinkaya Duman Professor Neslihan Günüşen Associate Prof Sibel Coşkun Asist Prof. Gülsüm Zekiye Tuncer Asist Prof. Eda Ayten Kankaya Asist Prof. N. Gamze Özer Özlü
Prerequisite: -			Prerequisite to: -
Weekly Course Hours: 2			Course Coordinator: Associate Prof Sibel Coşkun
Theory	Application	Laboratory	National Credit: 3
2	-	2	ECTS Credit: 3
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
7 / 66-67-62-63	0	6 /	258
Course Objective: The aim of this course is to train nurses who understand the importance of the therapeutic relationship and communication, have self-awareness, recognize reactions to health and illness, and can use communication skills effectively.			
Learning Outcomes: LO1. Understanding the importance of communication and the factors that influence it. LO2. Being able to use communication techniques appropriate to the individual's needs. LO3. Understanding the importance of critical and reflective thinking. LO4. Understanding assertive behaviour patterns.			
Learning and Teaching Strategies: Class participation, lecture, presentation, discussion, question-answer, case study, role playing, applying, watching videos			
Assessment Methods: If needed, other assessment methods can be added to the table given below.			
	Mark as (X) If Available	Percentage (%)	
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: The exam will assess to students ability to remember, interpret, make decisions, explain, classify, synthesize, analyze, and apply your knowledge.			
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: Sağlık 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.

Contact Details for the Instructor: Associate Prof Sibel Coşkun 0 232 412 69 93. sibel.coskun@deu.edu.tr

Course Content:

Week	Topics	Instructor	Training Method and Material Used
1.	Introduction to the course, the concept and importance of communication Factors affecting communication	Asist Prof Gülsüm Zekiye Tuncer	Lecture, question and answer
2.	Culture/The Perception / Prejudice	Assoc Prof Sibel Coşkun	Lecture, question and answer, case study, watching video
3.	Self-knowledge, awareness and improving awareness	Professor Neslihan Günüşen	Lecture, question and answer, awareness exercise
4.	Therapeutic relationship	Asist Prof N. Gamze Özer Özlü	Lecture, question and answer, watching video
5.	Basic communication skills (questioning, summarizing, and concretizing)	Assoc Prof Sibel Coşkun	Lecture, question and answer, case study, role play, watching video
6.	Basic communication skills (Empathy, Listening)	Professor Neslihan Günüşen	Lecture, question and answer, case study, role play
7.	MIDTERM EXAM	Assoc Prof Sibel Coşkun	
8.	Interview techniques	Asist Prof Gülsüm Zekiye Tuncer	Lecture, question and answer, case study, role play, watching video
9.	Approach to the angry individual	Prof. Zekiye Ç. Duman	Lecture, question and answer, case study, role play
10.	Communication in special cases	Assoc Prof Sibel Coşkun	
11.	Approach to the anxious individual	Professor Neslihan Günüşen	Lecture, question and answer, case study, role play
12.	Behaviours affecting communication, assertiveness Feedback	Asist Prof Gülsüm Zekiye Tuncer	Lecture, question and answer, case study, role play
13.	Saying no & Making a request	Prof. Zekiye Ç. Duman	Lecture, question and answer, case study, role play
14.	Reflection	Prof. Zekiye Ç. Duman	Lecture, question and answer, case study
15.	General Overview	Assoc Prof Sibel Coşkun	Question and answer
	FINAL EXAM		

	RESIT EXAM		
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ECTS Table			
Course Activities	Number	Duration (hour)	Total Work Load (hour)
In Class Activities			
Lectures	14	2	28
Labratory	14	2	28
Exams			
Final	1	2	2
Mid-term	1	2	2
Labratory	1	2	2
Out Class activities			
Preparation before/after weekly lectures			
Preparation for Mid-term Exam	1	5	5
Preparation for Final Exam	1	6	6
Preparation for Lab Exam	1	2	2
Preparing Individual Assignments			
Preparing Group Assignments			
Preparing Presentations			
Other (please indicate)			
Total Work Load (hour)	75/25		
ECTS Credits of Course=	3		
* 25 hours of work is equivalent to 1 ECTS credit			

Table 1. Contribution of course learning outcomes to program outcomes													
Learning outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 1055 Basic Communication Skills	3	2	3	2	3	1	3	3	2	2	1	2	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
HEF 1055 Basic Communication Skills	LO 1, 2, 3,	LO 1,2	LO 1, 2, 3, 4	LO 1, 2, 3	LO 1, 2, 3, 4	LO 2	LO 1, 2, 3, 4	LO 1, 3, 4	LO 1, 2, 3, 4	LO 2,3,4	LO 3,4	LO 2,3, 4	

Table 3. Hef 1055 Basic Communication Skills Course Contents And Learning Outcomes Matrix							
Week	Weekly Course Contents	Learning Outcomes:					
		LO1. Knowing the importance of communication and the	LO2. Knowing and applying basic communication skills and	LO3. To be able to know and apply communication techniques and approaches suitable for the needs of the	LO4. Developing self-knowledge and assertive skills	LO5. Understanding the importance of feedback, gaining the ability to give	LO6. Critical thinking, gaining reflective thinking skills

		factors affecting it	interview techniques	individual in special situations		and receive feedback	
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	
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

4.1.8. KPD 1000 The Office of Career Planning and Alumni Relations

KPD 1000 THE OFFICE OF CAREER PLANNING AND ALUMNI RELATIONS
2025-2026 Academic Year Fall Semester

Department(s) Giving the Course: Faculty of Medicine			Department(s) Taking the Course: Faculty of Nursing
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: 28.08.2025			Course Status: Obligatory
Language of Instruction: Turkish			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
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 /131-152	-	-	283
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: LO 1. Be able to understand career and related concepts, individual career planning process and its importance LO 2. Be able to have self-awareness, LO 3. Be able to understand career options, LO 4. Be able to grasp future professions and competencies, LO 5. Be able to use self-expression and communication skills effectively, LO 6. Be able to apprehend the importance of social capital and professional relationship networks LO 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	X	%50	
Paper/Presentation	X	%50	
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			
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	Lecture	Training Method and Material Used
1.	The purpose and scope of the career planning course	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
2.	Career related concepts and changing nature of career	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
3.	Getting to know yourself	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
4.	Personal future design	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
5.	Profession and competencies of the future, soft competencies	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
6.	Basic communication skills	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
7.	MIDTERM EXAM	Prof. Dr. Diğdem M. Siyez	
8.	Management of professional relationship networks	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
9.	CV and cover letter preparation, effective interview techniques	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
10.	Career in the public sector	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
11.	Career in the private sector	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
12.	Entrepreneurship career	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
13.	Academic career	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
14.	Career in NGOs	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
15.	Career planning course term evaluation and future action plan	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
16.	Evaluation	Prof. Dr. Diğdem M. Siyez	Lecture, question and answer, case study, watching video
	FINAL EXAM	Prof. Dr. Diğdem M. Siyez	

	RESIT EXAM	Prof. Dr. Dığdem M. Siyez	
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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 activities	2	2	4
Total work load (hour)			50
ECTS Credits of the Course=			50/25
Total Work Load (hour) / 25			2
* 25 hours of work is equivalent to 1 ECTS credit			

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
KPD 1000 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
KPD 1000 Career Planning		LO 1		LO 2					LO 1,3,4,5		LO 1,5		LO 2,4

Table 3. KPD 1000 Career Planning - Course Content and Learning Outcomes Matrix									
Week	Topics	Learning Outcomes							
		LO1. Be able to understand career and related concepts,	LO 2. Be able to have self-awareness	LO 3. Be able to understand career options	LO 4. Be able to grasp future professions and	LO 5. Be able to use self-expression and communication skills	LO 6. Be able to apprehend the importance	LO 7. Be able to reach the right resources	

		individual career planning process and its importance			competencies	effectively	of social capital and professional relationship networks	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
15	TERM PROJECTS	X	X	X	X	X	X	X

4.1.9. YDL 1007 Foreign Language I (English)

YDL 1007 FOREIGN LANGUAGE I (ENGLISH) 2025-2026 Akademiz Year Fall Semester			
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: 06.11.2025			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	-	-	ECTS Credit of the Course:2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 / 145	-	-	145
Course Objective: This course will enhance students' writing, reading, speaking and listening skills with the help of Communicative Approach.			
Learning Outcomes of The Course: LO1. Reading and comprehension of English texts at basic level. LO2. Learning vocabulary needed in their field at basic level. LO3. Providing effective use of foreign language in the field at basic level. LO4. Writing in target language in the field at basic level. LO5. Using target language in their daily life effectively at basic level			
Learning and Teaching Methods: Lectures, Communicative approach, 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 (%)	
Intra-Semester / Semester-End Studies			
1 st 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.			
Recommended Resources for the Course: Main Coursebook: Network 1, Oxford University Press Supplementary Materials: Various grammar books			
Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):			
Contact Information of The Course Instructor:			
Course Content:			
Week	Topics	Lecturer	Training Method and Material Used
1.	Unit7A- 7 B Voc: state verbs, business and trade Gr: simple and continuous aspects; activity and state verbs	Instructor Melike OZBEYLI	Lectures, Communicative approach, Question-answer

2.	Unit 7C- 7D Voc: the internet; prefixes, on the phone Gr: present perfect simple and present perfect continuous Ls: making plans on the phone	Instructor Melike OZBEYLI	Lectures, Communicative approach, Question-answer
3.	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.	Unit 8C -Unit 8D Voc: synonymy, Gr: wishes2; should have. Ls: UK and USA tipping habits	Instructor Melike OZBEYLI	Lectures, Communicative approach, Question-answer
5.	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.	Unit 9C-D Voc: homonyms Gr: review of the units Ls: arranging an evening out.	Instructor Melike OZBEYLI	Lectures, Communicative approach, Question-answer
7.	Midterm Exam	Instructor Melike OZBEYLI	Lectures, Communicative approach, Question-answer
8.	Unit 10A-B Voc: household jobs Gr: have/get sth done, get somebody to do sth, do sth yourself	Instructor Melike OZBEYLI	
9.	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.	Unit 11A-B Voc: work collocations, business collocations Gr: describing future events; future perfect	Instructor Melike OZBEYLI	Lectures, Communicative approach, Question-answer
11.	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.	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.	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.	General review	Instructor Melike OZBEYLI	Question-answer
15.	General review	Instructor Melike OZBEYLI	Question-answer
	FINAL EXAM		
	RESIT 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	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 ECTS

* 25 hours of work is equivalent to 1 ECTS credit

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
YDL 1007 Foreign Language I (English)	0	0	3	0	0	0	0	0	0	3	0	0	3

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
YDL 1007 Foreign Language I (English)			LO 1, 2, 3, 4, 5							LO 1, 2, 3, 4, 5			LO 1, 2, 3, 4, 5

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	LO 4	LO 5
1	Unit 7A- 7 B Voc: state verbs, business and trade Gr: simple and continuous aspects; activity and state verbs	X	X	X	X	X
2	Unit 7C- 7D Voc: the internet; prefixes, on the phone Gr: present perfect simple and present perfect continuous Ls: making plans on the 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: synonymy, 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
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: describing 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					

4.1.10. TDL 1001 Turkish Language I

TDL 1001 TURKISH LANGUAGE I 2025-2026 Academic Year Fall Semester			
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: 06.11.2025			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
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/ 252	-	-	252
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: LO1. Comprehending the bond between language and culture. LO2. Explaining the historical eras of Turkish Language. LO3. Using Turkish as a written and spoken tool with fluency and efficiency. LO4. Explaining the structural and operational features of Turkish Language. LO5. Developing a more sensitive and conscious point a view towards his/her language			
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			
1 st 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.			
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 Linguistics, 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	Subiects	Lecturer	Training Method and Material Used

1.	Introduction to the objective, principles and subjects of the Turkish Language Course	Lecturer Gülece BİLEN	Presentation, expression
2.	The significance of language in society	Lecturer Gülece BİLEN	Presentation, expression
3.	The significance of the Turkish Language among the world languages.	Lecturer Gülece BİLEN	Presentation, expression
4.	The historical eras of the Turkish Language.	Lecturer Gülece BİLEN	Presentation, expression
5.	The current situation of Turkish Language and the regions of spread.	Lecturer Gülece BİLEN	Presentation, expression
6.	Spelling rules and implementation.	Lecturer Gülece BİLEN	Presentation, expression
7.	MIDTERM EXAM	Lecturer Gülece BİLEN	
8.	Punctuation marks and implementation	Lecturer Gülece BİLEN	Presentation, expression
9.	Turkish Phonetics and classification.	Lecturer Gülece BİLEN	Presentation, expression
10.	Turkish Phonology.	Lecturer Gülece BİLEN	Presentation, expression
11.	The Features Turkish Phonetics.	Lecturer Gülece BİLEN	Presentation, expression
12.	General information about essay writing.	Lecturer Gülece BİLEN	Presentation, expression
13.	Expression styles in essay writing.	Lecturer Gülece BİLEN	Presentation, expression
14.	General evaluation of term topics.	Lecturer Gülece BİLEN	Presentation, expression
15.	General evaluation of term topics.	Lecturer Gülece BİLEN	
	FINAL EXAM		
	RESIT EXAM		

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
Total Workload (hour)/25			
* 25 hours of work is equivalent to 1 ECTS credit			

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
TDL 1001 Turkish Language I	0	0	3	0	0	0	0	0	0	3	0	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
TDL 1001 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					

4.1.11. ATA 1001 Principles Of Atatürkand History Of The Turkish Revolution

ATA 1001 PRINCIPLES OF ATATURKAND HISTORY OF THE TURKISH REVOLUTION 2025-2026 Academic Year Fall Semester			
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: 06.08.2025			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: Lecturer Dr. İbrahim ŞAHİN
Theory	Practice	Laboratory	National Credit of the Course: 2
2	-	-	ECTS Credit of the Course:2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 / 128-128	-	-	256
Course Objective: To get students comprehend development stages of Turkish community in transition from empire to nation state			
Learning Outcomes of The Course:			
LO 1. To be able to explain general concepts that compose fundamentals of Turkish revolution			
LO 2. To be able to explain aims, methods and outcomes of westernization movements of the Ottoman Empire			
LO 3. To be able to comprehend developments that happened in domestic and foreign policies during the last period of the Ottoman Empire			
LO 4. To be able to understand impacts of the Great War to the Ottoman Empire			
LO 5. To be able to explicate political, economical, military and social events that happened during the National Struggle process			
Learning and Teaching Methods: Presentation, expression			
Assessment Methods:(Assessment method shall correspond to learning outputs and teaching techniques being used during the course)			

		Mark as (X) If Available	Percentage (%)
Intra-Semester / Semester-End Studies			
1st Midterm Exam		X	40%
Application			
Project			
Laboratory			
Final Exam		X	60%
Explanations Concerning the Assessment Methods: In the evaluation of the course, 50% of the midterm grade and 50% of the final grade will be determined as the course success grade in determining the calculations during the semester.			
Assessment Criteria: %40 Midterm exam, %60 final exam (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.	State, Monarchy, Oligarchy, Republic, Laicism, Democracy, Insurrection, Revolution, Nation-State	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
2.	Feudalism, Crusades, Age of Geography, Renaissance and Reformation Movements, French Revolution, Industrial Revolution	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
3.	Ottoman Modernisation	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
4.	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.	Imperialism, colonialism, nationalism and formation of blocs in the process which goes to the Great War	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
6.	Tripoli and Balkan Wars	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
7.	Midterm Exam		
8.	Great War and the Ottoman Empire	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
9.	Moudros Armistice Treaty and occupation process	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression

10.	Glance of Mustafa Kemal to the existing situation	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
11.	Developments that happened during the National Struggle period	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
12.	Mudanya Armistice Treaty	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
13.	Lausanne Peace Treaty	Lecturer Dr. İbrahim ŞAHİN	Presentation, expression
14.	Course overall evaluation - feedback	Lecturer Dr. İbrahim ŞAHİN	
	FINAL EXAM		
	RESIT 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
* 25 hours of work is equivalent to 1 ECTS credit			

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
ATA 1001 Principles of Ataturk And History Of The Turkish Revolution I	0	0	0	0	0	0	0	0	0	3	0	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
ATA 1001 Principles of Ataturk And History of The Turkish Revolution I										LO 1,2,3,4,5,6			

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	
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						

4.1.12. TBT 1001 Basic Information Technology

TBT 1001 BASIC INFORMATION TECHNOLOGY

2025-2026 Akademik Yıl Fall Semester

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: 05.08.2025			Course type: Compulsory		
Language of the course: Turkish			Instructor(s) of the course: Assoc. Prof. Ozlem KIREN GURLER		
Prerequisite of the course:-			Prerequisite course for:-		
Weekly course hours:4			Course Coordinator (Responsible for registers to the course): Assoc. Prof. Ozlem KIREN GURLER		
Theory	Practice	Laboratory	National Credit of the Course: -		
2	0	2	ECTS Credit of the Course: 3		
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course		
1/248	-	6 /	248		
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:			
LO 1.The student can have basic information about computers and their hardwares			
LO 2.The student can have basic information about operating systems			
LO 3.The student can have information about the functions of the Microsoft Office Word program			
LO 4.The student can have information about the functions of the Microsoft Office Excel program			
LO 5.The student can have information about the functions of the Microsoft Office Power Point program			
LO 6.The student can obtain the skill of using the Microsoft Office Word program efficiently			
LO 7.The student can obtain the skill of using the Microsoft Office Excel program efficiently			
LO 8.The student can obtain the skill of using the Microsoft Office Power Point program efficiently			
LO 9.The student can access to information via internet			
LO 10.The student can communicate via internet			
Learning and Teaching Methods:			
Presentation, laboratory work, homework preparation, question and answer			
Assessment Methods: (Assessment method shall correspond to learning outputs and teaching techniques being used during the course)			
	Mark as (X) If Available	Percentage (%)	
Intra-Semester / Semester-End Studies			
1st Midterm Exam	X	%50	
Application			
Project			
Laboratory			
Final Exam	X	%50	
Explanations Concerning the Assessment Methods:			
In the assessment of the course, 50% of the midterm grade and 50% of the final grade shall determine the semester grade.			
Semester Grade: 50% 1st Midterm Exam grade + 50% final grade			
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:			
Course Content			
Week	Subjects	Lecturer	Training Method and Material Used
1.	Orientation week Publicity of the computer laboratory	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
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	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
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	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
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	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
5.	Publicity of the Basic Functions of MS WORD (Tool bars) Creating, formatting, saving, printing documents, making the page setup, using forms	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer

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	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
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	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
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	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
10.	Publicity of the basic functions of MS Excel Working environment Data entry, formulas, numbers, texts Data organization, use of tool bars	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
11.	MS Excel Database operations Processing and arraying a list Frequent Problems and Solution Suggestions	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
12.	Publicity of the basic functions of MS Power Point Slide design Saving the slides	Assoc. Prof. Ozlem KIREN GURLER	Presentation, laboratory work, homework preparation, question and answer
13.	Cont. Power Point Principles of presentation preparation Enriching the presentations Frequent Problems and Solution Suggestions	Assoc. Prof. Ozlem KIREN GURLER	question and answer
14.	General course repetition	Assoc. Prof. Ozlem KIREN GURLER	question and answer
15.	General course repetition	Assoc. Prof. Ozlem KIREN GURLER	question and answer
	FINAL EXAM		
	RESIT EXAM		

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

* 25 hours of work is equivalent to 1 ECTS credit

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
TBT 1001 Basic Information Technology	0	0	3	0	0	2	0	0	0	3	0	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
TBT 1001 Basic Information Technology			LO 1, 2, 3, 4, 5			LO 3, 4, 5, 6, 7, 8, 9, 10				LO 1, 2, 3, 4, 5			

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	LO 4	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							

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		

4.2. Second Year Fall Program, Course Description Forms

4.2.1. HEF 2091 Internal Medicine Nursing

HEF 2091 INTERNAL MEDICINE NURSING 2025-2026 Academic Year Fall Semester

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: 08.09.2025			Course type: Compulsory		
Language of the course: Turkish			Instructor(s) of the course: Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Hatice MERT Prof. Özlem UĞUR Prof. Ezgi KARADAĞ 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 ERÜNAL		
Theory	Practice	Laboratory	National Credit of the Course: 11		
6	10	-	AKTS Credit of the Course: 15		
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course		

2 /122-115	8 /	-	237
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			
Learning and Teaching Methods: Presentation, discussion, brainstorm, project, case presentation, question&answer, laboratory			
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:			
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			
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			
11. Noncommunicable Diseases Country Profiles, World Health organization, 2014. http://apps.who.int/iris/bitstream/10665/128038/1/9789241507509_eng.pdf ,			
12. Standards of Medical Care in Diabetes, American Diabetes Association, Diabetes Care, 2013, 36 (1): 11-66.			
13. Kaplan G., Dedeli Ö., 2012, Temel İç Hastalıkları Hemşireliği Kavram ve Kuramlar, İstanbul Tıp Kitabevi, 1. Baskı.			
14. Dökmeci İ., Farmakoloji, İstanbul Tıp Kitabevi, 2007, 1. Baskı.			
15. Akbayrak N., Erkal – İlhan S., Ançel G., Albayrak A., Hemşirelik Bakım Planları (Dahiliye – Cerrahi Hemşireliği ve Psiko-sosyal Boyut, Alter Yayıncılık, 1. Basım, 2007.			
16. Erdemir F., Hemşirelik Tanıları El Kitabı, Nobel Tıp Kitabevi, 2012.			

17. Topçuoğlu M.A., Durna Z., Karadakovan A. (2014) Nörolojik Bilimler Hemşireliği Kanıta Dayalı Uygulamalar, Nobel Tıp Kitabevleri, İstanbul.
18. Durna Z. (2013) İç Hastalıkları Hemşireliği Akademi Basın, İstanbul, 290-296.
19. Erdil F., Bayraktar N. (2004) Hemşireler için sıvı elektrolit ve asit-baz dengesinin ABC'si , Aydoğdu Ofset , Ankara.
20. Kaptan G. (2013) Geriatrik Bakım İlkeleri, Nobel Tıp Kitabevi, İstanbul.
21. Gökçe Kutsal Y. (2007) Temel Geriatri, Güneş Tıp Kitabevleri, İstanbul.
- Arıoğlu 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:

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Prof. Özlem KÜÇÜKGÜÇLÜ	e-mail: ozlem.kguclu@deu.edu.tr	Tel: 4126966
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Assoc. Prof. Merve Aliye AKYOL	e-mail: merve.akyol@deu.edu.tr	Tel: 4124774
Asist. Prof. Dilek SEZGİN	e-mail: 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: Asst. Prof. Merve Erünal Mondays 09.00-12.00

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 (1 hour) Chronic Diseases and Nursing Care (2 hours) Chronic Diseases and Technology Use (2 hours) Management of Chronic Diseases in Disasters (1 hour)	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL Assist. Prof. Merve Erünal	Presentation, discussion
2	Respiratory System Diseases (6 hours)	Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Hatice MERT Assist. Prof. Merve Erünal	Presentation, discussion
3	Respiratory System Diseases (4 hours) Endocrine System and Metabolism Diseases Nursing Care (2 hours)	Prof. Özlem KÜÇÜKGÜÇLÜ Assist. Prof. Merve Erünal Prof. Özlem UĞUR Assoc. Prof. Dilek BÜYÜKKAYA BESEN	Presentation, discussion
4	Endocrine System and Metabolism Diseases Nursing Care (6 hours)	Prof. Özlem UĞUR Assoc. Prof. Dilek BÜYÜKKAYA BESEN Assist. Prof. Merve Erünal	Presentation, discussion
5	Nervous System Diseases and Nursing Care (6 hours)	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL	Presentation, discussion
6	Nervous System Diseases and Nursing Care (2 hours) Laboratory (Neurologic monitoring) (4 hours)	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Hatice MERT Prof. Özlem UĞUR Prof. Ezgi KARADAĞ Assoc. Dr. Dilek BÜYÜKKAYA BESEN Assoc. Prof. Merve Aliye AKYOL Asist. Prof. Dilek SEZGİN Assist. Prof. Merve Erünal	Presentation, discussion, Laboratory application

7	Midterm exam (40 min)	Asist. Prof. Dilek SEZGİN Assist. Prof. Merve Erünel	
8	Nervous System Diseases and Nursing Care (2 hours) Cancer and Nursing Care (4 hours)	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL Prof. Özlem UĞUR Prof. Ezgi KARADAĞ	Presentation, discussion
9	Communication Laboratory (4 hours) Cancer and Nursing Care (2 hours)	Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Hatice MERT Prof. Özlem UĞUR Prof. Ezgi KARADAĞ Assoc. Dr. Dilek BÜYÜKKAYA BESEN Assoc. Prof. Merve Aliye AKYOL Asist. Prof. Dilek SEZGİN Assist. Prof. Merve Erünel Prof. Özlem UĞUR Prof. Ezgi KARADAĞ	Presentation, discussion, Laboratory application
10	Cardiovascular System Diseases and Nursing Care (6 hours)	Prof. Hatice MERT Assoc. Prof. Merve Aliye AKYOL Asist. Prof. Dilek SEZGİN	Presentation, discussion
11	Cardiovascular System Diseases and Nursing Care (3 hours) Renal System Diseases and Nursing Care (3 hours)	Assoc. Prof. Merve Aliye AKYOL Asist. Prof. Dilek SEZGİN Prof. Hatice MERT Prof. Ezgi KARADAĞ	Presentation, discussion
12	Renal System Diseases and Nursing Care (3 hours) Hematologic diseases and Nursing Care (3 hours)	Prof. Hatice MERT Asist. Prof. Dilek SEZGİN Prof. Ezgi KARADAĞ	Presentation, discussion
13	Hematologic diseases and Nursing Care (3 hours) Joint and Connective Tissue Diseases and Nursing Care (3 hours)	Prof. Özlem Uğur Assoc. Dr. Dilek BÜYÜKKAYA BESEN Asist. Prof. Dilek SEZGİN	Presentation, discussion
14	Joint and Connective Tissue Diseases and Nursing Care (3 hours) Digestive System Diseases and Nursing Care (3 hours)	Prof. Ezgi KARADAĞ Assoc. Dr. Dilek BÜYÜKKAYA BESEN Assist. Prof. Merve Erünel	Presentation, discussion
15	Digestive System Diseases and Nursing Care (5 hours) End of Term Feedback (1 hour)	Prof. Ezgi KARADAĞ Assoc. Dr. Dilek BÜYÜKKAYA BESEN Assist. Prof. Merve Erünel	Presentation, discussion
	FINAL EXAM		
	RESIT EXAM		

ECTS Table:

Course Activities	Number	Duration (hour)	Total Workload (Hour)
Activities during the course			
Lecturing	14	5	70
Practice	14	6	84
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 ECTS
Total Workload (hour)/ 25			
<i>* 25 hours of work is equivalent to 1 ECTS credit</i>			

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 2091 Internal Medicine Nursing	3	3	3	3	3	3	3	3	3	2	1	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
HEF 2091 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	-

Table 3. HEF 2091 Internal Medicine Course Contents And Learning Outcomes Matrix

Week	Weekly Course Contents	Learning Outcomes of the Course							
		LO 1. Knowing system diseases and nursing care	LO 2. Ability to use the nursing process in the care of individuals with acute and chronic internal diseases	LO 3. Ability to take a holistic approach to the healthy individual/patient	LO 4. Ability to discuss the knowledge and skills acquired in the field of internal medicine nursing with a critical approach	LO 5. Ability to provide health education according to the needs of the patient/family at the primary, secondary and tertiary prevention levels regarding diseases	LO 6. Knowing patient rights and ethical approaches in internal clinics	LO 7. Ability to follow current information on internal medicine	LO 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)	x	x	x	x	x	x	x	x

	Chronic Diseases and Technology Use (2 hours) Management of Chronic Diseases in Disasters (1 hour)								
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
6	Nervous System Diseases and Nursing Care (6 hours)	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)	x	x	x	x	x	x	x	x

	Communication Laboratory (4 hours)								
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

4.2.2. HEF 2093 Epidemiology

HEF 2093 EPIDEMIOLOGY 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Name of the Department: Hemşirelik		Course Title: Epidemiology	
Course Level: Bachelor's		Course Code: HEF 2093	
Form Submitting/renewal Date: September 2025		Course Status: Compulsory	
Language of Instruction: Turkish		Instructor/s: Prof. Güldam KARADAĞ Prof. Meryem ÖZTÜRK HANEY Assos. Prof. Şeyda ÖZBIÇAKÇI Assist. Prof. Burcu CENGİZ	
Prerequisite:		Prerequisite to:	
Weekly Course Hours: 2		Course Coordinator : Prof. Güldam KARADAĞ	
Theory	Application	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 3
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 / 131- 129	-	-	260
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: LO 1. The student knows the principles of epidemiology. LO 2. The student knows the application fields of epidemiology. LO 3. The student can explain the steps to identify an area. LO 4. The student knows the notification and surveillance systems. LO 5. The student can explain the principles of pandemic and infectious disease prevention. LO 6. The student knows the principles of diagnosis via epidemiological criteria. LO 7. The student knows the epidemiological research methods.			
Learning and Teaching Methods: Presentation, Discussion, Question-Answer, Literature Review, Self Learning, Area Practices			
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			
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			
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. Güldam KARADAĞ

gkaradag71@gmail.com

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. Güldam KARADAĞ
2.	Areas of use of epidemiological methods	Assist. Prof. Burcu CENGİZ
3.	Descriptive epidemiology Epidemiological criteria	Assoc. Prof. Şeyda ÖZBİÇAKÇI
4.	Tools used in data collection in epidemiology	Prof. Meryem ÖZTÜRK HANEY
5.	Causality of Epidemiology	Prof. Güldam KARADAĞ
6.	MIDTERM EXAM	Assoc. Prof. Şeyda ÖZBİÇAKÇI
7.	Case Control Studies	Dr. Öğr. Üyesi Burcu CENGİZ
8.	Cross-Sectional Studies Field Surveys	Assoc. Şeyda ÖZBİÇAKÇI
9.	Cohort Studies	Prof. Meryem ÖZTÜRK HANEY
10.	Epidemiological investigation of epidemics	Prof. Güldam KARADAĞ
11.	Notification and surveillance systems	Assist. Prof. Burcu CENGİZ
12.	Intervention Studies	Prof. Meryem ÖZTÜRK HANEY
13.	Methodological Studies	Assist. Prof. Burcu CENGİZ
14.	Epidemiology of infectious diseases	Assoc. Prof. Şeyda ÖZBİÇAKÇI
15.	Epidemiology of chronic diseases and cancer and evaluation of the course	Assoc. Prof. Şeyda ÖZBİÇAKÇI
	FINAL EXAM	Assoc. Prof. Şeyda ÖZBİÇAKÇI
	RESIT EXAM	Assoc. Prof. Şeyda ÖZBİÇAKÇI

ECTS Table:

Course Activities	Number	Duration (hour)	Total Workload (Hour)
Activities during the course			
Lecturing	13	2	26
Exams			
Midterm Exam	1	2	2
Other short exams/ quizzes etc.			
Final Exam	1	2	2
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	9	9
Preparation to the final exam	1	10	10
Preparation to other short exams	0	0	0
Homework	0	0	0
Making presentation	0	0	0
Other (please specify)	0	0	0
Total Workload (hour)			75
Total Workload (hour)/ 25			3
AKTS credit of the course			3
* 25 hours of work is equivalent to 1 ECTS credit			

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
HEF 2093 Epidemiology	3	2	1	3	3	2	3	2	3	2	1	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
HEF 2093 Epidemiology	LO 1,2,3,4,5,6	LO 1,4	LO 4,5,6	LO 2,3,4	LO 2,3,4	LO 4,6	LO 1,2,3,4,5	LO 3,4,5,6	LO 1,2,3,4,5	LO 1,2,3,4,5	LO 5,6		

Table 3. HEF 2093 Epidemiology Course Contents And Learning Outcomes Matrix								
Week	Weekly Course Contents	Learning Outcomes of the Course						
		LO 1. Epidemiy olojinin ilkelerini bilir The student knows the principles of epidemiol ogy.	LO 2. The student knows the applicatio n fields of epidemiol ogy.	LO 3. The student can explain the steps to identify an area.	LO 4. The student knows the notificati on and surveilla nce systems.	LO 5. The student can explain the principle s of pandemi c and infectiou s disease preventio n	LO 6. The student knows the principles of diagnosis via epidemiolog ical criteria.	LO 7. The studen t knows the epide miolo gical resear ch metho ds.
1	Definition, principles, strategies, historical development of epidemiology	X						
2	Areas of use of epidemiological methods	X	X					
3	Descriptive epidemiology Epidemiological criteria	X	X	X	X		X	
4	Tools used in data collection in epidemiology	X	X	X	X		X	
5	Causality of Epidemiology		X	X	X	X	X	X
6	Case Control Studies		X				X	
8	Cross-Sectional Studies Field Surveys	X	X	X			X	
9	Cohort Studies	X	X	X	X		X	X
10	Epidemiological investigation of epidemics	X	X	X			X	X
11	Notification and surveillance systems	X	X	X	X			X
12	Intervention Studies	X						X
13	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	

4.2.3. HEF 2095 Life Cycle And Development

HEF 2095 LIFE CYCLE AND DEVELOPMENT
2025-2026 Academic Year Fall Semester

Department(s) Giving the Course: Faculty of Nursing			Department(s) Taking the Course: Faculty of Nursing
Name of the Department: Hemşirelik			Course Title: Life Cycle And Development
Course Level: Bachelor's Degree			Course Number: HEF 2095
Revision date of Form: 08.08.2025			Course Type: Mandatory
Course Language: Turkish			Responsible Lecturers: Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Murat BEKTAŞ Prof. Gülendamar KARADAĞ Prof. Merlinda ALUŞ TOKAT Prof. Meryem Ö. HANEY Prof. Dilek BİLGİÇ Prof. Gülçin ÖZALP GERÇEKER Assoc. Prof. Merve Aliye AKYOL Assit. Prof. E. Zahide ÖZDEMİR Assit. Prof. Buse GÜLER
Prerequisites and Co-requisites: -			Recommended Optional Programme Components: -
Weekly Course Hours: 2			Course Coordinator: Prof. Gülçin ÖZALP GERÇEKER
Lecture	Practice	Lab	National Credits: 2
2	0	0	ECTS: 3
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 / 130-133	-	-	263
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: LO 1. Examining the biological, sociological and psychological foundations of human development LO 2. To be able to evaluate the role of learning, social interaction as it develops throughout human life LO 3. To be able to review human development theories in nursing practice LO 4. Being able to recognize the impact of growth, diversity and change on human development LO 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: Sanrock 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: Prof. Gülçin ÖZALP GERÇEKER 02324124763 gulcin.ozalp@deu.edu.tr

Course Outline

Week	Subjects	Lecturer	Training Method and Material Used
1.	Introduction of the Course; Introduction to Life Periods	Prof. Murat BEKTAŞ Prof. Gülçin ÖZALP GERÇEKER	Class participation, presentation, discussion, research, question-answer, self-learning
2.	Its Effect on Development and Life Periods in the Womb	Prof. Dilek BİLGİÇ Asis. Prof. Buse GÜLER	Class participation, presentation, discussion, research, question-answer, self-learning
3.	Its Effect on Development and Life Periods in the Womb-Continued	Asis. Prof. Buse GÜLER Prof. Merlinda ALUŞ TOKAT	Class participation, presentation, discussion, research, question-answer, self-learning
4.	Infancy (0-1 years) Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors	Asis. Prof. E. Zahide ÖZDEMİR Prof. Gülçin ÖZALP GERÇEKER	Class participation, presentation, discussion, research, question-answer, self-learning
5.	Infancy (0-1 years) Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors- Continued	Asis. Prof. E. Zahide ÖZDEMİR Prof. Gülçin ÖZALP GERÇEKER	Class participation, presentation, discussion, research, question-answer, self-learning
6.	Play Childhood Period (1-3 years); Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors	Asis. Prof. E. Zahide ÖZDEMİR Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer, self-learning
7.	Midterm Exam	Prof. Gülçin ÖZALP GERÇEKER Asis. Prof. Buse GÜLER	
8.	Preschool Period (3-6 years); Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors	Asis. Prof. E. Zahide ÖZDEMİR Prof. Gülçin ÖZALP GERÇEKER	Class participation, presentation, discussion, research, question-answer, self-learning
9.	School Childhood Period (6-12 years); Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors	Prof. Murat BEKTAŞ Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer, self-learning
10.	Adolescent Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors	Prof. Murat BEKTAŞ Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer, self-learning
11.	Adolescent Period; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors-Continued	Asis. Prof. Buse GÜLER Prof. Dilek BİLGİÇ	Class participation, presentation, discussion, research, question-answer, self-learning
12.	Early Adulthood; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors	Prof. Meryem Ö. HANEY Prof. Meryem Ö. HANEY	Class participation, presentation, discussion, research, question-answer, self-learning

13.	Middle Age Adulthood; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors	Asis. Prof. Buse GÜLER Prof. Merlinda ALUŞ TOKAT	Class participation, presentation, discussion, research, question-answer, self-learning
14.	Late Adulthood/Senior Age; Bio-psychosocial and cognitive development, stress management, nutrition, screenings, physical activity, risky health behaviors	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL	Class participation, presentation, discussion, research, question-answer, self-learning
15.	Death Evaluation of the course	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL	Class participation, presentation, discussion, research, question-answer, self-learning
	FINAL EXAM		
	RESIT EXAM		

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
* 25 hours of work is equivalent to 1 ECTS credit			

Table 1. Contribution of course learning outcomes to program outcomes													
Learning outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 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													
Learning outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2095 Life Cycle and Development	LO 1,2,3,4,5	LO 1,2,3,4,5	LO 1,2,3,4,5	LO 1,2,3,4,5	LO 1,2,3,4,5	LO 1,2,3,4,5	LO 5	LO 1,2,4,5	LO 1,2,3,4,5	LO 1,2,4,5	LO 1,2,3,4,5	LO 1,2,3,4,5	LO 1,2,3,4,5

Develo pment													
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Table 3. HEF 2095 Life Cycle And Developmentcourse Content And Learning Outcomes Matrix

Week	Weekly Course Contents	Learning Outcomes of the Course				
		LO1. Examining the biological, sociological and psychological foundations of human development	LO2. To be able to evaluate the role of learning, social interaction as it develops throughout human life	LO3. To be able to review human development theories in nursing practice	LO4. Being able to recognize the impact of growth, diversity and change on human development	LO5. 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
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4.2.4. HEF 2097 Health Education

HEF 2097 HEALTH EDUCATION 2025-2026 Academic Year Fall Semester			
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 2025			Course type: Compulsory
Language of the course: Turkish			Instructor(s) of the course: Prof. Gülendām 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
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 / 130-138	-	-	268
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: LO1. To understand the concepts related to health education. LO2. To explain approaches to health education. LO3. To explain the factors affecting health education. LO4. To determine the health education needs in line with the needs of the individual, family and society. LO5.To plan health education in line with the learning and teaching process. LO6.To present examples of health education application examples. LO7. To discuss the role of nurses in health education.			
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.			

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

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
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. Ankara. 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
1.	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
2.	Basic Principles of Health Education and Ethics Roles of Nurses Related to Health Education	Doç. Dr. Şeyda Özbıçakcı	Doç. Dr. Şeyda Özbıçakcı	Presentation, discussion
3.	Health Education Approaches Health Education Topics and Application Places	Prof. Güldam Karadağ	Prof. Güldam Karadağ	Presentation, discussion
4.	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
5.	Health Education Methods, Techniques, Tools and Equipment, developing and using equipment	Doç. Dr. Meryem Öztürk Haney	Doç. Dr. Meryem Öztürk Haney	Presentation, discussion
6.	Health education and counseling, health communication, health literacy	Doç. Dr. Şeyda Özbıçakcı	Doç. Dr. Şeyda Özbıçakcı	Presentation, discussion
7.	Model use in health education	Prof. Güldam Karadağ	Prof. Güldam Karadağ	Presentation, discussion
8.	Midterm Exam	Doç. Dr. Meryem Öztürk Haney	Dr.Öğr.Üyesi. Burcu Cengiz	
9.	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
10.	Health Education Planning Stages- Implementation and Evaluation of Health Education	Doç. Dr. Meryem Öztürk Haney	Doç. Dr. Meryem Öztürk Haney	Presentation, discussion

11.	Discussion of Health Education Practice Examples	Doç. Dr. Şeyda Özbiçakcı	Doç. Dr. Şeyda Özbiçakcı	Presentation, discussion
12.	Discussion of Health Education Practice Examples	Prof. Güldam Karadağ	Prof. Güldam Karadağ	Presentation, discussion
13.	Discussion of Health Education Practice Examples	Dr. Öğr. Üyesi. Burcu Cengiz	Dr. Öğr. Üyesi. Burcu Cengiz	Presentation, discussion
14.	Discussion of Health Education Practice Examples	Prof. Güldam Karadağ	Prof. Güldam Karadağ	Presentation, discussion
	Final Exam	Doç. Dr. Meryem Öztürk Haney	Doç. Dr. Şeyda Özbiçakcı	
	Resit Exam	Doç. Dr. Meryem Öztürk Haney		

ECTS 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
* 25 hours of work is equivalent to 1 ECTS credit			

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 2097 Health Education	3	0	3	3	3	2	3	2	3	2	1	0	0

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

HEF 2097 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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Table 3. HEF 2097 HEALTH EDUCATION COURSE CONTENTS AND LEARNING OUTCOMES MATRIX

Course Learning Outcomes								
Week	Weekly Course Contents	LO1- To understand the concepts related to health education.	2-To explain approaches to health education.	LO 3 - To explain the factors affecting health education	LO 4 - To determine the health education needs in line with the needs of the individual, family and society.	LO 5 - To plan health education in line with the learning and teaching process.	LO 6 - To present health education application examples.	LO 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	Factors Affecting Health Education Special Health Education for Different Groups	X	X		X	X		X
6	Health education and counseling, health communication, health literacy	X	X	X	X	X	X	X
8	Model use in health education	X	X	X	X	X	X	X
19	Health Education Planning Stages	X	X	X		X		
10	Health Education Planning Stages-	X	X	X	X	X	X	X
11	Discussion of Health Education Practice Examples	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

4.2.5. HEF 2107 Ethics In Nursing

HEF 2107 ETHICS IN NURSING

2025-2026 Academic Year Fall Semester

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: 19/09/2025	Course type: Compulsory
Language of the course: Turkish	Instructor(s) of the course:

			Prof. Dilek Özden Assoc. Prof. Ezgi Karadağ Assist. Prof. Cahide Ayık 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 Coordinato: Assist. Prof. Cahide Ayık
Theory	Practice	Laboratory	National Credit of the Course: 3
3	-	-	AKTS Credit of the Course: 4
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
4 / 67-82-61-45	-	-	255
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: LO1. To comprehend nursing value systems, to define the concepts of ethics, morality, deontology LO2. To be able to associate human and patient rights with the concepts of ethics and deontology LO3. To be able to define nursing ethical principles and codes LO4. To be able to recognise ethical problems and dilemmas LO5. To be able to define the steps of ethical decision making process LO6. Ability to analyze ethical issues that may be encountered in clinical practices and care.			
Learning and Teaching Strategies: Visual presentation, video, news, discussing, question and answer, case study, team working			
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			

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

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.	Diñç., L. Bakım Kavramı ve Ahlaki Boyutu. Sağlık Bilimleri Fakültesi Hemşirelik Dergisi (2010) 74–82
8.	Diñç., 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				
Course content:				
	Subjects	Instructor	Method of Instruction and Materials Used	Method of instruction
1.	Concepts related to ethics (ethics, morality, values, deontology)	Prof. Dilek Özden ASsist. Prof Cahide AYİK	Presentation, video, news, discussion, question-answer	Face to face
2.	Ethical principles and professional ethical codes	Prof. Ezgi Karadağ LecturerF. Yelkin Alp	Presentation, video, news, discussion, question-answer	Face to face
3.	Ethical problems, dilemmas and ethical decision-making process	Prof. Dilek Özden ASsist. Prof İlkin Yılmaz	Presentation, video, news, discussion, question-answer	Face to face
4.	Human rights and patient rights	Prof. Ezgi Karadağ ASsist. Prof Cahide AYİK	Presentation, video, news, discussion, question-answer	Face to face
5.	Ethical problems encountered in the use of technology in health care and case analysis	LecturerF. Yelkin Alp Prof. Dilek Özden	Presentation, video, news, discussion, question-answer, case analysis	Face to face
6.	Ethical problems encountered in chronic and elderly patients and case analysis	ASsist. Prof Cahide AYİK Prof. Ezgi Karadağ	Presentation, video, news, discussion, question-answer, case analysis	Face to face
7.	Midterm exam	LecturerF. Yelkin Alp ASsist. Prof Cahide AYİK	Presentation, video, news, discussion, question-answer, case analysis	Face to face
8.	Ethical problems encountered in intensive care and case analysis	ASsist. Prof İlkin Yılmaz	Presentation, video, news, discussion, question-answer, case analysis	Face to face
9.	Ethical problems encountered in oncology and palliative care and case analysis	Prof. Ezgi Karadağ	Presentation, video, news, discussion, question-answer, case analysis	Face to face
10.	Ethical problems encountered in emergency services and case analysis	Prof. Dilek Özden ASsist. Prof Cahide AYİK	Presentation, video, news, discussion, question-answer, case analysis	Face to face
11.	Reflex writing and ethical decision-making process regarding ethical problems encountered by students in clinical practice (will be submitted as homework)	Prof. Dilek Özden Doç. Dr. Ezgi Karadağ ASsist. Prof Cahide Ayık ASsist. Prof İlkin Yılmaz ASsist. Prof Gizem Göktuna LecturerF. Yelkin Alp	Discussion, question-answer, case study, group work	Face to face
12.	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
13.	Ethical sensitivity-Case Analysis	Prof. Dilek Özden ASsist. Prof İlkin Yılmaz	Presentation, video, news, discussion, question-answer, case analysis	Face to face

14.	Business ethics, Ethical Work Environment, Ethical Leadership, Ethical Climate	Prof. Ezgi Karadağ LecturerF. Yelkin Alp	Presentation, video, news, discussion, question-answer, case analysis	Face to face
15.	Legal responsibility of nurses in ethical problems and malpractice	ASsist. Prof Cahide Ayık ASsist. Prof Gizem Göktuna	Presentation, video, news, discussion, question-answer, case analysis	
	Final Exam			
	Resit Exam			

ECTS Table:			
Course Activities	Number	Duration (hour)	Total Workload (hour)
In Class Activities			
Lectures	14	3	42
Laboratory			
Clinical Praticte			
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 Praticte			
Independent study			
Total Workload (hour)			100/25
ECTS Credits of Course			4
* 25 hours of work is equivalent to 1 ECTS credit			

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
HEF 2107 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													
Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2107 Nursing Ethics	LO1 ,2,3	-	LO 4,5,6	LO 3,4,5 ,6	LO 2,6	-	LO1 ,2,3, 4,5,6	LO 3,4,6	LO2 ,4,5, 6	LO4 ,5,6	-	-	-

Table3. HEF 2107 ETHICS IN NURSING COURSE COURSE CONTENT AND LEARNING OUTCOMES MATRIX

Week	Weekly Course Contents	Learning Outcomes of the Course					
		LO1. Understand nursing value systems, define the concepts of ethics, morality, deontology	LO2. To be able to associate human and patient rights with the concepts of ethics and deontology	LO3. To be able to define nursing ethical principles and	LO4. To be able to recognize ethical problems and dilemmas	LO5. To be able to define the steps of ethical decision making	LO6. To be able to analyse the ethical problems encountered in clinical practice and care
1	Concepts related to ethics (ethics, morality, values, deontology)	X					
2	Ethical principles and professional ethical codes	X		X			
3	Ethical problems, dilemmas and ethical decision-making process	X		X		X	
4	Human rights and patient rights		X	X			
5	Ethical problems encountered in the use of		X	X	X	X	X
6	Ethical problems encountered in chronic and		X	X	X	X	X
8	Ethical problems encountered in intensive care	X	X	X	X	X	X
9	Ethical problems encountered in oncology and		X	X	X	X	X
10	Ethical problems encountered in emergency		X	X	X	X	X
11	Reflex writing and ethical decision-making		X	X	X	X	X
12	Ethical problems and case analysis in infectious		X	X	X	X	X
13	Ethical sensitivity-Case		X	X	X	X	X
14	Business ethics, Ethical Work Environment,			X			

15	Legal responsibility of nurses in ethical			X			X
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4.2.6. Second Year Elective Courses

4.2.6.1. IHD 1001 Human Rights

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.2.6.2. HEF 2060 Sexual And Reproductive Health

HEF 2060 SEXUAL AND REPRODUCTIVE HEALTH 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course:: 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: 13.08.2025		Course Type: Elective	
Course Language: Turkish		Responsible Lecturers: Prof. 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	-	-	ECTS: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 / 51	-	-	51

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:

- LO1. The student can define the concepts of SH/RH, gender, social gender and explain their importance
- LO2. The student can be acquainted with the political, economic, cultural factors affecting the SH/RH
- LO3. The student can array the primary SH/RH problems in the world and in Turkey
- LO4. The student can array the SH/RH problems special to life periods
- LO5. The student can be acquainted with nursing approaches that are convenient for SH/RH problems
- LO6. The student can explain the medical, supportive approaches that are used in SH/RH problems

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

Assessment Methods: Midterm exam 50% + Final Exam: %50

Course Assesment		%
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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		
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 Kitabevi, 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		

Course Outline			
Weeks	Topics	Lecturers	Education Material and Methods
1.	-Introduction of the course -Introduction to sexual and reproductive health - Sexual and Reproductive Health Rights	Dilek Bilgiç	Presentation Group Discussion Case Discussion
2.	-Laws Affecting Sexual and Reproductive Health	Hande Yağcan	Presentation Group Discussion Case Discussion
3.	-Fertility Awareness	Merlinda Aluş Tokat	Presentation Group Discussion Case Discussion
4.	-Sexual Health Problems	Dilek Bilgiç	Presentation Group Discussion Case Discussion
5.	-Reproductive Health Problems	Hülya Özberk	Presentation Group Discussion Case Discussion
6.	-Current Approaches in Family Planning	Hülya Özberk	Presentation Group Discussion Case Discussion
7.	-Reproductive Health in Extraordinary Situations	Dilek Bilgiç	Presentation Group Discussion Case Discussion
8.	Midterm Exam -Developing a Solution Project for Sexual and Reproductive Health Problems	Hande Yağcan	
9.	-Most Common Reproductive System Infections and STIs	Hülya Özberk	Presentation Group Discussion Case Discussion
10.	-Health Literacy in Sexual and Reproductive Health	Dilek Bilgiç	Presentation Group Discussion Case Discussion

11.	-Sexual Health in Vulnerable Groups	Hülya Özberk	Presentation Group Discussion Case Discussion
12.	-Violence and Reproductive Health	Hande Yağcan	Presentation Group Discussion Case Discussion
13.	-Use of Technology in Sexual and Reproductive Health	Merlinda Aluş Tokat	Presentation Group Discussion Case Discussion
14.	-Working Life and Glass Ceiling Syndrome -Term evaluation	Hande Yağcan	Presentation Group Discussion Case Discussion
	Final Exam		
	Resit Exam		

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
* 25 hours of work is equivalent to 1 ECTS credit			

Table 1. Contribution of course learning outcomes to programme 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 2060 Sexual And Reproductive Health	3	0	1	2	3	0	1	1	2	3	0	1	0

Table 2. Relationship between Course Learning Outcomes and Programme 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

HEF 2060 Sexual And Reproductive Health	LO 1, 2, 3	LO 3	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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Table 3. HEF 2060 SEXUAL AND REPRODUCTIVE HEALTH COURSE CONTENTS AND LEARNING OUTCOMES MATRIX

Week	Weekly Course Contents	Learning Outcomes of the Course					LO6. Explaining the medical and supportive approaches used in CSUS problems.
		LO1. Defining the concepts of CS/US, sex, and gender and explaining their importance.	LO2. Knowing the political, economic, and cultural factors affecting CSUS health.	LO3. Listing the priority CS/US problems in Turkey and the World.	LO4. Listing the CSUS problems specific to life periods.	LO5. Knowing the appropriate nursing approaches to 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
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	

4.2.6.3. HEF 2066 Quality in Nursing and Patient Safety

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.2.6.4. HEF 2068 Nursing English II

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.2.6.5. HEF 2070 Emergency Nursing

HEF 2070 EMERGENCY NURSING 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course:: Faculty of Nursing	
Name of the Department: Nursing		Course Name: Emergency Nursing	
Course Level: Bachelor		Course Code: HEF 2070	
Form Submitting/renewal Date: 11.09.2025		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	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 / 20	-	-	20
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.			
Learning and Teaching Strategies: Powerpoint presentation, Expression Question answer Show on mockup Case discussion Video demonstration Brainstorming,			
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.
Recommended 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.

Week	Subject	Instructor	Training Method and Material Used
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	Associate Professor Özlem Bilik	Powerpoint presentation, Expression Question answer
2.	Pain control, analgesia and sedation in the emergency room	Assistant Professor Buket Çelik	Powerpoint presentation, Expression Question answer Case discussion
3.	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
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	Associate Professor Özlem Bilik	Powerpoint presentation, Expression Brainstorming, Question answer
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	Associate Professor Özlem Bilik	Powerpoint presentation, Brainstorming, Question answer Expression
6.	Neurological emergencies and nursing care Neurological diagnostics Intracranial Pressure Increase Syndrome (KIBAS) management	Assistant Professor Dilek Sezgin	Powerpoint presentation, Expression

	Emergency care management and follow-up of the patient diagnosed with acute cerebrovascular accident		Question answer Brainstorming, Video demonstration
7.	Midterm exam	Assistant Professor Buket Çelik	
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)	Professor Hatice Mert	Powerpoint presentation, Expression Brainstorming, Question answer
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	Associate Professor Aylin Durmaz Edeer	Powerpoint presentation, Brainstorming, Question answer Structured case discussion Pre-lesson guide sharing Summary presentation Expression
10.	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
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	Assistant Professor Dilek Sezgin	Powerpoint presentation, Expression Question answer
12.	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
13.	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
14.	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
15.	Basic life support	Assistant Professor Dilek SEZGİN	Powerpoint presentation, Expression Question answer Show on mockup
	Final Exam		
	Resit Exam		

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			2
Total Workload (hour) /25			
* 25 hours of work is equivalent to 1 ECTS credit			

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
HEF 2070 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
HEF 2070 Emergency Nursing	LO 1,2,3,4,5			LO 3,4	LO 1,2,3,4,5		LO 2,4	LO 4	LO 1,2,3,4,5				

Table 3. HEF 2070 Emergency Nursing Course Content And Learning Outcomes Matrix						
Week	Weekly Course Contents	Learning Outcomes of the Course				
		LO1: Explain the duties, powers and responsibilities of the emergency nurse.	LO2: List the safe care interventions in acute and critical patients in the	LO3: Have the knowledge to evaluate the patients in the emergency room and to	LO4: Explain the importance of legal and ethical issues in emergency nursing.	LO5: Explain emergency organization and triage.

			emergency room.	determine the priorities.		
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		
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



4.2.6.6. HEF 2072 Operating Room Nursing

HEF 2072 OPERATING ROOM NURSING 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing			Department(s) Taking the Course:: Faculty of Nursing
Name of the Department: Nursing			Course Name: Operating Room Nursing
Course Level: Bachelor			Course Code: HEF 2072
Form Submitting/Renewal Date: 29.08.2025			Course Status: Elective
Language of Instruction: Turkish			Course Instructor(s): Prof. Özlem Bilik Prof. Fatma Vural Prof. Yaprak Sarıgöl Ordin Assoc. Prof. Aklime Sarıkaya Assoc. Prof. Aylin Durmaz Edeer
Prerequisite: -			Prerequisite to: -
Weekly Course Hours: 2			Course Coordinator: Prof. Fatma Vural
Theory	Application	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 / 19	-	-	19
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.			
Learning and Teaching Methods: Presentation, Discussion, Video supported training			
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			
Contact Details for the Instructor:			
Prof. Özlem Bilik Prof. Fatma Vural Prof. Yaprak Sarıgöl Ordin Assoc. Prof. Aklime Sarıkaya Assoc. Prof. Aylin Durmaz Edeer		Phone: 0 232 412 69 62 Phone: 0 232 412 47 80 Phone: 0 232 412 47 87 Phone: 0 232 412 97 16 Phone: 0 232 412 47 64	ozlem.bilik@deu.edu.tr fatma.vural@deu.edu.tr yaprak.sarigol@deu.edu.tr aklime.sarikaya@deu.edu.tr aylin.durmaz@deu.edu.tr
Assessment Criteria: In the assessment of the course, 50% of the midterm exam grade and 50% of the final grade will be determined as the course success grade. Course Success Grade: 50% midterm grade (Midterm exam) + 50% final grade In exams; interpretation, remembering, decision making, explanation, classification, gathering skills will be evaluated.			
Textbook(s)/References/Materials: Main source: 1. Yavuz van Giersbergen, Kaymakçı S. Ameliyathane Hemsireliği. Türk Cerrahi ve Ameliyathane Hemsireliği Derneği. 2022.			

2. Rothrock J.C, Alexander's Care of the Patient in Surgery- Elsevier eBook on Intel Education Study (Retail Access Card) 14th Edition, 2022
3. Haigh H. Perioperative standards and recommended practices. 2024 edition, AORN, 2024. <https://www.aorn.org/guidelines-resources/guidelines-for-perioperative-practice>
4. Brunner and Suddarth's Textbook of Medical Surgical Nursing, 12th Edition
5. AORN (Association of perioperative Registered Nurses) <https://www.aorn.org/> Temmuz, 2024
6. Karadakovan A, Aslan E. F. Dahili ve Cerrahi Hastalıklarda Bakım (6. Baskı), Nobel Kitapevi, Adana, 2022

Supporting sources:

1. <https://www.jointcommission.org/resources/patient-safety/> Temmuz, 2024
2. <https://www.ihl.org/improvement-areas/improvement-area-patient-safety> Temmuz 2024
3. Center For Disease Control (CDC) <https://www.cdc.gov/> , Temmuz 2024
4. American Hospital Association (AHA) <https://www.aha.org/> , Temmuz 2024
5. Berrios-Torres SI, Umscheid CA, Bratzler DW, et al. Centers for Disease Control and Prevention Guideline for the Prevention of Surgical Site Infection, 2017. JAMA Surg. 2017;152(8):784-791. doi:10.1001/jamasurg.2017.0904
6. <https://www.aorn.org/pfiedler-edu> ,Temmuz 2024

References:

Other course materials:

Introducing surgical sets, opening sterile packs, wearing and dressing surgical shirts.

Weeks	Topics	Faculty Member	Teaching techniques
1.	Course Introduction Clarification of course objectives	Prof. Fatma Vural	Presentation, Discussion
2.	- 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	Prof. Yaprak Sarıgöl Ordin	Presentation, Discussion TCAHD Introduction (Board Member Invitation)
3.	Architecture, organization and management of operating	Prof. Fatma Vural	Presentation, Discussion, Video supported education
4.	Prevention of Surgical and Operating Room Infections	Prof. Yaprak Sarıgöl Ordin	Presentation, Discussion
5.	Nurse's responsibilities in the preparation of the mayo table in the operating room, surgical positions and prevention of complications (Pressure wound, DVT etc.)	Prof. Özlem Bilik	Presentation, Discussion
6.	Types of anesthesia	Assoc. Prof. Aklime Sarıkaya	Presentation, Discussion
7.	MIDTERM	Assoc. Prof. Aylin Durmaz Edeer	Written Examination
8.	Legal and ethical issues in operating room	Assoc. Prof. Özlem Bilik	Presentation, Discussion
9.	Standards in operating room nursing	Assoc. Prof. Yaprak Sarıgöl Ordin	Presentation, Discussion
10.	Employee safety in operating room	Assoc. Prof. Aylin Durmaz Edeer	Presentation, Discussion,
11.	Employee safety in operating room	Assoc. Prof. Aylin Durmaz Edeer	Presentation, Discussion
12.	Patient safety in the operating room Safe surgery checklist	Assoc. Prof. Fatma Vural	Presentation, Discussion, Video supported education
13.	Registration and documentation in the operating room room	Assoc. Prof. Özlem Bilik	Presentation, Discussion
14.	Environmentally friendly practices in the operating room	Assoc. Prof. Aklime Sarıkaya	Presentation, Discussion, Video supported education
15.	Operating room temperature control (hypothermia and hyperthermia management)	Assoc. Prof. Fatma Vural	Presentation, Discussion

	FINAL EXAM	Assoc. Prof. Aylin Durmaz Edeer	Written Examination
	RESIT EXAM	Assoc. Prof. Aylin Durmaz Edeer	Written Examination

ECTS Table			
Course Activities	Number	Duration (Hour)	Total Work Load (Hour)
In Class Activities			
Lectures	14	2	28
Exams			
Mid-term	1	2	2
Homework			
Final	1	2	2
Out Class activities			
Preparation before/after weekly lectures	14	1	14
Independent study	1	2	2
Preparation for Mid-term Exam	1	2	2
Preparation for Final Exam	-	-	-
Preparation for Quiz etc.	-	-	-
Preparing Presentations	-	-	-
Others	-	-	-
Total Work Load (hour)			50/25
ECTS Credits of Course			2
* 25 hours of work is equivalent to 1 ECTS credit			

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

Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 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

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

Table 3. HEF 2072 OPERATING ROOM NURSING COURSE CONTENT AND LEARNING OUTCOMES MATRIX

Week	Weekly Course Contents	Learning Outcomes of the Course						
		LO1. Define the professional role and	LO2. List the types of anesthesia and nursing	LO3. Explain the principles of patient care	LO4. Discuss the importance of patient	LO5. Discuss the importance of employee	LO6. Explain the importance of legal and	LO7. To be able to reach new knowledge in

		importance of the operating room nurse	interventions according to the type of surgery	in the operating room	safety in the operating room	safety in the operating room	ethical issues in the operating room environment	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					
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

4.2.6.7. HEF 2074 Oncology Nursing

HEF 2074 ONCOLOGY NURSING 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing			Department(s) Taking the Course:: Faculty of Nursing
Name of the Department: NURSING			Course Name: Oncology Nursing
Course Level: Bachelor			Course Code: HEF 2074
Form Submitting/Renewal Date: September 2025			Course Status: Compulsory
Language of Instruction: Turkish			Instructor/s: Prof. Ezgi KARADAĞ Prof. Özlem UĞUR Assist. Prof. Nurten ALAN
Prerequisite: -			Prerequisite to: -
Weekly Course Hours: 2			Course Coordinator: Prof. Ezgi Karadağ
Theory	Practice	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 / -	-	-	<i>*This course was not offered in the Fall semester of 2025-2026.</i>
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.			
Learning and Teaching Strategies: Presentation, discussion, question-answer, literature review, self learning			

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

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. Barclay 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. Özlem Uğur 0 232 412 4181 ozlem.ugur@deu.edu.tr
Asst. Prof. Ezgi Karadağ 0 232 4124762 ezgikaradag44@gmail.com
Dr. Tel:0232 4124771 nurten.alan@deu.edu.tr

Course Outline: Examination dates should be specified in the course content given below. The examination dates can be changed later.

Week	Topics	Lecturer	Teaching Strategies
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)	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
2.	Cancer epidemiology and etiology in the world and in our country	Assist. Prof. Nurten ALAN	Presentation, argument, question-answer
3.	Cancer Occurrence Mechanism	Prof. Özlem UĞUR	Presentation, argument, question-answer
4.	Treatment Methods-1 -Chemotherapy, Radiotherapy, Surgical treatment	Prof. Özlem UĞUR	Presentation, argument, question-answer
5.	Cancer prevention and early detection methods	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
6.	Treatment Methods-2 Biotherapies (interferons, interleukins, hormones), Bone marrow and stemcell transplantation	Prof. Özlem UĞUR	Presentation, argument, question-answer

7.	Midterm Exam	Assist. Prof.Nurten ALAN	Presentation, argument, question-answer
8.	The most common types of cancer in Turkey-1 Breast cancer, Lung cancer	Prof.Özlem UĞUR	Presentation, argument, question-answer
9.	Pain in cancer patients and nursing approach	Prof. Ezgi KARADAĞ	
10.	Fatigue and Nursing Approach in Cancer Patients	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
11.	Symptom Control in Cancer Patients (Neutropenic Patient and Care, Mucositis and Nursing Approach)	Assist. Prof.Nurten ALAN	Presentation, argument, question-answer
12.	Cancer and Complementary Applications	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
13.	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.	The most common types of cancer in Turkey-2 Colon cancer, prostate and bladder cancer, Cervix cancer	Prof.Özlem UĞUR	Presentation, argument, question-answer
15.	Evalaluation of the lesson	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
	Final Exam		
	Resit Exam		

ECTS Table			
Course Activities	Numbers	Duration	Total workload
In Class Activities			
Lectures	13	2	26
Clinical Practice			
Exams			
Final	1	2	2
Mid-term			
Quiz etc.	1	2	2
Out Class activities			
Preparation before/after weekly lectures	12	1	12
Preparation for Mid-term Exam	1	2	2
Preparation for Final Exam	1	6	6
Preparation for Quiz etc.			
Preparing Individual Assignments			
Preparing Group Assignments			
Preparing Presentations			
Course Activities			
In Class Activities			2 50/25
<i>* 25 hours of work is equivalent to 1 ECTS credit</i>			

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 2074 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
HEF 2074 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

Table 3. HEF 2074 ONCOLOGY NURSING COURSE COURSE CONTENT AND LEARNING OUTCOMES MATRIX							
Week	Weekly Course Contents	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.
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	
10	Pain in cancer patients and nursing approach						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

4.2.6.8. HEF 2075 Critical Thinking

HEF 2075 CRITICAL THINKING 2025-2026 Academic Year Fall Semester

Department(s) Giving the Course: Faculty of Nursing			Department(s) Taking the Course:: 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 2025			Course Status: Elective
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: 2			Course Coordinator: Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU
Theory	Practice	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 /44	-	-	44

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:

- LO1.Explain the critical thinking process
- LO2.To be able to define the characteristics of a critical thinking individual
- LO3.To be able to discuss social and professional problems in accordance with the principles of critical thinking and problem solving
- LO4. Discuss the principles of critical thinking in the context of information literacy
- LO5. Apply critical thinking strategies

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.

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			
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			
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 Description and Introduction to Critical Thinking	Prof. Şeyda SEREN İNTEPELER	Presentation and discussion
2.	What is critical thinking? Why is it important?	Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Presentation and discussion
3.	Critical Thinking Processes and Related Basic Concepts	Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Researching and discussion
4.	Characteristics of Critical Thinker	Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Reading article, teamwork, discussion
5.	Strategies of Critical Thinking	Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Researching and discussion
6.	Facts and Mistakes Related to Thinking Processes	Assist. Prof. Hasan Fehmi DİRİK	Presentation, discussion
7.	Midterm Assist. Prof. Hasan Fehmi DİRİK		
8.	Critical Thinking Reading and Writing	Assist. Prof. Hasan Fehmi DİRİK	Reading article, researching, discussion
9.	Information Literacy and Critical Thinking	Assist. Prof. Hasan Fehmi DİRİK	Reading article, researching, discussion
10.	Problem Solving Through Critical Thinking	Prof. Şeyda SEREN İNTEPELER	Teamwork, discussion, six thinking hats
11.	Different Approaches to Critical Thinking (Creative Thinking)	Prof. Şeyda SEREN İNTEPELER	Teamwork, discussion, six thinking hats
12.	Different Approaches to Critical Thinking (Six Hat Thinking Method)	Prof. Şeyda SEREN İNTEPELER	Video, teamwork, discussion

13.	The Place of Critical Thinking in Personal Life- Disputation	Prof. Şeyda SEREN İNTEPELER	Disputation
14.	The Place of Critical Thinking in Personel Life- Disputation	Assist. Prof. Hasan Fehmi DİRİK	Disputation
15.	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 Exam		
	Resit exam	Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	

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		

Table 1. Contribution of course learning outcomes to program outcomes													
Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2075 Critical Thinking	1	0	1	0	0	1	0	0	2	2	0	0	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
HEF 2075 Critical Thinking	LO 2		LO 3,4			LO 4			LO1,2,3,4,5	LO 2,3,4,5			LO 2

Table 3. HEF 2075 CRITICAL THINKING COURSE CONTENT AND LEARNING OUTCOMES MATRIX						
Week	Weekly Course Contents	Learning Outcomes of the Course				
		LO1. Explain the critical thinking process	LO2. To be able to define the characteristics of a critical thinking individual	LO3. To be able to discuss social and professional problems in accordance with the principles of critical thinking and problem solving	LO4. Discuss the principles of critical thinking in the context of information literacy	LO5. 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		
8	Critical Thinking Reading and Wrihting	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

4.2.6.9. HEF 2076 Forensic Nursing

HEF 2076 FORENSIC NURSING 2025-2026 Academic Year Fall Semester			
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: 28/08/2025		Course type: Elective	
Language of the course: Turkish		Instructor(s) of the course: Prof. Dilek Özden Assoc.Prof. Nurten Alan Assist. Prof. İlkin Yılmaz	
Prerequisite of the course: -		Prerequisite course for: -	
Weekly course hours: 2		Course Coordinator: Prof. Dilek Özden	
Theory	Practice	Laboratory	National Credit of the Course: 2
2	0	0	ECTS Credit of the Course: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 / 31	-	-	31
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: LO1. The student learns about the forensic nursing and its study fields. LO2. The student can explain what should be the approach of the nurse to forensic cases.			

LO3. The student gains awareness concerning physiological and psychological evidence in forensic cases.			
LO4. The student can explain the importance of protection, preservation and recording of evidence in forensic cases.			
LO5. The student understands the ethical, professional and legal responsibilities of the nurse in forensic cases.			
Learning and Teaching Strategies: Lectures, questions and answers, discussion, brainstorming.			
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 Exa (homework)	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 Midterm exam will be homework			
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. 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. Zeyfeoglu 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.			
Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):			
Contact Information of The Course Instructor: Prof. Dilek Özden 02324124778 dozden2002@yahoo.com			
Course Content:			
Week	Topics	Lecturer	Training Method and Material Used
1.	- Course Introduction, Sharing of Objectives and Expectations - Historical Development of Forensic Nursing in the World and Turkey - Definition of Forensic Nursing, Field of Study, Responsibilities of Nurses	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
2.	- Identification of Evidence in Forensic Cases - Responsibilities of Nurses in the Collection and Storage of Biological Materials (Blood, Saliva, Urine, Hair, Nails, etc.)	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
3.	Gender Roles: Equality ≠ Inequality	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
4.	Definition, Types, Causes, and Symptoms of Violence Against Women (Movie Analysis: Happiness)	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
5.	The Cycle of Violence, Characteristics of Men Who Perpetrate Violence and Women Who Are Subjected to Violence, and Their Effects on the Individual (Movie Analysis: My Aunt Came)	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.

6.	Legal Regulations and Social Support Systems for Women/Children/Elderly Subjects to Violence	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
7.	Midterm Exam	Prof. Dilek Özden	
8.	Definition, Types, Causes, and Symptoms of Violence Against the Children Responsibilities of Nurses Approach to Individuals	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
9.	Definition, Types, Causes, and Symptoms of Violence Against the Elderly Responsibilities of Nurses Approach to Individuals	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
10.	Subjected to Violence Against Their Bodily Integrity (Sexual Abuse) and Responsibilities of Nurses	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
11.	Definition, Types, Causes, and Prevention Approaches to Violence Against Healthcare Workers	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
12.	Legal Responsibilities of Nurses, Legal Aspects of Malpractice	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
13.	Forensic Toxicology/Substance Abuse and Responsibilities of Nurses	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
14.	Death, Dead Examination, and Autopsy	Prof. Dilek Özden	Lectures, questions and answers, discussion, brainstorming.
15.	Obtaining Feedback on the Course	Prof. Dilek Özden	questions and answers
	Final exam: Dilek Özden		
	Resit exam: Dilek Özden		

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.)	14	1	14
Preparation for midterms exam	1	2	2
Preparation for final exam	1	2	2
Independent study			
Preparation for Quiz etc.			
Preparing Assignments			
Preparing presentation			
Other (please indicate)			
Total Workload (hour)			50/25
ECTS Credits of Course			2
* 25 hours of work is equivalent to 1 ECTS credit			

Table 1. Contribution of course learning outcomes to program outcomes
0: no contribution 1: little contribution 2: moderate contribution 3: full contribution

Learning Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13
HEF 2076 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

Learning Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13
HEF 2076 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

Table 3. HEF 2076 FORENSIC NURSING COURSE COURSE CONTENTS AND LEARNING OUTCOMES MATRIX

Week	Weekly Course Contents	Learning Outcomes				
		LO1. To be able to define forensic nursing and its fields of work	LO2. To be able to express what the nurse's approach should be to forensic cases	LO3. To be able to gain awareness of physiological and psychological evidence in forensic cases	LO4. To be able to express the importance of preserving, storing and recording evidence in forensic cases	LO5. To be able to understand the ethical, professional and legal responsibilities of the nurse in forensic cases
1	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	Intimate partner violence, violence against women			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

4.2.6.10. HEF 2077 Nursing English I

HEF 2077 NURSING ENGLISH I 2025-2026 Academic Year Fall Semester			
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: 02/09/2025		Course type: Elective	
Language of the course: Turkish		Instructor(s) of the course: Prof. Merlinda ALUŞ TOKAT Prof. Güldam KARADAĞ Assoc. Prof. Hande YAĞCAN Assist. Prof. Fehmi DİRİK	
Prerequisite of the course: -		Prerequisite course for: -	
Weekly course hours: 2		Course Coordinator: Prof. Merlinda ALUŞ TOKAT	
Theory	Practice	Laboratory	National Credit of the Course: 2
2	-	-	ECTS Credit of the Course: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 / 15	-	-	15
Course Objective: This course aims at developing students medical vocabulary, listening, writing, reading and speaking skills			
Learning Outcomes of The Course: LO1. Being able to understand medical texts. LO2. Having sufficient communication skills to use in the field. LO3. Being able to write texts properly			
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			
1 st 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.			
Assessment Criteria: It will be announced.			
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 Prof. Gülendaml KARADAĞ 023241224755 gkaradag71@gmail.com Assoc. Prof. Hande YAĞCAN 02324124776 hande.yagcan@gmail.com Asst. Prof. Fehmi DİRİK 02324124797 fehmidirik@gmail.com			
Course Content:			
Week	Topics	Lecturer	Training Method and Material Used
1.	Introduction	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
2.	Admitting a patient “Welcoming a patient on admission”	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
3.	Admitting a patient “Describing parts of the body”	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
4.	Medical focus: equipment to take patient observation, recording observation	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
5.	Caring for patient after operation “Caring for patient in recovery”	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
6.	Caring for patient after operation “Charting and documentatiton: IV prescription, IV infusion equipment”	Fehmi Dirik	Lecture, translation, discussion and comprehension, listening
7.	MIDTERM EXAM	Gulendam Karadağ	Written
8.	Mobilizing patient	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
9.	Helping patients with rehabilitation	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
10.	The district nurse	Gulendam Karadağ	Lecture, translation, discussion and comprehension, listening
11.	Medical Imaging	Fehmi Dirik	Lecture, translation, discussion and comprehension, listening
12.	Helping patient with Diabetes management	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
13.	Giving directions in the hospital	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening

14.	Caring for terminally ill patients	Fehmi Dirik	Lecture, translation, discussion and comprehension, listening
15.	Final evaluation	Gulendam Karadağ	Discussion and comprehension, listening
	Final Exam	Gulendam Karadağ	
	Resit Exam	Gulendam Karadağ	

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
* 25 hours of work is equivalent to 1 ECTS credit			

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 2077 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
HEF 2077 Nursing English I	LO1	LO 2,3	LO 1,2,3						LO 1,3	LO 1			LO 1,2,3

Table 3. 2077 Nursing English I COURSE CONTENTS AND LEARNING OUTCOMES MATRIX

Week	Topic	Learning Outcomes of the Course
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		LO1. Being able to understand medical texts.	LO2. Having sufficient communication skills to use in the field.	LO3. 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
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
15	Caring for terminally ill patients	X	X	X

4.2.6.11. HEF 2079 Coping With Stress

HEF 2079 COPING WITH STRESS 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Name of The Department: Nursing		Course Name: Coping With Stress	
Course Level: Bachelor		Course Code: HEF 2079	
Form Submitting/Renewal Date: 24.02.2026		Course Status: Elective	
Language of Instruction: Turkish		Instructor/s: Prof. Zekiye Ç. Duman Prof. Neslihan Günüşen Associate Prof. Sibel Coşkun Assist Prof Gülsüm Zekiye Tuncer	
Prerequisite: -		Prerequisite to: -	
Weekly Course Hours: 2		Course Coordinator: Prof. Zekiye Ç. Duman	
Theory	Application	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 /27	-	-	27
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: LO1. The student can define the concepts of stress and overcoming LO2. The student can recognize the belief and thought patterns that determine the reaction to stressors LO3. The student can distinguish the methods of overcoming stress LO4. The student can apply problem solving steps in stressful conditions LO5. The student can apply effective overcoming methods aimed at stressful conditions			

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).

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.

Assessment Criteria In exams; interpretation, recall, decision making, explanation, classification, information aggregation skills will be evaluated.

Textbook(s)/References/Materials:

- Baltaş, A., Baltaş, Z. Stres ve Başa Çıkma Yolları. Remzi Kitabevi, 2000, İstanbul.
- Onbaşıoğlu, M. Stresle Baş etmede zihinsel yöntemler. Türk Psikoloji Bülteni. 2004; 34-35: 103-127.
- Özer, K. Ben Değeri Tıyakiği Duygusal Gerilimle Baş Edebilme. Sistem Yayıncılık. 2000
- Şahin, N.H., Stresle Başa Çıkma Olumlu Bir Yaklaşım. Türk Psikologlar Derneği Yayınları 1994, Ankara.

Yardımcı kaynaklar:

- Psikiyatri Hemşireliği Dergisi
- www.psikiyatridizini.org
- www.phdernegi.org
- <http://www.turkhemsirelerdernegi.org.tr>
- Atatürk Üniversitesi Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi
- <http://e-dergi.atauni.edu.tr/index.php/HYD>
- İstanbul Üniversitesi Hemşirelik Fakültesi Dergisi
- <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: Prof. Zekiye Ç. Duman Phone:0232 412 4784

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
1.	Introduction of the course	Associate Prof. Sibel Coşkun Badur	Lecture, question and answer, brain storming
2.	Concept of Stress Reactions to Stress Problems Experienced Due to Stress	Prof. Neslihan Günüşen	Lecture, question and answer, brain storming
3.	Coping-Meaning of coping-Factors Affecting Overcoming-Cultural Overcoming Methods	Prof. Zekiye Ç. Duman	Lecture, question and answer, brain storming
4.	Age Periods and ways of coping	Associate Prof. Sibel Coşkun Badur	Lecture, question and answer, brain storming, group work

5.	Coping Methods Aimed at Emotions -Cognitive Coping	Prof. Neslihan Günüşen	Lecture, question and answer, brain storming, homework assignments, case discussion
6.	Coping Methods Aimed at Emotions-Practice	Prof. Neslihan Günüşen	Discussion of homework and case analysis
7.	Midterm exam	Prof. Zekiye Ç. Duman	
8.	Coping Methods Aimed at Body – Alternative Techniques Practice,	Associate Prof. Sibel Coşkun Badur	Lecture, Video screening, breathing exercise, relaxation exercise
9.	Coping Methods Aimed at Body – Alternative Techniques Practice	Associate Prof. Sibel Coşkun Badur	Lecture, Video screening, breathing exercise, relaxation exercise
10.	Overcoming Methods Aimed at Problems - Problem solving method	Assist Prof Gülsüm Zekiye Tuncer	Lecture, homework, case study
11.	Overcoming Methods Aimed at Problems - Problem solving method- Practice	Assist Prof Gülsüm Zekiye Tuncer	Analysis of case studies, group work
12.	Ability to Say No	Prof. Zekiye Ç. Duman	Lecture, question and answer, brain storming, case discussion, role play
13.	Overcoming the Anger	Prof. Zekiye Ç. Duman	Lecture, question and answer, case
14.	Overcoming the Life Incidents -Concept of Crisis and Crisis Management	Prof. Neslihan Günüşen	Lecture, question and answer, case discussion
15.	Evaluation of the course	Associate Prof. Sibel Coşkun Badur	Lecture, question and answer
	Final Exam	Prof. Zekiye Ç. Duman	
	Resit Exam	Prof. Neslihan Günüşen	

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
Quiz 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		

Table 1. Matrix of Course Learning Outcomes Versus Program Outcomes

Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13			
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HEF 2079 Coping with Stress	3	1	3	2	2	0	0	1	2	2	0	1	0			
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Table 2. Relationship between Course Learning Outcomes and Program Outcomes

Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2079 Coping with Stress	LO 1,2,3,4,5	LO 4,5	LO 1,2,3,4,5	LO 1,2,3,4,5	LO 2,3,4,5			LO 1,2,3,4,5	LO 1,2,3,4,5	LO 1,2,3,4,5		LO 2,4,5	

Table 3. HEF 2079 COPING WITH STRESS COURSE CONTENTS AND LEARNING OUTCOMES MATRIX

Week	Course Contents	Course Learning Outcomes				
		LO1. The student can define the concepts of stress and overcoming	LO2. The student can recognize the belief and thought patterns that determine the reaction to stressors	LO3. The student can distinguish the methods of overcoming stress	LO4. The student can apply problem solving steps in stressful conditions	LO5. The student can apply effective overcoming methods aimed at stressful conditions
1	Topics:	X				
2	Introduction of the course	X	X			
3	Concept of Stress Reactions to Stress Problems Experienced Due to Stress	X	X	X		
4	Coping-Meaning of coping-Factors Affecting Overcoming-Cultural Overcoming Methods	X		X	X	X
5	Age Periods and ways of coping	X	X	X	X	X
6	Coping Methods Aimed at Emotions -Cognitive Coping	X	X	X	X	X
7	Coping Methods Aimed at Emotions-Practice	X	X	X	X	X
9	Coping Methods Aimed at Body – Alternative Techniques Practice		x	X	X	X
10	Coping Methods Aimed at Body – Alternative Techniques Practice		X	X	X	X
11	Overcoming Methods Aimed at Problems - Problem solving method	X	X	X	X	X
12	Overcoming Methods Aimed at Problems - Problem solving method- Practice	X	X	X	X	X
13	Ability to Say No		X		X	X
14	Overcoming the Anger		X	X	X	X
15	Overcoming the Life Incidents -Concept of Crisis and Crisis Management	X	X	X	X	X

4.2.6.12. HEF 2080 Assertiveness

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.2.6.13. HEF 2088 Sign Language

HEF 2088 SIGN LANGUAGE 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing			Department(s) Taking the Course: Faculty of Nursing
Section name: Nursing			Course Title: Sign Language
Level of Course: License			Course Code: HEF 2088
Date / Date of Revision: September 2025			Type of Course: Elective
Date / Date of Revision: Turkish			Course Lecturer (s): Professor Özlem UĞUR, Assist Prof. Nurten ALAN
Prerequisite: -			Prerequisite:-
Weekly Course Hours:2			Course Coordinator: Prof. Özlem UĞUR
Theory	Application	Laboratory	Course Credits:2
2	-	-	ECTS Credits of the course:2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 / 59	-	-	59
The aim of the course:In this course, students are expected to communicate with hearing impaired individuals.			
Learning Outcomes of the Course: LO1. Student recognizes the importance of learning sign language in terms of nursing LO2. Student actively uses sign language LO3. Student expresses himself / herself independently by using sign language LO4. The student communicates with the hearing impaired by using sign language			
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.			
WEEK	Course Contents	Instructor Teaching	Training Method and Material Used
1	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
2	Greetings- Meet, Explaining family and relatives	Özlem Uğur	Lecture, question and answer, discussion, Power point presentation
3	Verbs	Özlem Uğur	Lecture, question and answer, discussion, Power point presentation
4	Verbs	Özlem Uğur	Lecture, question and answer, discussion, Power point presentation

5	Feelings and adverbs of time	Nurten Alan	Lecture, question and answer, discussion, Power point presentation
6	Education	Nurten Alan	Lecture, question and answer, discussion, Power point presentation
7	Midterm exam	Nurten Alan	written exam
8	Colors-seasons	Nurten Alan	Lecture, question and answer, discussion, Power point presentation
9	Home stuff	Nurten Alan	Lecture, question and answer, discussion,
10	Our body - Health-related explanations	Özlem Uğur	Lecture, question and answer, discussion, Power point presentation
11	Our body - Health-related explanations	Özlem Uğur	Lecture, question and answer, discussion, Power point presentation
12	Time and time envelopes	Nurten Alan	Lecture, question and answer, discussion, Power point presentation
13	Clothing and food/drinks	Nurten Alan	Lecture, question and answer, discussion, Power point presentation
14	Names	Nurten Alan	Lecture, question and answer, discussion, Power point presentation
15	Jobs Course feedback	Özlem Uğur	Lecture, question and answer, discussion, Power point presentation
Final Exam Supervisor: Özlem Uğur			
RESİT EXAM			

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
Quiz 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		

Table 1. Contribution of course learning outcomes to program outcomes

Learning outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2088 Sign Language	3		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	PO 11	PO 12	PO 13
HEF 2088 Sign Language	LO 1,2,3,4	LO 3,4	LO 2	LO 2,3,4	LO 1,2,3,4	LO 4	LO 2	LO 3,4	LO 4	LO 4	LO 4		

Table 3. HEF 2088 Sign Language COURSE CONTENTS AND LEARNING OUTCOMES MATRIX					
Week	Topics	Learning Outcomes of the Course			
		LO1. Student recognizes the importance of learning sign language in terms of nursing	LO2. Student actively uses sign language	LO3. Student expresses himself / herself independently by using sign language	LO4. 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	
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		
15	Names	X	X	X	X
16	Jobs Course feedback	X	X	X	

4.2.2.14. HEF 2089 Information Technology Addiction

HEF 2089 INFORMATION TECHNOLOGY ADDICTION 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing			Department(s) Taking the Course: Faculty of Nursing
Name of the Department: Nursing			Course Name: Information Technology Addiction
Course Level: Bachelor			Course Code: HEF 2089
Form Submitting/Renewal: 05.09.2025			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: Assoc Prof. Sibel Coşkun Badur
Theory	Application	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 / 46	-	-	46
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) LO1. Having basic knowledge about the addiction process and behavioral addictions LO2. To be able to analyze the causes and consequences of information technology addiction LO3. Understanding the importance of prevention in technology addiction LO4. To comprehend the conscious use of technology and safe internet usage methods LO5. Understanding professional roles and functions in preventing addiction			
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			
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			
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.
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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
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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-planı.html> (erişim tarihi: 10/01/2022)
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19. Ögel K., Tekin K. (2021) Bağımlılık Hakkında Ne Yapmalıyım? - Aile ve Yakınlar İçin Bilgiler, Uçurtma Yayınları
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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>

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

Course Content: (Examination dates will be specified in the course period)

Weeks	Topics	Instructors	teaching methods
1.	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,
2.	Childhood mental health and disorders as risk factors for addictions, risk factors in young	Assoc Prof. Sibel Coşkun Badur	Lecture, question and answer, brain storming,

	people's technology addiction, factors affecting addiction		
3.	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
4.	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
5.	Technology-related addictions, Internet addiction, symptoms and diagnosis.	Asist. Prof. E.Zahide Özdemir	Lecture, question and answer, case discussion, video screening, self assesment
6.	Digital game and gambling addiction, its symptoms and diagnosis	Asist. Prof. Burcu Cengiz	Lecture, question and answer, case discussion,
7.	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
8.	Mid exam- Assoc Prof. Sibel Coşkun Badur		
9.	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,
10.	Cyberbullying, protection and interventions	Asist. Prof. E.Zahide Özdemir	Lecture, question and answer, brain storming
11.	Technology-related addictions prevention strategies and treatment, safe internet using	Assoc Prof. Sibel Coşkun Badur	Lecture, question and answer, brain storming, case discussion
12.	National policies, projects and practices in the prevention of technology-related addictions	Assoc Prof. Sibel Coşkun Badur	Lecture, question and answer, brain storming,
13.	Discussion of prevention projects and polities Peer roles in prevention of technology-related addictions	Asist. Prof. Burcu Cengiz	Lecture, Question and answer, group discussion, brain storming
14.	Politics about national action plan about technology addiction	Asist. Prof. Burcu Cengiz	Lecture, Question and answer, group discussion, brain storming
15.	Evaluation of lesson	Asist. Prof. Burcu Cengiz	Lecture, Question and answer, group discussion, brain storming
	Final Exam	Asist. Prof. E.Zahide Özdemir	
	Resit Exam	Asist. Prof. E.Zahide Özdemir	

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		
<i>* 25 hours of work is equivalent to 1 ECTS credit</i>			

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
HEF 2089 Information Technology Addiction	2	0	2	0	3	1	1	1	2	2	2	1	2

Table 2. Relation of Course Learning Outcomes and Program Outcomes

Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2089 Information Technology Addiction	LO 1,2,3,4,5		LO 5		LO 5	LO 5	LO 5	LO 5	LO 1,2,3,4,5	LO 1,2,3,4,5	LO 5	LO 5	LO 1,2,4

Table 3. HEF 2089 Information Technology Addiction COURSE CONTENTS AND LEARNING OUTCOMES MATRIX

WEEK	Topics	Learning Outcomes of the Course				
		LO1. Having basic knowledge about the addiction process and behavioral addictions	LO2. To be able to analyze the causes and consequences of information technology addiction	LO3. Understanding the importance of prevention in technology addiction	LO4. To comprehend the conscious use of technology and safe internet usage methods	LO5. Understanding professional roles and functions in preventing addiction
1	Introduction of the course, Importance of prevention in addiction, Importance of Prevention Studies in	x	x	x	x	x

	Technology Addiction					
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	x	x	x	x	x

	symptoms and diagnosis, Social media addiction symptoms and diagnosis					
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 policies Peer roles in prevention of technology-related addictions	x	x	x	x	x
14	Politics about national action plan about technology addiction	x	x	x	x	x
15	Evaluation of lesson	x	x	x	x	x

4.2.6.15. HEF 2099 Play in Childhood

HEF 2099 PLAY IN CHILDHOOD 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: Faculty of Nursing			Department(s) Taking the Course: Faculty of Nursing
Name of the Department: Nursing			Course Name: Evidence-Based Care in Pediatric Nursing
Course Level: Bachelor’s Degree			Course Code: HEF 2099
Form Submitting/Renewal: 28.07.2025			Course Status: Elective
Language of Instruction: Turkish			Instructor/s: Prof. Murat BEKTAŞ Prof. Gülçin ÖZALP GERÇEKER Asistant Prof. Emine Zahide ÖZDEMİR
			Prerequisite to: -
Weekly Course Hours: 2			Course Coordinator: Prof. Gülçin ÖZALP GERÇEKER
Theory	Application	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 /45	-	-	45
Course Objective: It aims to provide children with the knowledge and ability to plan and develop daily game and activity programs.			
Learning Ourcomes LO1. Being able to define the game and comprehend its effects on child development LO2. Classifying the types of games suitable for childhood periods LO3. To be aware of the importance of age-appropriate toy selection, to be able to develop toys LO4. To be able to define and discuss the role of play in the field of health LO5. Being aware of the child's language development, physical and psychosocial characteristics			
Learning and Teaching Strategies: Class participation, presentation, discussion, research, question-answer, group work, self-learning			
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		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.			
Assessment Criteria: In the exams, skills such as interpreting, remembering, making decisions, explaining, classifying and combining information will be evaluated.			
Recommended Resources for the Course: 1. Seyrek H., Sun M., (1985). Çocuk Oyunları Okul Öncesi Eğitiminde Oyun Dersi El Kitabı, Müzik Eserleri Yayınları, İzmir. 2. Yavuzer H. (2000). “Çocuk Psikolojisi”, Remzi Kitabevi,19. Basım, İstanbul. 3. Poyraz H. “Okul öncesi Dönemde Oyun ve Oyuncak”, Arı Yayıncılık, Ankara, 2003. 4. Yörükoğlu A. (2000). “Çocuk Ruh Sağlığı”, Özgür Yayınları, 20. Basım, İstanbul. 5. Özdoğan, B. (2000). Çocuk ve Oyun, Çocuğa Oyunla Yardım, Anı Yayıncılık, 3. Baskı, Ankara. 6. 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.			
Course Policies and Rules:-			
Contact Details for the Instructor: Prof. Gülçin ÖZALP GERÇEKER 02324126976 gulcin.ozalp@deu.edu.tr			
Office Hours: It varies according to the individual program created each semester.			

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

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
Project/Final Presentation	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	55/25		
Total ECTS Credit	2 ECTS		
* 25 hours of work is equivalent to 1 ECTS credit			

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 2099 Play in childhood	3	3	1	1	2		1	2	3	2	1	2	

Table 2. Relation of Course Learning Outcomes and Program Outcome

Learning Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13
HEF 2099 Play in Childhood	LO1,2,3,4	LO1,2,3,4	LO5	LO3,4	LO1,3,4		LO4	LO1,4	LO1,2,3,4	LO1,2,3	LO4	LO3,4	

Table 3. HEF2099 PLAY in CHILDHOOD COURSE CONTENTS AND LEARNING OUTCOMES MATRIX

Week	Weekly Course Contents	Learning Outcomes				
		LO1. Being able to define the game and comprehend its effects on child development	LO2. Classifying the types of games suitable for childhood periods	LO3. To be aware of the importance of age-appropriate toy selection, to be able to develop toys	LO4. To be able to define and discuss the role of play in the field of health	LO5. Being aware of the child's language development, physical and psychosocial characteristics
1	Introduction and Course Introduction	X		X	X	X
2	Game Definitions, Right to Play	X	X	X	X	X
3	Game Theories	X	X	X	X	X
4	The Place of Play in Child Development	X	X	X	X	X
5	Types of Play in Childhood Periods	X	X	X	X	
6	Toy Selection for Children	X	X	X		X
8	Therapeutic Game	X	X	X	X	X
9	Traditional Children's Games and Changing Gameplay Habits	X		X	X	X
10	Information Technologies and Game Addiction	X	X	X	X	X
11	Game/Toy Development Project-Group Studies (Age 0-1)	X	X	X	X	X
12	Game/Toy Development Project-Group Studies (Age 1-3)	X	X	X	X	X
13	Game/Toy Development Project-Group Studies (Age 3-6)	X	X	X	X	X
14	Game/Toy Development Project-Group Studies (Age 6-12)	X	X	X	X	X
15.	Group Studies	X	X	X	X	X

4.2.6.16. HEF 2100 Gender and Women's Health

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.2.6.17. HEF 2101 Integrative Approach To Health

HEF 2101 INTEGRATIVE APPROACH to HEALTH

2025-2026 Academic Year Fall Semester

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: 28.08.2025			Course type: Elective
Language of the course: Turkish			Instructor(s) of the course: Prof Dr. Özlem KÜÇÜKGÜÇLÜ Prof. 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: Prof. Özlem KÜÇÜKGÜÇLÜ
Theory	Practice	Laboratory	National Credit of the Course: 2
2	-	-	AKTS Credit of the Course: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 /26	-	-	26
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			

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

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:		

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.

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: İstanbul 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. Türkiye 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, Fadiloglu Ç. Palyatif Kanser Bakımında Tamamlayıcı Tedaviler. Ağrı 2006;18(1):26-32. - Yıldırım YK, Fadiloglu 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.
 - Yıldırım Y. Patterns of the use of CAM in women with metastatic cancer. Cancer Nurs 2010; 33(3): 194-200 - Yıldırım 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	e-mail: ozlem.kguclu@deu.edu.tr	Tel: 4126966
Prof. Özlem UĞUR	e-mail: 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.

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

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
* 25 hours of work is equivalent to 1 ECTS credit			

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 2101 Integrative Approach in Health	3	1	3	3	3	1	3	3	3	3	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	PO1 1	PO 12	PO 13
HEF 2101 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

Table 3. HEF 2101 INTEGRATIVE APPROACH IN HEALTH COURSE COURSE CONTENTS AND LEARNING OUTCOMES MATRIX							
Week	Weekly Course Contents	Learning Outcomes of the Course					
		LO1. understand concept integrative approaches	To the of	LO2. To describe the principle of integrative care	LO3. To understand the basic integrative methods used in health	LO4. Considering the integrative approach in planning the care of the individual	LO5. 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
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
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

4.2.6.18. Communicable Diseases Nursing

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.2.6.19. HEF 2103 Health Protection And Promotion

HEF 2103 HEALTH PROTECTION AND PROMOTION 2025-2026 Academic Year Fall Semester	
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 2025	Course Status: Elective
Language of the course: Turkish	Instructor/s: Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Şeyda ÖZBIÇAKÇI
Prerequisite of the course: -	Prerequisite course for: -
Weekly course hours: 2 saat	Course Coordinat: Prof. Meryem ÖZTÜRK HANEY

Theory	Practice	Laboratory	National Credit of the Course: 2	
2	-	-	AKTS Credit of the Course:2	
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course	
1 / 23	-	-	23	
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 LO1. To be able to associate health and health related concepts LO2. To be able to evaluate risk factors and the factors affecting health LO3. To be able to aware of individual health behaviors and taking responsibility for their health LO4. To be able to learn healthy lifestyle behaviors and exhibiting them in their own life LO5. To be able to explain nurses rol on health promotion and protection. LO6. To be able to define health promotion practices according to their life periods LO7. To be able to explain the importance of the behavior change process to gain the positive health behavior				
Learning and Teaching Methods: Presentation, discussion, question-answer, case discussion, group discussion, Power point presentation				
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				
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, Springer 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, Murgough 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, 343-358.
15. Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):
16. Contact information of the course instructor: Assoc.Prof. Meryem ÖZTÜRK HANEY 02324126964
meryem.ozturk@deu.edu.tr

Course content

We ek	Topics	Lecturer	Training method and material used
1.	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
2.	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
3.	Factors affecting the health promotion: Individual Characteristics (age, sex, education level, resume, habits ...)	Meryem Öztürk HaneY	Lecture, discussion, question and answer power point presentation
4.	Factors affecting the health promotion: Environment	Şeyda Özbıçakcı	Lecture, discussion, question and answer power point presentation
5.	Health promotion: Media and Culture	Meryem Öztürk HaneY	Lecture, discussion, question and answer power point presentation
6.	Nurses' roles in improving health Holistic approach in the health promotion, social support	Şeyda Özbıçakcı	Lecture, discussion, question and answer power point presentation
7.	Midterm Exam General repetation	Şeyda Özbıçakcı	
8.	Stress management and health promotion	Meryem Öztürk HaneY	Lecture, discussion, question and answer power point presentation
9.	Nutrition and health promotion Physical activity, sleep and health promotion	Meryem Öztürk HaneY	Lecture, discussion, question and answer power point presentation
10.	Tobacco, alcohol and substance use and health promotion	Şeyda Özbıçakcı	Lecture, discussion, question and answer power point presentation
11.	Health promotion during newborn and baby period Health promotion during childhood	Meryem Öztürk HaneY	Lecture, discussion, question and answer power point presentation
12.	Health promotion for school children Health promotion during adolescent	Şeyda Özbıçakcı	Lecture, discussion, question and answer power point presentation
13.	Health promotion during adult and women	Meryem Öztürk HaneY	Lecture, discussion, question and answer power point presentation
14.	Health promotion during elderly period	Şeyda Özbıçakcı	Lecture, discussion, question and answer power point presentation
15.	National and international health promotion organizations, examples	Şeyda Özbıçakcı	Lecture, discussion, question and answer power point presentation

	Final Exam	Meryem Öztürk	
	Resit Exam	Şeyda Özbıçakcı	
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

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 Health Protection And Promotion	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
HEF 2103 Health Protection And Promotion	LO 1,2,4,	LO 4		LO 4	LO 1	LO 1,2,3, 4,5,6,7	LO 2	LO 1,2,3, 4	LO 5,6,	LO 7		LO 4	

Table 3. 2103 HEALTH PROTECTION AND PROMOTION COURSE CONTENTS AND LEARNING OUTCOMES MATRIX

Learning Outcomes								
Week	Course Subject	LO1 To be able to associate health and health related concepts	LO2 To be able to evaluate risk factors and the factors affecting health	LO3 To be able to aware of individual health behaviors and taking responsibility for their health	LO4 To be able to learn healthy lifestyle behaviors and exhibiting them in their own life	LO5. To be able to explain nurses rol on health promotion and protection.	LO6 To be able to define health promotion practices according to their life periods	LO7. 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,	X	X	X	X	X		

	wellness, health education, inequality in health, protection and promotion of health							
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
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
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

4.2.6.20. HEF 2104 Disadvantaged Children

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.2.6.21. HEF 2105 Developing Nursing Care Behavior

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.2.6.22. HEF 2106 Use Of Medical Device in Nursing

HEF 2106 USE OF MEDICAL DEVICE IN NURSING 2025-2026 Academic Year Fall Semester	
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: 19/09/2025			Course type: Elective
Language of the course: Turkish			Instructor(s) of the course: Assist. Prof. İlkin Yılmaz Lecturer Erdoğan Doğan
Prerequisite of the course: --			Prerequisite course for: --
Weekly course hours: 2			Course Coordinator: Assist. Prof. İlkin Yılmaz
Theory	Practice	Laboratory	National Credit of the Course: 2
2	-	-	AKTS Credit of the Course: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 /32	-	-	32
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: LO1. Student learns the basic concepts and standards of Quality Management guidelines for Medical Devices. LO2. Student understands the importance of quality in medical device operations and its effect on business results. LO3. Student as an individual learns the duties and responsibilities of ensuring the quality determined by the directives in medical devices. LO4. Student gains knowledge about using the acquired knowledge and skills in professional life.			
Learning and Teaching Methods: Lecture presentation and homework.			
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: In exams, remembering, making decisions, explaining, classifying and combining their knowledge will be evaluated.			
Recommended Resources for the Course: Main references: TS-EN-ISO-13485-2012 Standartları, Türkiye Standartlar Enstitüsü, 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

	Subjects	Instructor	Method of Instruction and Materials Used
1.	Introduction to course	İlkin Yılmaz	Presentation, discussion, question-answer
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	Erdoğan Doğmuş	Presentation, discussion, question-answer
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	Erdoğan Doğmuş	Presentation, discussion, question-answer
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)	Erdoğan Doğmuş	Presentation, discussion, question-answer
5.	Monitoring of hemodynamic responses; blood pressure measurements, blood flow measurements	Erdoğan Doğmuş	Presentation, discussion, question-answer
6.	Life support and treatment systems Ventilators invasive-non-invasive Anesthesia devices	Erdoğan Doğmuş	Presentation, discussion, question-answer
7.	Midterm	İlkin Yılmaz	---
8.	Life support and treatment systems Heart-lung machine Defibrillator - pacemakers Electrosurgical devices-electro cautery	İlkin Yılmaz	Presentation, discussion, question-answer
9.	Life support and treatment systems Surgical aspirators Intravenous therapy devices (infusion pumps) Dialysis devices (artificial kidney)	İlkin Yılmaz	Presentation, discussion, question-answer
10.	Endoscopic imaging systems Medical imaging systems X-ray devices (cr-dr-angiography-fluoroscopy-mammography) Tomography devices	Erdoğan Doğmuş	Presentation, discussion, question-answer
11.	Medical imaging systems Magnetic resonance	Erdoğan Doğmuş	Presentation, discussion, question-answer
12.	Medical imaging systems Nuclear medicine (pet- spect)	Erdoğan Doğmuş	Presentation, discussion, question-answer
13.	Radiation, Radiation Protection and Safety	İlkin Yılmaz	Presentation, discussion, question-answer
14.	Quality Standards in Calibration (17025 Vs.) (Quality and calibration concepts, measurement uncertainties, quality standards)	İlkin Yılmaz	Presentation, discussion, question-answer

15.	Legal regulations of medical device applications	İlkin Yılmaz	Presentation, discussion, question-answer
	FINAL EXAM	İlkin Yılmaz	
	RESIT EXAM	İlkin Yılmaz	

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
* 25 hours of work is equivalent to 1 ECTS credit			

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
HEF 2106 Use Of Medical Device 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													
Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2106 Use Of Medical Device In Nursing	LO2	LO1		LO2 ,4	LO2		LO3	LO3	LO1	LO4			

Table 3. HEF 2106 HEF 2106 USE OF MEDICAL DEVICE IN NURSING COURSE COURSE CONTENTS AND LEARNING OUTCOMES MATRIX					
Week	Weekly Course Contents	Learning Outcomes			
		LO1. Student learns the basic concepts and standards of Quality Management	LO2. Student understands the importance of quality in medical device operations and	LO3. Student as an individual learns the duties and responsibilities of ensuring the quality determined by the	LO4. Student gains knowledge about using the acquired knowledge and

		guidelines for Medical Devices	its effect on business results.	directives in medical devices.	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
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

4.2.6.23. HEF 2111 Eating Behaviors And Awareness

HEF 2111 EATING BEHAVIORS AND AWARENESS 2025-2026 Academic Year Fall Semester			
Department(s) Giving the Course: DEU Faculty of Nursing			Department(s) Taking the Course: DEU Faculty of Nursing
Department Name: Nursing			Course Name: Eating Behaviors and Awareness
Course Level: Undergraduate			Course Code: HEF 2111
Date of Issuance/Renewal of Form: 25.08.2025			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: Assist. Prof. Gülsüm Zekiye Tuncer
Theory	Application	Laboratory	Course National Credits: 2
2	-	-	ECTS Credits: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1 / 23	--	-	23
This table will be transferred from the student affairs automation system.			
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: LO1. To be able to define the types of food intolerance LO2. Understanding food security and food literacy LO3. Identify healthy and impaired eating behaviors LO4. Knowledge of the concepts of eating awareness and conscious eating LO5. Making the connection between eating behavior and body image			
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).			
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)
In-Term/End of Semester Studies			Percentage (%)
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.				
Recommended Resources for the Course: Main source: 1. Köse G. (2021) 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. Okuyanur 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.				
Week	Topic	Responsible		
1.	Introduction of the course Nutrition definition, Nutritional errors, Factors affecting food selection	Assist. Prof. İlkin Yılmaz		
2.	Food Intolerances	Assist. Prof. İlkin Yılmaz		
3.	Food Intolerances	Assist. Prof. İlkin Yılmaz		
4.	Food literacy Conscious consumption, consumerism	Assist. Prof. İlkin Yılmaz		
5.	Food Safety	Assist. Prof. İlkin Yılmaz		
6.	Guide to good eating, food clover method, my plate method	Assist. Prof. İlkin Yılmaz		
7.	Midterm Exam (Homework)	Assist. Prof. Gülsüm Zekiye TUNCER		
8.	Eating Behaviors, Healthy and Impaired Eating Behaviors	Assist. Prof. Gülsüm Zekiye TUNCER		
9.	Eating Behaviors, Healthy and Impaired Eating Behaviors	Assist. Prof. Gülsüm Zekiye TUNCER		
10.	Intuitive Eating	Assist. Prof. Gülsüm Zekiye TUNCER		
11.	Intuitive Eating exercises	Assist. Prof. Gülsüm Zekiye TUNCER		
12.	Mindful Eating	Assist. Prof. Gülsüm Zekiye TUNCER		
13.	Mindful Eating exercises	Assist. Prof. Gülsüm Zekiye TUNCER		
14.	Body Perception and Body Awareness	Assist. Prof. Gülsüm Zekiye TUNCER		
15.	Course Evaluation	Assist. Prof. Gülsüm Zekiye TUNCER		
	FINAL EXAM	Assist. Prof. Gülsüm Zekiye TUNCER		
	RESIT EXAM	Assist. Prof. Gülsüm Zekiye TUNCER		
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			50/25=
Total Workload (hours) / 25			2 ECTS

Table 3. 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:				
	LO1. To be able to define the types of food intolerance	LO2. Understanding food security and food literacy	LO3. Identify healthy and impaired eating behaviors	LO4. Knowledge of the concepts of eating awareness and conscious eating	LO5. 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)					

4.2.6.24. HEF 2112 Health Sociology

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.3. Third-Year Fall Semester, Course Description Forms

4.3.1. HEF 3061 Women Health And Disease Nursing

HEF 3061 WOMEN HEALTH AND DISEASE NURSING 2025-2026 Academic Year Fall Semester			
Offered by: DEU Faculty of Nursing		Offered to: DEU Faculty of Nursing	
Name of the Department: Nursing		Course Title: Women Health and Disease Nursing	
Course Level: Postgraduate		Course Code: HEF 3061	
Form Submitting/Renewal Date: 13.08.2025		Course Status: Mandatory	
Language of Instruction: Turkish		Instructor/s: Prof. Merlinda ALUŞ TOKAT Prof. Dilek BİLGİÇ Assoc. Prof. Hande YAĞCAN Assoc. Prof. Hülya ÖZBERK Assist. Prof. Buse GÜLER	
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: Assist. Prof. Buse GÜLER	
Theory	Application	Laboratory	National Credit: 8
6	8	-	ECTS Credit: 13
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 /107-109	8 /	-	216
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.			
LO1. The student can discuss the problems in reproductive health in Turkey and in the world. LO2. The student knows the concepts and theories of women's health. LO3. The student can discuss the ethical and legal issues related to women's health. LO4. The student can plan evidence-based nursing care to avoid, improve and rehabilitate productive health problems. LO5. The student can plan evidence-based care for the family in pregnancy, childbirth and postpartum period. LO6. The student can plan evidence-based nursing care to avoid, early diagnose, treat and rehabilitate gynecological problems.			
Learning and Teaching Strategies: • Presentation • Brainstorming • Discussion • Question – answer • Rol-play • Video • Homework • Game (crossword etc.)			
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:

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

Suggested Sources for the course:

Main sources:

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. Fritz M.A., Speroff L. Klinik Jinekolojik Endokrinoloji ve İnfertilite Çeviri Editörü: Günel S, Güneş Tıp Kitabevi, 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.

Policies and Rules for the course: (Diffaculty members want to explain, they can use this title)

Lecturer of the course Interview Days 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.

Contact Details for the Instructor: Assist. Prof. Buse GÜLER e-mail: busebahitli@gmail.com Tel: 0232 4124773

Course Content: Exam dates will be specified in the lesson plan. When the final exam dates are subject to change at the time.			
Week	Threads		Teaching Methods and Materials Used
1.	-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. Merlinda ALUŞ TOKAT Prof. Dilek BİLGİÇ Assist. Prof. Buse GÜLER	Lecture, question and answer, discussion Power point presentation, Taboo game, Crossword Kahoot
2.	-Female Reproductive Organs Anatomy and Physiology -Anatomy and Physiology of Male Organs -Preconceptional care	Prof. Merlinda ALUŞ TOKAT Assoc. Prof. Hülya ÖZBERK	Lecture, question and answer, discussion Power point presentation, video
3.	Physiology of Pregnancy-I -Conception -Fertilisation -Implantation Physiology of Pregnancy-II -Embryonic period -Fetal period	Prof. Dilek BİLGİÇ Assoc. Prof. Hande YAĞCAN Assoc. Prof. Hülya ÖZBERK Assist. Prof. Buse GÜLER	-Video display -Scenario -Team work -Discussion -Brainstorming -Debate+video screening + reminder questions -Crossword
4.	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. Merlinda ALUŞ TOKAT Prof. Dilek BİLGİÇ Assoc. Prof. Hande Yağcan Assoc. Prof. Hülya ÖZBERK	Lecture, question and answer, case example
5.	-Antenatal Education -Mother-Baby Friendly Hospital Criteria - Risky Pregnancies (1st Trimester) (0-12 weeks) Approach to Individual Experiencing Loss Communication Skills Laboratory (6 groups)	Assoc. Prof. Hande YAĞCAN Assoc. Prof. Hülya ÖZBERK Assist. Prof. Buse GÜLER	Lecture, question and answer, discussion Case presentation
6.	-Risk Pregnancies (2nd Trimester) (13-27 weeks) -Risk Pregnancies (3rd Trimester) (28-40 weeks)	Prof. Dilek BİLGİÇ Assoc. Prof. Hande YAĞCAN Assist. Prof. Buse GÜLER	-Discussion -Video display -Brainstorming -Application Welcoming the pregnant woman in the delivery room -EFM -Trase samples evaluation
7.	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. Dilek BİLGİÇ Assoc. Prof. Hande YAĞCAN Assist. Prof. Buse GÜLER	Lecture, -Question answer -Video display -Role play - Video shooting at the skill lab
8.	Midterm examination	Prof. Merlinda ALUŞ TOKAT Assist. Prof. Buse GÜLER	

9.	-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. Merlinda ALUŞ TOKAT Assoc. Prof. Hande YAĞCAN Assoc. Prof. Hülya ÖZBERK	Lecture, Question and answer, Discussion, Power point presentation, Case example, Video demonstration
10.	-Postpartum and Risky Postpartum Period and Nursing Care -Methods of Contraception -Postpartum Period Occupational Skills Laboratory	Prof. Merlinda ALUŞ TOKAT Prof. Dilek BİLGİÇ Assoc. Prof. Hande YAĞCAN Assoc. Prof. Hülya ÖZBERK Assist. Prof. Buse GÜLER	-Video display -Case -Brainstorming
11.	-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. Merlinda ALUŞ TOKAT Prof. Dilek BİLGİÇ Assoc. Prof. Hande YAĞCAN Assist. Prof. Buse GÜLER	Lecture, Case discussion via video -Question and answer
12.	-Gynaecological Diagnostic Methods -Women's Health Problems-Anomalous Uterine Bleeding -Gynaecological Emergencies and Care	Prof. Merlinda ALUŞ TOKAT Assoc. Prof. Hande YAĞCAN Assoc. Prof. Hülya ÖZBERK Assist. Prof. Buse GÜLER	Lecture, Case -Question and answer -Holistic approach scheme - Educational video -Group Homework-Case -Discussion -Video display -Brainstorming -Crossword
13.	-Women's health problems-Reproductive system Infections and STIs -Women's health problems-Structural disorders of reproductive organs	Prof. Merlinda ALUŞ TOKAT Prof. Dilek BİLGİÇ Assoc. Prof. Hande YAĞCAN Assoc. Prof. Hülya ÖZBERK	Lecture, Reminder questions and answers Case - Nursing Care Questions -Study Questions uestion and answer, discussion
14.	- -Women's health problems- Sexual Disfunctions -Gynecological benign problems (PCOS etc.) -Reproductive organ tumors and Nursing Care	Prof. Merlinda ALUŞ TOKAT Prof. Dilek BİLGİÇ Assoc. Prof. Hande YAĞCAN Assoc. Prof. Hülya ÖZBERK Assist. Prof. Buse GÜLER	Lecture, Case -Question and answer Case study - Word hunt puzzle
15.	-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. Dilek BİLGİÇ Assoc. Prof. Hülya ÖZBERK Assist. Prof. Buse GÜLER	Lecture, Question and answer, Discussion, Power point presentation, Debate, Case study
	FINAL EXAM	Assoc. Prof. Hülya ÖZBERK	
	RESIT EXAM	Assist. Prof. Buse GÜLER	

ECTS TABLE:

Activities related to the course	Count	Time (hour)	Total Workload (hour)
Classroom activities			
Lecture	15	6	90
Application	15	10	150
Exams (If the examination carried out in the course hours, the exam period should be reduced from class activities)			
Final Exam	1	2	2
Midterm exam	1	2	2
Other quizzes etc.			
Extracurricular activities			
Weekly lessons before / after preparation (of course materials, read the articles and so on.)	14	6	84
Preparation for the midterm exam	1	35	35
Preparation for the final exam	1	43	43
Preparation for the Other quizzes			
Homework			
Presentation Preparation			
Other (please specify)			
Total Workload (hour)			
ECTS credits of the course			385/25=15 ECTS
Total Workload (hour) / 25			

Table 1. Contribution of Course Learning Outcomes to Program Outcomes													
0-no contribution 1-slight 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
HEF 3061 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													
Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 3061 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 1-6 LO 3	LO 1-3	LO 4-6	LO 4-6

Table 3. Course Contents and Learning Outcomes Matrix							
<i>HEF 3061 COURSE CONTENTS AND LEARNING OUTCOMES MATRIX</i>							
Week	Topics	Learning Outcomes of the Course					
		LO1. Discusses reproductive health problems in Turkey and the world	LO2. Knows the concepts and theories in women's health	LO3. Discusses ethical and legal issues related to women's health	LO4. Apply evidence-based nursing care to prevent, promote and rehabilitate reproductive health problems	LO5. Provides evidence-based care to the family during pregnancy, birth and postnatal period	LO6. 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	X	X	X	X		

	-Women's health problems in the world and in Turkey, violence, migration, ethical issues, etc.						
2	Anatomy and Physiology of Female and Male Reproductive Organs and Preconceptional Care		X		X	X	X
3	Physiology of Pregnancy -Conception -Fertilisation -Implantation -Embryonic 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
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
15	Fertility Preservation Approaches and Ethics Perinatal and Obstetric Patient Safety Microbiota and Women's Health The Impact of Global Climate on Women's Health	X		X			X
	Clinical Practice	X	X	X	X	X	X

4.3.2. HEF 3063 Child Health and Diseases Nursing

HEF 3063 CHILD HEALTH AND DISEASES NURSING 2025-2026 Academic Year Fall Semester			
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: 04.08.2025		Course Status: Compulsory	
Language of Instruction: Turkish		Instructor/s: Prof. Murat BEKTAŞ Prof. Gülçin ÖZALP GERÇEKER Assist. Prof. E. Zahide ÖZDEMİR	
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: Prof. Gülçin ÖZALP GERÇEKER	
Theory	Practise	Laboratory	National Credit of the Course: 15
6	10	-	ECTS Credit: 15
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2 /107-108	12 / 8-20	8 / 20-25	215
Course Objective: This course aims to address the healthy/sick child and his/her family with a holistic approach by integrating the basic knowledge and principles of child health with the roles and functions of pediatric nursing in line with the philosophy of basic health services, and to develop, protect and sustain the health of the child and his/her family.			
Learning Outcomes of the Course: LO 1. Monitoring and evaluating children's vital signs, identifying deviations from normal and sharing with the health team LO 2. Evaluating the child's growth and development characteristics (physiological, mental, psychosocial) according to the period characteristics, identifying deviations from normal and sharing with the health team LO 3. Performing an age-appropriate physical examination, evaluating, identifying deviations from normal and sharing with the health team LO 4. Knowing, evaluating fluid electrolyte balance, identifying deviations from normal and sharing with the health team LO 5. Meeting the patient's care needs (data collection, data analysis, outcome criteria, diagnosis, intervention, evaluation) LO 6. Interpreting the patient's medication order LO 7. Determining and meeting the needs for developing, maintaining and protecting the health of the child and family			
Learning and Teaching Methods: Class participation, presentation, video display, discussion, question-answer, active learning methods			
Recommended Resources for the Course: 1. Çavuşoğlu H (2013). Çocuk Sağlığı ve Hastalıkları Hemşireliği. 1-2 cilt. Sistem Ofset, Ankara. 2. Törüner E.K, Büyükgöncü 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. Düzgaya 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.			
Evaluation Methods:			
		If available, mark as (X)	Percent (%)
Semester / End of Semester Studies			

Mid-term Exam	X	50
Practise	X	50
Final Exam	X	50
Assessment Criteria: It will be evaluated through the midterm exam, practice grade and final exam. Course evaluation will be based on 1 midterm exam, practice, and 1 final exam throughout the semester. Midterm Exam Grade: 50% of the midterm exam score will be taken. In-Semester Grade: 50% of the midterm exam score + 50% of the practice grade. Course Success Grade: 50% of the in-semester grade + 50% of the final exam grade. Minimum Course Success Grade: 60 out of 100. Minimum Final or Resit Exam Grade: 50 out of 100.		
Contact Details: Prof. Gülçin ÖZALP GERÇEKER gulcin.ozalp@gmail.com 0232 412 47 63		
Office Hours: Individual planning is subject to change each semester; therefore, please schedule a preliminary meeting through the contact information provided.		

Week	Course Contents	Instructor	Teaching Method and Materials Used
1.	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	Şube 1: Prof. Murat BEKTAŞ	Presentation, Discussion, Question and Answer, Active Learning Method, QR Code, Kahoot, Video Screening
		Şube 2: Asst. Prof. Emine Zahide ÖZDEMİR	
2.	Growth and Development in Children History Taking and Physical Examination	Şube 1: Asst. Prof. Emine Zahide ÖZDEMİR	Presentation, Discussion, Question and Answer, Active Learning Method, QR Code, Kahoot, Video Screening
		Şube 2: Prof. Murat BEKTAŞ	
3.	Medication Administration in Pediatrics and the Nurse's Responsibilities Hospitalization and Communication with Children	Şube 1: Prof. Gülçin ÖZALP GERÇEKER	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)
		Şube 2: Asst. Prof. Emine Zahide ÖZDEMİR	
4.	Fluid-Electrolyte/Acid-Base Balance/Imbalances in Children and Nursing Care	Şube 1: Asst. Prof. Emine Zahide ÖZDEMİR	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
		Şube 2: Prof. Gülçin ÖZALP GERÇEKER	
5.	Nursing Care in Nutrition and Nutritional Disorders Gastrointestinal Diseases in Children and Nursing Care	Şube 1: Asst. Prof. Emine Zahide ÖZDEMİR	Presentation, Discussion, Question and Answer, Active Learning Method, QR Code, Kahoot, Video Screenin
		Şube 2: Prof. Murat BEKTAŞ	
6.	Nursing Care for Children with Cardiovascular System Issues/Problems	Şube 1: Prof. Murat BEKTAŞ	Presentation, Discussion, Question and Answer, Active Learning Method, QR Code, Kahoot, Video Screenini
		Şube 2: Asst. Prof. Emine Zahide ÖZDEMİR	
7.	Respiratory System Diseases in Children and Nursing Care	Şube 1: Prof. Murat BEKTAŞ	Presentation, Discussion, Question and Answer Presentation, Discussion, Question and Answer, Video Screening, Case/Scenario Presentation, Discussion of Nursing Diagnoses
		Şube 2: Asst. Prof. Emine Zahide ÖZDEMİR	
8.	I. Midterm Exam		
9.	Nursing Care for Children with Endocrine System Issues/Diseases	Şube 1: Asst. Prof. Emine Zahide ÖZDEMİR	Presentation, Discussion, Question and Answer Presentation, Discussion, Question and Answer, Video Screening, Case/Scenario Presentation, Discussion of Nursing Diagnoses
		Şube 2: Prof. Murat BEKTAŞ	
10.		Şube 1: Prof. Murat BEKTAŞ	

	Genitourinary System Diseases in Children and Nursing Care	Şube 2: Prof. Gülçin ÖZALP GERÇEKER	Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses
11.	Pain in Children and Nursing Care Nursing Care for Surgical Patients Before and After Surgery	Şube 1: Prof. Gülçin ÖZALP GERÇEKER Şube 2: Prof. Murat BEKTAŞ	Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses
12.	Newborn Diseases and Nursing Care	Şube 1: Prof. Murat BEKTAŞ Şube 2: Prof. Gülçin ÖZALP GERÇEKER	Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses Question and Answer
13.	Nursing Care for Children with Hematologic System Issues/Diseases	Şube 1: Prof. Gülçin ÖZALP GERÇEKER Şube 2: Prof. Murat BEKTAŞ	Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses Question and Answer
14.	Neurological System Diseases in Children and Nursing Care	Şube 1: Prof. Murat BEKTAŞ Şube 2: Prof. Gülçin ÖZALP GERÇEKER	Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses
15.	Nursing Care for Children with Oncological System Diseases	Şube 1: Prof. Gülçin ÖZALP GERÇEKER Şube 2: Prof. Murat BEKTAŞ	Active Learning Method/PICO, Presentation, Discussion, Question and Answer, Case/Scenario Presentation, Discussion of Nursing Diagnoses
	Final Exam	Prof. Gülçin ÖZALP GERÇEKER & Asst. Prof. Emine Zahide ÖZDEMİR	
	RESIT EXAM	Prof. Gülçin ÖZALP GERÇEKER & Asst. Prof. Emine Zahide ÖZDEMİR	

ECTS Table			
Course Activities	Number	Duration (hour)	Total Workload (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 Workload (hour)			387/25
ECTS Credits of Course= Total Workload (hour) / 25 1 ECTS Credits = 25 hours workload			15

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
HEF 3063 Child Health and Diseases 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	PO 11	PO 12	PO 13
HEF 3063 Child Health and Diseases Nursing	LO 1,5,7	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

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						
	LO1. To monitor and assess	LO2. To assess the child's growth and development	LO3. To perform age-appropriate physical examinations,	LO4. To understand and assess fluid and electrolyte	LO5. To meet the patient's care needs (data collection,	LO6. To interpret the patient	LO7. To identify and meet the needs for promoting,
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		x		x	x	x	x

approaches into nursing care							
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

4.4. Fourth Year, Fall Semester, Course Description Forms

4.4.1. HEF 4119 Nursing Care Management -I

HEF 4119 NURSING CARE MANAGEMENT -I 2025-2026 Academic Year Fall Semester

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: Bachelor	Course Code: HEF 4119

Form Submitting/Renewal Date: 09.02.2026				Course Status: Compulsory
Language of Instruction: Turkish				
Prerequisite: HEF 3061 HEF 3063 HEF 3064 HEF 3066				Course members: Faculty members related to the course
Weekly Course Hours: 28				Course Coordinator: Asst. Prof. Emine Zahide ÖZDEMİR
INTERN	Theory	Application	Laboratory	National Credit: 4+28
	4	28	-	ECTS Credit: 21
	Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
HEF 4119 Nursing Care Management I	8 (AD) / 37-37-37-30-31-29-27-26	28 / 37-37-37-30-31-29-27-26	-	254
Departments				
1. HEF 1052 Fundamentals of Nursing	1/37	-	-	
2. Internal Medicine Nursing	1/37	-	-	
3. Surgical Nursing	1/37	5/ 5-10	-	
4. Women's Health and Diseases Nursing	1/30	-	-	
5. Child Health and Diseases Nursing	1/31	2/14-16	4/7-8	
6. Mental Health and Psychiatric Nursing	1/29	3/ 6-13	2/8-18	
7. Public Health Nursing	1/27	-	-	
8. Oncology Nursing	1/26	-	-	
This table will be transferred from the registrar's office automation system.				
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: LO1.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. LO2.The student can use independent clinical decision making skills in complex care management situation in accordance with the obtained knowledge and skills. LO3.The student can independently manage safe nursing care of a larger number of individuals. LO4. The student can put his or her priority determination, organization and time management skills into practice. LO5. The student can, using his or her communication skills in complicated situations, manage the cooperation between the patient, family, peer, educator and medical staff. LO6. The student can find solution to ethical problems faced during nursing practices. LO7. The student shows personal and professional development, improves and completes self-assessment. LO8. The student can analyze health policies and legal obligations in nursing practices. LO9. The student can review and use health care information systems and technological developments in the execution of care. LO10. The student can put his or her evidence-based practice knowledge into practice.				
Learning and Teaching Strategies: Participation in course, presentation, discussion, question-answer, reflection, self learning, case study, reflection, concept map, clinical practice.				
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.			
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, Fadiloğlu 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			
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			
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, question and answer, self learning.
2	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
3	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
4	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
5	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning

6	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning,
7	Department related case presentations, 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 presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning,
10	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning,
11	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
12	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
13	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
14	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
15	Department related case presentations, Discussion, Clinical practice	Related Department's Instructor	Lecture, presentation, question-answer, case report, discussion,
	FINAL EXAM		
	RESIT EXAM		

ECTS Table			
Course Activities	Number	Duration (hour)	Total Workload (hour)
In Class Activities			
Lectures	14	4	56
Clinical Practice	14	28	392
Portfolio	1	4	4
Exams			
Final	1	2	2
Mid-term	1	2	2
Quiz etc.			
Activities			
Web Search and Library Research	14	1	14
Preparation before/after weekly lectures	14	1	14
Preparation case report/presentation	1	14	14
Preparation for Mid-term Exam	1	14	14
Preparation for Final Exam	1	22	22
Activities (Webinar)	1	3	3
Total Workload (hour)/25		537	
Total ECTS Credit		21 ECTS	

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 4119 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

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 4119 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

4.4.2. HEF 4100 Nursing Management

HEF 4100 MANAGEMENT IN NURSING

2025-2026 Academic Year, Fall Semester

Department(s) Offering the Course: School of Nursing			Department(s) Taking the Course: School of Nursing		
Department Name: Nursing			Course Title: Management in Nursing		
Course Level: Undergraduate			Course Code: HEF 3062		
Form Revision/Update Date: September 2025			Course Type: Required		
Language of Instruction: Turkish			Instructor(s): Prof. Dr. Şeyda SEREN İNTEPELER Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU Dr. Hasan Fehmi DİRİK, Assistant Professor		
Course Prerequisite: -			Course for Which This Is a Prerequisite: -		
Weekly Class Hours: 5			Course Coordinator (Person responsible for course registration): Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU		
Theory	Practical	Laboratory	National Course Credits: 7		
4	6	-	ECTS Credits: 7		
Section / Number of Students in Section	Section / Number of Students per Section	Section / Number of Students per Section	Number of Students Enrolled in the Course:		
3 / 96-75-76	3 / 75 -96	-	247		
Course Objective: To enable students to explain administrative concepts in health and nursing services, discuss conflict and change management, evaluate medical errors within the context of patient safety and goals, develop their understanding of human resources issues, comprehend nursing legislation, and facilitate their adaptation to professional life.					
Course Learning Outcomes: 1. Understand time management and planning skills while providing nursing care and determine priorities 2. Understand the roles of nurses in nursing services and the characteristics of professionalism 3. Discussing conflicts within the healthcare team, their causes, and ways to resolve them 4. To understand the importance of leader-follower interaction and the characteristics of effective followers 5. Evaluate issues related to care practices using evidence-based practices and innovative approaches, and plan for change 6. Understanding the challenges and coping skills involved in the transition from the role of a new graduate to professional practice					

7. Understanding patient safety and quality initiatives in healthcare and nursing services and discussing strategies for their implementation
8. Discussing the concepts of motivation, job satisfaction, stress, and burnout in relation to one another
9. Understanding nursing regulations and employee rights and relating them to the profession

Learning and Teaching Methods:

Quizzes, group work, class participation, presentations, video screenings, discussions, Q&A sessions, web-based interactive methods (Jamboard, Mentimeter, etc.)

Assessment Methods:

(The assessment method must be consistent with the Learning Outcome and the teaching techniques used in the course)

	If applicable, mark with an (X)	Percentage (%)
Midterm / Final Assignments		
Midterm Exam	X	50
Practical Work	X	50
Assignment/Presentation		
Project		
Lab		
Final Exam	X	50%
Class Participation		

Explanations Regarding Assessment Methods:

Assessment Criteria: (Which dimensions of the learning outcomes are measured by which assessment criteria? Assessment criteria must be linked to learning methods.)

Course assessment will consist of one midterm exam and one final or make-up exam throughout the semester.

Midterm Exam Grade: Will consist of 50% of the single midterm exam grade.

Midterm Grade: 50% of the midterm exam grade + 50% of the practical work grade

Course Grade: 50% of the Midterm Grade + 50% of the Final or Make-up Exam Grade

Minimum course grade: 60 out of 100.

Minimum Final and Make-up Exam Grade: 50 out of 100.

Assessment Criteria: (Which dimensions of the learning outcomes are measured by which assessment criteria? Assessment criteria must be linked to learning methods.)

Exams will assess the following skills: interpretation, recall, decision-making, classification, and information synthesis.

Recommended Resources for the Course:

Primary source:

Baykal, Ü.T., & Türkmen, E.E. (2014). Nursing Services Management, Akademi Press and Publishing, Istanbul.

Özçelik et al. (2006). Rights and Responsibilities in Nursing, THD Publication.

Uyer, G. (1993). "Nursing and Management," Hürbilek Printing House.

Uyer, G. (Ed.) (1996). Handbook of Nursing Services Management, Vehbi Koç Foundation Publications, No. 15.

La Monica, E. (2005). *Nursing Leadership and Management: An Experiential Approach*, Wadsworth Health Sciences.

Marquis, B.L., & Huston, C.J. (2000). "Leadership Roles and Management Functions in Nursing," 3rd ed., Lippincott Williams & Wilkins, Philadelphia.

Course Policies and Rules: -

Instructor Contact Information: Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU

02324124793

havva.arslan@gmail.com

Instructor Office Hours: Vary according to the individual schedule established each semester.

Course Content: Exam dates will be specified in the course syllabus. Once exam dates are finalized, they are subject to change.

Week	Topics	Instructor	Teaching Method and Materials Used
1.	Course Description Introduction to Management, Management Functions	Prof. Dr. Şeyda SEREN İNTEPELER	Presentation, video screening, group work, discussion
2.	Time Management and Prioritization	Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU	Quiz, group work, discussion, Mentimeter survey
3.	The Roles and Professionalism of Nurses	Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU	Quiz, group work (Jamboard app), discussion

4.	Teamwork and Communication	Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU	Quiz, group work, discussion, interview
5.	Decision-making techniques	Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU	Mentimeter, discussion
6.	Evidence-Based Problem Solving 1	Dr. Hasan Fehmi DİRİK, Assistant Professor	Quiz, group work, discussion
7.	Evidence-Based Problem Solving 2	Dr. Hasan Fehmi DİRİK, Assistant Professor	Quiz, group work, discussion, Mentimeter survey
8.	MIDTERM EXAM Course evaluation and feedback	Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU	
9.	Change, Innovation, and Artificial Intelligence	Dr. Hasan Fehmi DİRİK, Assistant Professor	Quiz, group work, discussion, interview
10.	Leadership and Followers	Dr. Hasan Fehmi DİRİK, Assistant Professor	Quiz, group work, discussion
11.	Quality Standards and Patient Safety	Dr. Hasan Fehmi DİRİK, Assistant Professor	Quiz, group work, discussion
12.	Reality Shock and Orientation	Prof. Dr. Şeyda SEREN İNTEPELER	Quiz, group work, discussion, interview, Kahoot survey
13.	Employee Rights	Prof. Dr. Şeyda SEREN İNTEPELER	Quiz, group work, discussion
14.	Motivation, Job Satisfaction, and Burnout	Prof. Dr. Şeyda SEREN İNTEPELER	Quiz, group work, discussion
15.	Practical Information Session	Prof. Dr. Şeyda SEREN İNTEPELER	Q&A, presentation
	FINAL	Assoc. Prof. Dr. Havva ARSLAN YÜRÜMEZOĞLU	
	RESIT EXAM	Dr. Hasan Fehmi DİRİK, Assistant Professor	

ECTS Table:

Course-Related Activities	Number	Duration (Hours)
Lectures	14	3
Practical Application	14	2
Final Exam	1	2
Midterm Exam	1	2
Weekly pre- and post-class preparations (reading course materials, articles, etc.)	14	2
Preparation for the midterm exam	1	14
Final Exam Preparation	1	15
Total Workload (hours)		
Course ECTS Credits		
Total Workload (hours) / 25		
* 25 hours of work is equivalent to 1 ECTS credit		

Table 1. Contribution of the Course's Learning Outcomes to Program Outcomes

Course Learning Outcome	PO 1	PO 2	PC 3	PC 4	PC 5	PC 6	PC 7	PC 8	PC 9	PC 10	PC 11	PC 12	PC 13
HEF 3062 Management in Nursing	2	2	2	1	2	3	1	1	3	2	2	2	2

Table 2. Relationship Between Course Learning Outcomes and Program Outcomes

Course Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PC 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
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HEF 3062 Management in Nursing	LO 1-5, 7, 9	LO 1, 2, 5, 7	LO 1, 3-6, 8	LO 2, 5, 7	LO 1, 2, 5, 7, 9	LO 1-9	LO 2-7, 9	LO 1-7, 9	LO 1-9	LO 2, 4-6, 8	LO 2-4, 6, 8, 9	LO 2, 4, 8, 9	LO 2, 4-6, 8, 9
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TABLE 3. HEF 3062 Relationship Between Nursing Management Course Content and Learning Outcomes

Week	Course Content	Course Learning Outcomes								
		LO1. Understanding time management and planning skills while providing nursing care and determining priorities	LO2. Understanding the roles and professional characteristics of nurses in nursing services	LO3. Discussing conflicts within the healthcare team, their causes, and ways to resolve them	Learning Outcome 4: Understanding the importance of leadership, team interaction and the characteristics of effective followers	Learning Outcome 5: Evaluate issues related to care practices using evidence-based practices and innovative approaches, and plan for change	Learning Outcome 6. Understanding the challenges and coping skills involved in the transition from the role of a new graduate to professional practice	LO7. Understand patient safety and quality initiatives in health and nursing services and discuss strategies for their implementation	Learning Outcome 8. Discuss the concepts of motivation, job satisfaction, stress, and burnout in relation to one another	ÖÇ9. Understanding nursing regulations and employee rights and relating them to the profession
1.	Course Introduction and Management Functions of	X								
2.	Time Management and Prioritization	X	X					X		
3.	The Roles of a Nurse and Professionalism	X	X	X	X	X	X	X	X	X
4.	Teamwork and Communication	X	X	X	X	X	X	X	X	X
5.	Decision-making		X							

6.	Evidence-Based Problem Solving 1		X			X		X		
7.	Evidence-Based Problem Solving 2		X			X		X		
9.	Change, Innovation, and Artificial Intelligence	X	X	X	X	X	X	X	X	X
10.	Leaders and Followers	X	X	X	X	X	X	X	X	
11.	Quality Standards and Patient Safety	X	X			X		X		
12.	Reality Shock and Orientation	X					X		X	X
13.	Employee Benefits						X			X
14.	Motivation, Job Satisfaction, and Burnout	X	X	X	X		X		X	
15.	App Information Course Evaluation and Feedback	X	X	X	X	X	X	X	X	X

4.4.3. Fourth Year Elective Courses

4.4.3.1. HEF 4071 Evidence Based Nursing

HEF 4071 EVIDENCE BASED NURSING 2025-2026 Academic Year Fall Semester			
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: 10.09.2025		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. Özlem Bilik	
Theory	Application	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 2

Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/13	-	-	13

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

Learning and Teaching Strategies:

Visual supported presentation,

Case discussion,

Group discussion

Brainstorming,

Question answer

Examining evidence-based web centers

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%

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. Dencso 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, İzmir.
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.

Course Faculty Member Contact Information:

Assoc. Prof. Özlem Bilik	Tel: 0232 412 4962	ozlembilik71@gmail.com
Assoc. Prof. Gülçin Özalp Gerçeker	Tel: 0232 412 6976	gulcin.ozalp@deu.edu.tr
Assoc. Prof. Havva A. Yürümezoğlu	Tel: 0232 412 6979	havva.arslan@deu.edu.tr
Asts. Prof. Dilek Sezgin	Tel: 0232 412 6677	dilek.sezgin@deu.edu.tr

Office Hours:

Course Outline: bExam 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)
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1	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
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?	Assoc. Prof. Özlem Bilik	Visual supported presentation Group discussion
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	Assoc. Prof. Özlem Bilik	Visual supported presentation Group discussion
4	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
6	Evidence-based nursing strategies	Asts. Prof. Dilek Sezgin	Visual supported presentation Question answer Group discussion
7	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
8	1st MIDTERM	Assoc. Prof. Özlem Bilik	
9	Critical evaluation of a high-evidence study	Assoc. Prof. Gülçin Özalp Gerçeker	Visual supported presentation Group discussion
10	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
11	How to integrate research evidences into nursing	Assoc. Prof. Havva A. Yürümezoğlu	Visual supported presentation Group discussion Question answer Group work
12	Creating questions and developing practice strategies for evidence-based nursing	Assoc. Prof. Gülçin Özalp Gerçeker	Visual supported presentation Group discussion Question answer Group work
13	Presentation of group assignments on evidence-based guidelines/guidelines for nursing	Assoc. Prof. Özlem Bilik	Visual supported presentation Group discussion Evaluation
14	Presentation of group assignments on evidence-based guidelines/guidelines for nursing	Assoc. Prof. Gülçin Özalp Gerçeker	Visual supported presentation Group discussion Evaluation
15	Presentation of group assignments on evidence-based guidelines/guidelines for nursing	Assoc. Prof. Havva A. Yürümezoğlu	Visual supported presentation Group discussion Evaluation
16	Course Evaluation	Assoc. Prof. Özlem Bilik	Getting Feedback
	FINAL EXAM	Assoc. Prof. Özlem Bilik	

	CONDITION EXAM	Assoc. Prof. Özlem Bilik	
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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

Table 1. Contribution of the Course Learning Outcomes and Programmed Outcomes (PO)

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
HEF 4071 Evidence Based Nursing	2	0	2	2	2	3	2	3	3	3	2	3

Table 2. Relationship between Course Learning Outcomes and Programmed Outcomes

Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 4071 Evidence Based Nursing	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5	LO1 LO 2 2 LO 3 3 LO 4 4 LO 5		LO1 LO 2 LO 3 LO 4 LO 5	LO1 LO 2 LO 3 LO 4 LO 5

Table 3. HEF 4071 EVIDENCE BASED NURSING COURSE CONTENT AND LEARNING OUTCOMES MATRIX

	Dersin Öğrenim Kazanımları
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Week	Weekly Course Contents	LO1. The student can identify the evidence-based knowledge practices and their importance	LO2. The student can find researches on evidence-based nursing	LO3. The student can assess the evidence levels of researches on evidence-based nursing	LO4. The student can practice evidence-based nursing	LO5. 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		
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		
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

4.4.3.2.HEF 4073 Intensive Care Nursing

HEF 4073 INTENSIVE CARE NURSING 2025-2026 Academic Year Fall Semester			
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 2025		Course type: Elective	
Language of the course: Turkish		Instructor(s) of the course: Assoc. Prof. Yaprak SARIGÖL ORDIN Prof. 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
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/-	-	-	*The course is not offered for the Fall 2025-2026 semester.
THIS TABLE WILL BE TRANSFERRED FROM THE REGISTRAR'S OFFICE AUTOMATION SYSTEM.			

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		

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

Recommended Resources for the Course: Main Resource:
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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:
6. Irvin RS, Rippe JM (Ed). Translated by Özcengiz D. Handbook of Intensive Care. Nobel Medical Bookstore. Adana, 2000.
7. **Şahinoğlu H (Ed). Intensive care: problems and treatments.** Ankara Turkish Clinics, 2003.
8. **Bongard Fred S. Translation ed. Güven M. Intensive care diagnosis and treatment.** Ankara: Güneş Bookstore, 2004.
9. **Irwin RS, James M. (Ed.) Rippe. Irwin and Rippe's intensive care medicine.** 6th.edition, Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins, 2008
10. **Sibbald WJ, Bion JF. (Ed.) Evaluating critical care: using health services research to improve quality .**Berlin, Springer, 2001.
11. **Hall, Jesse B. Handbook of Critical Care [electronic resource].** London, Springer, 2009
12. **Gullo, Antonino (Ed.). Perioperative and Critical Care Medicine [electronic resource] : Educational Issues 2005,** Milano: Springer-Verlag Italia, 2006.
13. **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.
14. **Gullo, Antonino. Intensive and Critical Care Medicine [electronic resource] : Reflections, Recommendations and Perspectives .**2005. Milano: Springer-Verlag Italia
15. **Bongard, Fred S. (Ed.) Current critical care diagnosis & treatment** 2002. New York, London , Lange Medical Books/McGraw-Hill
16. Intensive Care Journal <http://www.yogunbakimdergisi.org/>
17. 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 ORDİN e-mail: 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.	Intrduction to intensive care, intensive care environment and characteristics of intensive care patients	Assoc Prof Yaprak SARIGOL ORDİN	Presentation, discussion
2.	Ethical and legal issues in intensive care	Assist. Prof Eda Ayten KANKAYA	Presentation, discussion
3.	ECG / Sinus rhythm	Prof. Hatice MERT	Presentation, discussion
4.	Aorta Aneurysms and Nursing Approaches	Assoc. Prof.Yaprak S. ORDİN	Presentation, discussion
5.	Mechanical ventilation	Assoc. Prof.Yaprak S. ORDİN	Presentation, discussion
6.	Psychosocial Problems, Emotional Deprivations and Overload in the Intensive Care Unit	Assoc. Prof.Yaprak S. ORDİN	Presentation, discussion
7.	Thorax traumas	Assoc. Prof.Fatma VURAL	Presentation, discussion
8.	Midterm Exam	Dr. Öğr. Ü. Eda Ayten Kankaya	
9.	DVT, Emboli	Assoc. Prof.Fatma VURAL	Presentation, discussion
10.	Nursing care of a patient with respiratory system problems in the intensive care unit	Prof. Hatice MERT	Presentation, discussion

11.	Herniations and Nursing Care	Assoc. Prof.Fatma VURAL	Presentation, discussion
12.	Heart failure and Nursing Approaches	Prof. Hatice MERT	Presentation, discussion
13.	Pain and Sedation	Assoc. Prof.Fatma VURAL	Presentation, discussion
14.	Pacemaker / cardioversion/ defibrillation	Prof. Hatice MERT	Presentation, discussion
15.	Nutrition in intensive care patients	Assist. Prof Eda Ayten KANKAYA	Presentation, discussion
	Final Exam	Assoc. Prof. Yaprak Sarıgöl Ordın	
	Makeup Exam	Assoc. Prof.Yaprak S. ORDİN	

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

Table 1. Contribution of course learning outcomes to program outcomes

learning outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13
HEF 4073 Critical Care Nursing	5	0	0	0	0	4	0	4	4	0	0	0	0

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 Critical Care Nursing	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				

Table 3. HEF 4073 CRITICAL CARE NURSING 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			
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			

4.4.3.3. HEF 4075 Chronic Diseases Nursing

HEF 4075 CHRONIC DISEASES NURSING

2025-2026 Academic Year Fall Semester

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 2025			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: Assist. Prof. Dilek Sezgin		
Theory	Practice	Laboratory	National Credit of the Course: 2		
2	-	-	AKTS Credit of the Course: 2		
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course		
1/11	-	-	11		
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: LO1. The student can define the factors causing chronic diseases LO2. The student can explain the effects of chronic diseases upon the individual, family and society LO3. The student can define the roles of the individual, family and healthcare professionals in approach to chronic diseases LO4. The student can explain the theories regarding the management of chronic diseases LO5. The student can explain the importance of self management of the individual with a chronic disease LO6. The student can plan the care of the individual with a chronic disease LO7. The student can apply the care of the individual with a chronic disease					
Learning and Teaching Methods: Presentation, discussion, brainstorming, question answer, self-learning					
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.					
Assessment Criteria: The exams assess the skills of; interpretation, recall, decision-making, explanation, classification and combination of knowledge.					
Recommended Resources for the Course: Main Resources: 22. Durna Z. Kronik Hastalıklar ve Bakım Nobel Tıp Kitabevleri. İstanbul 2012.					

23. Karadakovan A., Eti Aslan F. Dahili ve Cerrahi Hastalıklarda Bakım, Akademisyen Tıp Kitabevleri, Geliştirilmiş 3. Baskı Ankara 2014.
24. Birol L, Akdemir N, İç Hastalıkları ve Hemşirelik Bakımı, 1. Baskı, Vehbi Koç Vakfı, İstanbul, 2003.
25. Çelik S., Usta Yeşilbalkan Ö. Dahili ve Cerrahi Hastalıklar Hemşireliği, Üçüncü Basımdan Çeviri, Nobel Tıp Kitabevleri, 2015.
26. Enç N. (Edit.). İç Hastalıkları Hemşireliği, Nobel Tıp Kitabevi., İstanbul, 2014.
27. World Health Statistics 2017
28. Türkiye Kronik Hastalıklar ve Risk Faktörleri Sıklığı Çalışması. <https://sbu.saglik.gov.tr/Ekutuphane/kitaplar/khrfat.pdf>
29. <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 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, Etiology of the Chronic Disease Social Aspect of the Chronic Disease	Merve Erüenal	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 Erüenal	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 Erüenal	
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	Evaluation of lesson	Dilek Sezgin	Presentation, discussion
	Final exam	Dilek Sezgin	
	RESIT EXAM	Merve Aliye Akyol	

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

TABLE 1. 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
HEF 4075 Chronic Diseases Nursing	3	2	2	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
HEF 4075 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		

Table 3. HEF 4075 Chronic Diseases Nursing Course Contents and Learning Outcomes Matrix									
Week	Weekly Course Contents	Learning Outcomes of the Course							
		LO1. The student can define the factors causing chronic diseases	LO2. The student can explain the effects of chronic diseases upon the individual, family and society	LO3. The student can define the roles of the individual, family and healthcare professionals in approach to chronic diseases	LO4. The student can explain the theories regarding the management of chronic diseases	LO5. The student can explain the importance of self management of the individual with a chronic diseases	LO6. The student can plan the care of the individual with a chronic disease	LO7. 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
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	Evaluation of lesson							

4.4.3.4. HEF 4077 Health Policies And Nursing

HEF 4077 HEALTH POLICIES AND NURSING 2025-2026 Academic Year Fall Semester

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 2025			Course Status: Elective		
Language of Instruction: Turkish			Instructor/s: Prof. Gülelendam Karadağ Assist. Prof. Burcu Cengiz		
Prerequisite: None.			Prerequisite to: None.		
Weekly Course Hours: 2			Course Coordinator: Assist. Prof. Burcu Cengiz		
Theory	Practice	Laboratory	National Credit: 2		
2	-	-	ECTS Credit: 2		
Section /Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course <i>The course is not offered for the Fall 2025-2026 semester.</i>		
1/ -	-	-			

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:

- LO 1. Defining current health problems in the world and in Turkey
- LO2. Knowing the current health policies in the world
- LO3. To know the historical development of health policies in our country
- LO4. Explaining existing laws regarding nursing
- LO5. Explaining the effects of the health transformation program on health personnel/nurse/individual

Learning and Teaching Strategies:

Presentation, discussion, 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			
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			
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. 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:			
Course Outline: Examination dates should be specified in the course content given below. The examination dates can be changed later.			
We ek	Topics	Lecturer	Teaching Strategies:
1	Course Introduction, Health policy basic concepts	Prof. 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. 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. Gülendam Karadağ	Presentation, discussion
7	Health situation in the world and priority problems	Prof. 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. Gülendam Karadağ	Presentation, discussion
11	Health policies after 1980 in Turkey	Prof. 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. Gülendam Karadağ	Presentation, discussion
	Final exam	Assist. Prof. Burcu Cengiz	
	Make-up exam	Assist. Prof. Burcu Cengiz	

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

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 4077 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	PO 11	PO 12	PO 13
HEF 4077 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	LO 5		

TABLE 3. HEF 4077 COURSE CONTENTS AND LEARNING OUTCOMES MATRIX							LO1	LO2	LO3	LO4	LO5
WEEK											
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

4.4.3.5. HEF 4081 Evidence-Based Symptom Management In Cancer Patient

HEF 4081 EVIDENCE-BASED SYMPTOM MANAGEMENT IN CANCER PATIENT 2025-2026 Academic Year Fall Semester			
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: 26.07.2025		Course Status: Elective	
Language of Instruction: Turkish		Name of Lecturer (s): Professor Dr. Özlem Uğur Professor Dr. Ezgi Karadağ Professor Dr. Neslihan Güntüşen 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
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/19	-	-	19
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: LO1.The student is aware of the importance of evidence-based practices for nursing LO2.The student can discuss the personal and institutional barriers of nursing to evidence LO3.The student knows the resources and routes to find evidence LO4.The student can identify evidence-based nursing attempts concerning symptoms LO5.The student can make patient care plans using evidence-based nursing attempts			
Learning and Teaching Strategies: Presentation, discussion, question-answer, literature review, self learning			
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			

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.

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.Firat, F Sarıalioglu, A. Kars), Ankara 1992.
3. ONS PEP, <http://www.ons.org/Research/PEP>
4. Barclay 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

Week	Subjects	Instructor Teaching	Training Method and Material Used	Methods and Material Used
1.	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.	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.	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.	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.	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.	Neutropenia and evidence-based nursing approach	Dilek Büyükkaya Besen	Lecture, question and answer, discussion, Power point presentation	
7.	Diarrhea 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.	Midterm Exam	Özlem Uğur	Lecture, question and answer, discussion, Power point presentation	Lecture, question and answer, discussion Power point presentation
9.	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.	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.	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.	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.	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.	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.	Delirium and evidence-based nursing approach	Ö. Uğur	Lecture, question and answer, discussion, Power point presentation	
	FINAL EXAM			
	RESIT EXAM			

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 =			2
Total Work Load (hour) / 25			50

Table 1. Contribution of course learning outcomes to program outcomes													
Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 4081 Evidence-Based Symptom Management in Cancer Patient	3	2	3	3		3	3	2	3	3	3	3	2

Tablo 2.													
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 4081 Evidence-Based Symptom Management In Cancer Patient Course	LO 1,2,3, 5	LO 3,4	LO 2	LO 2,3,4	LO 1,2,3, 4	LO 4	LO 2	LO 3,4	LO 4	LO 4	LO4		

Table 3. HEF 4081 Evidence-Based Symptom Management In Cancer Patient Course Contents and Learning Outcomes Matrix

WEEK	Weekly Course Contents	LO1. The student is aware of the importance of evidence-based practices for nursing	LO 2.The student can discuss the personal and institutional barriers of nursing to evidence	LO 3. The student knows the resources and routes to find evidence	LO 4. The student can identify evidence-based nursing attempts concerning symptoms	LO 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	Diarrhea and evidence-based nursing approach Constipation and evidence-based nursing approach	X		X	X	
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

4.4.3.6. HEF 4083 Research Project in Nursing

HEF 4083 RESEARCH PROJECT IN NURSING 2025-2026 Academic Year Fall Semester			
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: 11.09.2025		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
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/-	-	-	*Ders 2025-2026 Güz açılmamıştır.
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			
Learning and Teaching Strategies: Visual supported presentation, group discussion, question-answer, brainstorming, example article			
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			
Recommended 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			
Contact details for instructor/s: Associate Professor Aylin Durmaz Edeer 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
1.	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
2.	Determination of the research problem ((recognizing a clinical problem)	Prof. Ezgi Karadağ Prof. Meryem Öztürk Haney	Group discussion, Question answer Brainstorming

		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	
3.	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
4.	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
5.	Literature review	Prof. Ezgi Karadağ Prof. Meryem Öztürk Haney	Group discussion, Question answer Brainstorming Example article

		Associate Professor. Dilek Bilgiç Associate Professor Aylin Durmaz Edeer Associate Professor. Gülçin Özalp Gerçekler Associate Professor Havva Arslan Yürümezoğlu Associate Professor Hande Yağcan Asst.Prof. Nazife Gamze Özer Özlü	
6.	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 Gerçekler Associate Professor Havva Arslan Yürümezoğlu Associate Professor Hande Yağcan Asst.Prof. Nazife Gamze Özer ÖzlüGamze Özer ÖZLÜ	Group discussion, Question answer Brainstorming Example article
7. -	Defining the research problem	Prof. Ezgi Karadağ Prof. Meryem Öztürk Haney Associate Professor. Dilek Bilgiç Associate Professor Aylin Durmaz Edeer Associate Professor. Gülçin Özalp Gerçekler Associate Professor Havva Arslan Yürümezoğlu Associate Professor Hande Yağcan Asst.Prof. Nazife Gamze Özer Özlü	Group discussion, Question answer Brainstorming Example article

8.	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	
9.	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
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	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	Group discussion, Question answer Brainstorming

		Asst.Prof. Nazife Gamze Özer Özlü	
11.	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
12.	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
13.	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	Group discussion, Question answer Brainstorming Example article

		Associate Professor Hande Yağcan	
		Asst.Prof. Nazife Gamze Özer Özlü	
14.	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 Gerçek Associate Professor Havva Arslan Yürümezoğlu Associate Professor Hande Yağcan Asst.Prof. Nazife Gamze Özer Özlü	Group discussion, Question answer Brainstorming Example article
15.	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 Gerçek 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)
	FINAL EXAM	Associate Professor Hande Yağcan	
	RESIT EXAM	Asst.Prof. Nazife Gamze Özer Özlü	

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			2
Total Workload (hour) /25			

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
HEF 4083 Research Project In Nursing	3	0	0	1	2	0	1	1	3	2	0	3	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
HEF 4083 Research Project In Nursing	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

Table 3. HEF4083 RESEARCH PROJECT IN NURSING COURSE CONTENT AND LEARNING OUTCOMES MATRIX

Week	Weekly Course Contents	Learning Outcomes of the Course				
		LO1: The student can explain the ways of literature review	LO2: The student can decide on a research problem	LO 3: The student can explain the steps of a research suggestion	LO4: 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		
9	Determining the methods to solve the research problem (updating the care protocol, creating an algorithm)	X	X	X	X	

	Or Preparing/delivering ethics committee permission forms					
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	

4.4.3.7. HEF 4085 Home Care

HEF 4085 HOME CARE 2025-2026 Academic Year Fall Semester			
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: September 2025		Course Status: Elective	
Language of Instruction: Turkish		Instructor/s: Assoc. Prof. F. Şeyda ÖZBIÇAKÇI Prof. 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	National Credit: 2
2	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/ 21	-	-	21

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:

- LO1. The student can explain the concepts regarding home care services.
LO2. The student can explain the features of national and international home care services.
LO3. The student can explain the organizational features of home care services.
LO4. The student can determine the needs of the individual, family and society regarding home care services.
LO5. The student can plan home care services according to needs.
LO6. The student can present application samples of home care.
LO7. The student can discuss about the home care roles of nurses.

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

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

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 Resource-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
Prof. Hatice MERT Tel: 0232 412 47 86 e-posta: hatice.mert@deu.edu.tr
Assoc. Prof. Özlem UĞUR Tel: 0232 412 47 85 e-posta: ozlem.ugur@deu.edu.tr
Assoc. Prof. Fatma VURAL Tel: 0 232 412 47 86 e-posta: fatma.vural@deu.edu.tr
Lecturer Nurten ALAN Tel: 0232 412 47 71 e-posta: nurten.alan@deu.edu.tr

Course Outline: Examination dates should be specified in the course content given below. The examination dates can be changed later.

Week	Topics	Teaching Strategies
1	Home Care, history, Team, roles and responsibilities of home care, Organization of home care services in Turkey and the world	Presentation discussion
2	Organization of home care services in Turkey	Presentation discussion
3	Rehabilitation in home visit	Presentation discussion
4	Home Care Process	
5	Home care of patients with COPD	Presentation discussion
6	Home care of surgical patient	Presentation discussion
7	Performans Criteria of Home Care Patients	Presentation discussion
8	Mid Term Exam	
9	Home care of patients with cardiovascular disease	Presentation discussion
10	Home care of patients with dementia	Presentation discussion
11	Difficulties of caregivers in home care process	Presentation discussion
12	Home care of patients with ICD	Presentation discussion
13	Wound and Stome care at home	Presentation discussion

14	Home care of patients with cancer	Presentationdiscussion
	Final Exam	
	Makeup exam	

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=			53/25
Total Work Load (hour) / 25			2
1 ECTS Credits = 25 hours workload			

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 4085 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
HEF 4085 Home Care	LO 1,2,4	LO 4		LO 4	LO 1	LO 1,2,3,4,5,6,7	LO 2	LO 1,2,3,4	LO 5,6	LO 7		LO 4	

TABLE 3. HEF 4085 HOME CARE NURSING COURSE CONTENTS AND LEARNING OUTCOMES MATRIX							
WEEK	Weekly Course Contents	Course Learning Outcomes					
		LO1. Understands the roles, duties, and responsibilities of the home care nurse..	LO2. Assesses the home environment to identify health-related risks and ensure a	LO3. Provides nursing care to support the health, recovery, and well-	LO4. Offers guidance and education to patients and family members	LO5. Applies the nursing process to address the physical, psychological, and social needs of	LO6. Maintains accurate records and performs statistical analyses related to

			safe care setting.	being of patients in their own homes.	for effective home care.	patients at home.	home care nursing.
1	History 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
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	

4.4.3.8. HEF 4087 School Health Nursing

HEF 4087 SCHOOL HEALTH NURSING 2025-2026 Academic Year Fall Semester			
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 2025		Course Status: Elective	
Language of Instruction: Turkish		Instructor/s: Assoc. Prof. Şeyda ÖZBIÇAKÇI Assoc. Prof. Meryem OZTURK HANEY	
Prerequisite: -		Prerequisite to: -	
Weekly Course Hours: 2		Course Coordinator: Assoc. Prof. Şeyda Özbiçakçı	
Theory	Application	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/15	-	-	15

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:

- LO1. The student knows the roles, duties and responsibilities of school health nurses.
- LO2. The student can identify health related risks by evaluating the school environment in terms of physical and health conditions.
- LO3. The student performs and monitors nursing practices aimed to protect and improve the health of school children.
- LO4. The student provides consulting for school children, their families and school staff.
- LO5. The student performs the nursing process aimed to meet physiological, psychological and social requirements of school children.
- LO6. The student records and analyzes statistics related to school health.

Learning and Teaching Strategies: Presentation, discussing, question answer, literature review, case study

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.

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

Textbook(s)/References/Materials:

- Watkins D. Edwards J. Gastrell P (Eds). Foreward By. Joan Higgins: Community Health Nursing, Frameworks For Practice. Bailliere Tindall, 2003.
- Stone-Clemen S. McGuire SL Eigsti DG: Comprehensive Community Health Nursing, Family, Aggregate & Community Practice. Sixth Edition, Mosby, 2002.
- Lewis KD, Bear BJ: Manual Of School Health. Second Edition. Saunders, 2002.
- Nies MA. McEwen M; Community Health Nursing, Promoting Health Populations. WB Saunders Company, 2001.
- Smith CM, Maurer FA: Community Health Nursing Theory And Practice. Second Edition. WB Saunders Company, 2000

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. F. Şeyda ÖZBİÇAKÇI 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
1.	Development of school health and school health nursing in Turkey and in the world	Presentation, discussion
2.	Role and responsibilities of school health nurses School health nursing standards	Presentation, discussion
3.	Characteristics of school age children and their families	Presentation, discussion
4.	School health and legal situation in Turkey.	Presentation, discussion
5.	School nurse initiatives, Expected results	Presentation, discussion
6.	Health promotion and prevention of diseases at school	Presentation, discussion
7.	Examination, follow-up and evaluation of school children; Studies related to school nursing	Presentation, discussion
8.	1st. midterm	Presentation, discussion
9.	Presentations: Childhood Hypertension, School Phobias	Presentation, discussion
10.	Presentations. Approach to asthmatic children, Internet addiction	Presentation, discussion
11.	Presentations: Bullying / violence prevention, Hyperactivity / Attention deficit	Presentation, discussion
12.	Presentations: School health projects in the World and Turkey	Presentation, discussion

13.	Obesity in Childhood	Presentation, discussion
14.	Presentations: Diabetes and children, Dyslexia	Presentation, discussion
	FINAL EXAM	
	RESIT EXAM	

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

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
HEF 4087 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
HEF 4087 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		

TABLE 3. HEF 4087 School Health Nursing Course Content And Learning Outcomes Matrix							
Week	Weekly Course Contents	Course Learning Outcomes					
		LO1. Knows the roles, duties, and responsibilities of the school health nurse..	LO2. Assesses the school environment physically and hygienically, identifying health-related risks.	LO3. Conducts and monitors nursing practices aimed at protecting and improving the health of school children.	LO4. Provides guidance to school children, families, and school staff.	LO5. Applies the nursing process for the physiological, psychological, social needs, and issues of school children.i uygular.	LO6. 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	

4.4.3.9. HEF 4089 Leadership Skills Development

HEF 4089 LEADERSHIP SKILLS DEVELOPMENT 2025-2026 Academic Year Fall Semester	
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 2025	Course Status: Elective
Language of Instruction: Turkish	Instructors: Prof. Şeyda SEREN İNTEPELER

			Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU Assist. Prof. Hasan Fehmi DİRİK Assist. Prof. Veysel Karani BARİŞ
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
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/ 21	-	-	21

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:

- LO1. Understanding the role of the leader in shaping the future
- LO2. Linking leader styles and follower characteristics
- LO3. Identify strategies to develop their own leadership qualities
- LO4. Relating the leadership skills learned to professional problems
- LO5. Critically evaluate current leadership practices in the nursing profession

Learning and Teaching Strategies: Group work, participation in lectures, presentation, video demonstration, discussion, question and answer, web-based interactive methods (jamboard, mentimeter etc.)

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

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. Havva ARSLAN YÜRÜMEZOĞLU 02324124793

havva.arslan@gmail.com

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. Şeyda SEREN İNTEPELER	Presentation, teamwork, discussion
4.	Leadership Styles	Prof. 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. Havva ARSLAN YÜRÜMEZOĞLU	Teamwork, discussion
7.	Type and characteristics of followers	Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Teamwork, discussion
8.	1st Midterm		
9.	Leadership, and empowerment	Prof. Şeyda SEREN İNTEPELER	Video, teamwork, discussion
10.	Leadership and teamwork	Prof. Şeyda SEREN İNTEPELER	Teamwork, discussion
11.	Leadership and motivation	Assist. Prof. Hasan Fehmi DİRİK	Teamwork, discussion
12.	Leadership, influencing health policies	Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Teamwork, discussion
13.	Examples of the Nurse Leaders	Assoc. Prof. 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	

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
Independent 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	2		
1 ECTS Credits = 25 hours workload			

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

HEF 4089 Leadership Skills Development In Nursing	2	0	0	0	0	0	0	1	3	2	2	1	2
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Table 2. Relation of Course Learning Outcomes and Program Outcomes													
Learning outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 4089 Leadership Skills Development In Nursing	LO1, 4							LO 2	LO1, 3,4,5	LO1, 3,4,5	LO 1,5	LO 4	LO 1,5

TABLE 3. HEF 4089 DEVELOPING LEADERSHIP SKILLS IN NURSING COURSE CONTENT AND LEARNING OUTCOMES MATRIX									
Week	Weekly Course Contents	Learning Outcomes of the Course							
		LO1. Understanding the role of the leader in shaping the future	LO2. Linking leader styles and follower characteristics	LO3. Identifying strategies to develop their own leadership qualities	LO4. Relating the leadership skills learned to professional problems	LO5. Analyzing the impact of characteristics of leader styles on followers	LO6. Linking excellence and leadership	LO7. Critically evaluate current leadership practices in the nursing profession	LO8. 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		X			X		X	X

	followers								
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

4.4.3.10. HEF 4079 Nursing English III

HEF 4079 NURSING ENGLISH III 2025-2026 Academic Year Fall Semester			
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: 12/09/2025		Course type: Elective	
Language of the course: Turkish		Instructor(s) of the course: Prof. Merlinda ALUŞ TOKAT Prof. Güldam 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	-	-	ECTS Credit of the Course: 2	
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course	
1/11	-	-	11	
Course Objective: This course aims at developing students medical vocabulary, listening, writing, reading and speaking skills				
Learning Outcomes of The Course: LO1 Being able to understand medical texts. LO2 Having sufficient communication skills to use in the field. LO3 Being able to write texts properly				
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				
1 st 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.				
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.				
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 merlinda_alus@yahoo.com Tel: 4124770 Prof. Gülendām KARADAĞ gkaradag71@gmail.com Tel: 4124755 Assoc. Prof. Hande YAĞCAN hande.yagcan@gmail.com Tel: 4124776 Asst. Prof. Fehmi DİRİK Tel: 4124797 fehmidirik@gmail.com				
Course Content:				
Week	Subjects	Lecturer	Training Method and Material Used	Education Type
1.	Introduction	Hande YAĞCAN	Lecture, translation, discussion and comprehension, listening	Face to Face
2.	Medical Specimens	Merlinda ALUŞ TOKAT	Lecture, translation, discussion and comprehension, listening	Face to Face
3.	Nervous system functions	Merlinda ALUŞ TOKAT	Lecture, translation, discussion and comprehension, listening	Face to Face
4.	Nervous system nursing evaluation	Fehmi DİRİK	Lecture, translation, discussion and comprehension, listening	Face to Face
5.	Cardiovascular system functions	Gülendām KARADAĞ	Lecture, translation, discussion and comprehension, listening	Face to Face
6.	Cardiovascular system nursing evaluation	Fehmi DİRİK	Lecture, translation, discussion and comprehension, listening	Face to Face
7.	Diabetes Care	Merlinda ALUŞ TOKAT	Lecture, translation, discussion and comprehension, listening	Face to Face

8.	MIDTERM EXAM	Gülendam KARADAĞ	Lecture, translation, discussion and comprehension, listening	Face to Face
9.	Gastrointestinal system functions	Fehmi DİRİK	Lecture, translation, discussion and comprehension, listening	Face to Face
10.	Gastrointestinal system nursing evaluation	Merlinda ALUŞ TOKAT	Lecture, translation, discussion and comprehension, listening	Face to Face
11.	Genitourinary system functions	Merlinda ALUŞ TOKAT	Lecture, translation, discussion and comprehension, listening	Face to Face
12.	Genitourinary system nursing evaluation	Hande YAĞCAN	Lecture, translation, discussion and comprehension, listening	Face to Face
13.	Muscle- skeleton system functions	Hande YAĞCAN	Lecture, translation, discussion and comprehension, listening	Face to Face
14.	Muscle- skeleton system nursing evaluation	Prof. Gülendam KARADAĞ	Lecture, translation, discussion and comprehension, listening	Face to Face
15.	Discharge Planning General Assessment	Hande YAĞCAN	Lecture, translation, discussion and comprehension, listening	Face to Face
	FINAL EXAM			
	RESIT EXAM			

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

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 4079 Nursing English III	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
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HEF 4079 Nursing English III	LO1	LO 2,3	LO 1,2,3						LO 1,3	LO 1			LO 1,2,3
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TABLE 3. HEF 4079 COURSE CONTENTS AND LEARNING OUTCOMES MATRIX

Week	Topics	Learning Outcomes of the Course		
		LO1. Being able to understand medical texts	LO2. Having sufficient communication skills to use in the field	LO3. Being able to write texts properly
1	Introduction	X	X	X
2	Medical Specimens	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
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

4.4.3.11. HEF 4095 Pediatric Palliative Care

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.4.3.12. GÇD 1000 Volunteering Activities

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.4.3.13. HEF 4093 Child Diabetes Nursing

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.4.3.14. HEF 4097 Pediatric Emergency Nursing

HEF 4097 PEDIATRIC EMERGENCY NURSING

2025-2026 Academic Year Fall Semester

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: 28.07.2025	Course Status: Elective

Language of Instruction: Turkish			Course: Prof. Murat BEKTAŞ 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. Murat BEKTAŞ
Theory	Application	Laboratory	National Credit: 2
2	-	-	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/ 20	-	-	20
Course Objective: The aim of the course is able to plan nursing care in cases requiring emergency intervention and care in children.			
Learning Outcomes: LO1.The student can perform triage and diagnosis in emergency LO2.The student can communicating with the child and the family in child emergency LO3.The student know the commonly used drugs and their application methods in pediatric emergency LO4.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 LO5.The student to be able to apply basic and advanced life support in children LO6.The student to be able to plan nursing care in respiratory emergency in children LO7. The student to be able to plan nursing care in neurological system emergencies in children LO8. The student to be able to make emergency intervention to the child who has home accident and poisoning LO9. The student to be able to distinguish child neglect and abuse in emergency			
Learning and Teaching Strategies: Presentation, question-answer, discussion, research, group work, case discussion, sample nursing care			
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.			
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			
References Karaböcüoğlu 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). Pediatrik 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 Pediatric Critical Care Nursing. CBS Publishers & Distributors; 1st Edition edition (2018) Küçüköğlu, 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>

Course Policies and Rules: -

Contact Details for the Lecturer(s): Prof. Murat BEKTAŞ 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	Asst. Prof. Yasemin SELEKOĞLU OK	Presentation, question-answer, discussion, research, group work, case discussion, sample nursing care
2.	Pediatric Triage and Diagnosis	Asst. Prof. Yasemin SELEKOĞLU OK	Presentation, question-answer, discussion, research, group work, case discussion, sample nursing care
3.	Pediatric Respiratory System Emergency	Asst. Prof. Emine Zahide ÖZDEMİR	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	Prof. Murat BEKTAŞ	Presentation, question-answer, discussion, research, group work, case discussion, sample nursing care
12.	Home accidents and intoxications	Asst. Prof. Emine Zahide ÖZDEMİR	Presentation, question-answer, discussion, research, group work, case discussion, sample nursing care
13.	Pediatric Oncological Emergencies	Prof. 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.	Evaluation Of The Course	Prof. Murat BEKTAŞ	Question-answer, discussion
	FINAL EXAM	Prof. Murat BEKTAŞ	
	RESIT EXAM	Prof. Gülçin ÖZALP GERÇEKER	

ECTS Table:

Course activities	Number	Duration (hour)	Course activities
In Class Activities			
Lectures	13	2	26
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.)	13	1	13
Preparation for midterms exam	1	3	3
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)			50
Total Workload (hour) / 25			50/25
ECTS Credits of Course	2		

Table 1. Contribution of course learning outcomes to program outcomes													
Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 4097 Pediatric Emergency Nursing	1	2	1	1	2	1	3	2	3	3	3	1	3

Table 2. Relation of Course Learning Outcomes and Program Outcomes													
Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 4097 Pediatric Emergency Nursing	LO 1,2,5	LO 1,2,5	-	LO5	-	-	LO5	LO1,2,3,5	LO1,2,3,5	LO1,2,3,5	-	-	LO3

TABLE 3. HEF 4097 PEDIATRIC EMERGENCY NURSING MATRİS

Week	Subjects	Learning Outcomes								
		LO1.The student can perform triage and diagnosis in emergency	LO2.The student can communicating with the child and the family in child emergency	LO3. The student knows the commonly used drugs and their application methods in pediatric emergency	LO4.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	LO5.The student to be able to apply basic and advanced life support in children	LO6. The student to be able to plan nursing care in respiratory emergency in children	LO7.The student to be able to plan nursing care in neurological system emergencies in children	LO8.The student to be able to make emergency intervention to the child who has home accident and poisoning	LO9. 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				
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.	Evaluation Of The Course									

4.4.3.15. HEF 4103 Evidence-Based Care in Pediatric Nursing

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.4.3.16. HEF 4105 Transcultural Nursing

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.4.3.17. HEF 4107 Disaster Nursing and Management

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.4.3.18. HEF 4109 Occupational Health Nursing

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.4.3.19. HEF 4111 Ostomy and Wound Care Nursing

HEF 4111 OSTOMY AND WOUND CARE NURSING 2025-2026 Academic Year, Fall Semester			
Department(s) Offering the Course: School of Nursing		Units Taking the Course: School of Nursing	
Department Name: Nursing		Course Title: Ostomy and Wound Care Nursing	
Course Level: Undergraduate		Course Code: HEF 4011	
Form Creation/Revision Date: August 29, 2025		Course Type: Elective	
Language of Instruction: Turkish		Instructor(s): Prof. Dr. Fatma VURAL Assoc. Prof. Dr. Aylin DURMAZ EDEER Dr. Eda AYTEN KANKAYA, Assistant Professor Dr. Buket ÇELİK, Assistant Professor Dr. Eda AYTEN KANKAYA, Assistant Professor	
Course Prerequisite: None		Course for Which This Is a Prerequisite: None	
Weekly Class Hours: 2		Course Coordinator: Prof. Dr. Fatma VURAL	
Theory	Practical	Laboratory	National Course Credits: 2
2	-	-	ECTS Credits: 2
Section / Number of Students in Section	Section / Number of Students per Section	Section / Number of Students per Section	Number of Students Enrolled in the Course:
1/ -	-	-	25
THIS TABLE WILL BE IMPORTED FROM THE STUDENT AFFAIRS AUTOMATION SYSTEM.			
Course Objective: This course aims to provide students with knowledge regarding the roles and responsibilities of a wound and stoma nurse, as well as the ability to provide wound care and care for patients with stomas.			
Course Learning Outcomes: LO 1: Discuss the professional role and importance of a wound and stoma care nurse LO 2: Can explain the etiology of wounds and the pathophysiological process of wound healing LO 3: Can explain nursing interventions tailored to the needs of patients with stomas. LO 4: Can discuss current topics, healthcare technologies, and evidence-based guidelines related to wound and stoma care Learning Outcome 5: Demonstrates sensitivity to legal and ethical issues related to wound and stoma care.			
Learning and Teaching Methods: Visual presentations, Case discussions, Group discussions, Brainstorming, Question-and-answer sessions, Video-based training			
Assessment Methods: (The assessment method must be consistent with the learning outcomes and the teaching techniques used in the course)			
	If applicable, mark with an (X)	Percentage (%)	
Midterm/Final Assignments			
Midterm Exam	X	50	
Quiz			
Assignment/Presentation			
Project			
Lab			
Final Exam	X	50%	

Class Participation		
Explanations Regarding Assessment Methods: The course grade will be determined by combining 50% of the midterm exam grade and 50% of the final exam grade. Course Grade: 50% midterm grade + 50% final grade		
Assessment Criteria: Exams will assess the following skills: interpretation, recall, decision-making, explanation, classification, and integration of information		
Recommended Resources for the Course: Primary source: - Akyolcu, N., & Kanan, N. (Eds.) (2015). Wound and Stoma Care. Nobel Medical Publishers, Istanbul - Aksoy, G., Kanan, N., Akyolcu, N., & Akyürek, F. (2021). Surgical Nursing I-II. Nobel Medical Publishers, Istanbul - Yıldız Fındık Ü, Ünver S, Eyi S. (2019). Surgical Diseases of the Gastrointestinal System and Nursing Care. Nobel Medical Publishing - Bozkurt, K. (2021). Peripheral Arterial and Venous Diseases. National Treatment Guidelines. Turkish Society of Cardiovascular Surgery, National Society of Vascular and Endovascular Surgery, Phlebology Society - TG Balachandar (2018). Stoma Care, The Health Sciences Publishing - Bassetto, F., Scarpa, C., & Facchin, F. (2022). Complicated Wounds. In <i>Textbook of Plastic and Reconstructive Surgery</i> (pp. 27–38). Springer, Cham. - Sujata Sarabahi, VK Tiwari (2012). Principles and Practice of Wound Care. Jaypee Brothers Medical Publishers, London - Royal College of Nursing. (2019) SecuriCare Stoma Care Clinical Nursing Standards. 8th edition, - McCance KL, Huether SE (2019). Pathophysiology: The Biological Basis for Disease in Adults and Children, The C.V. Mosby Company, St. Louis, - Norris TL. (2018) Port's Pathophysiology: Concepts of Altered Health States, 10th ed., Wolters Kluwer, - Lewis SL, Heitkemper ML, Dirksen SR, O'Brien PG, Bucher L. (2015) Medical-Surgical Nursing: Assessment and Management of Clinical Problems. Mosby Elsevier Supplementary resources: - Bernatchez, S. F., Eysaman-Walker, J., & Weir, D. (2022). Venous leg ulcers: a review of published assessment and treatment algorithms. <i>Advances in Wound Care</i>, 11(1), 28–41. - De Maeseneer, M. G., Kakkos, S. K., Aherne, T., Baekgaard, N., Black, S., Blomgren, L., ... & ESVS Guidelines Committee. (2022). European Society for Vascular Surgery (ESVS) 2022 Clinical Practice Guidelines on the Management of Chronic Venous Disease of the Lower Limbs. <i>European Journal of Vascular and Endovascular Surgery</i>. - Settembrini, A. M., & Settembrini, F. (2022). Wound care: how to approach venous, arterial, and diabetic ulcers. In <i>Vascular Surgery</i> (pp. 325–335). Academic Press. - Moosavi, J. (2022). Peripheral Artery Disease. In <i>Practical Cardiology</i> (pp. 495–504). Elsevier. - Padula, W. V., & Black, J. M. (2019). The standardized pressure injury prevention protocol for improving nursing compliance with best practice guidelines. <i>Journal of Clinical Nursing</i>, 28(3–4), 367–371. - Burch, J. (2022). Stoma product selection: a guide for community nurses. <i>British Journal of Community Nursing</i>, 27(1), 20–24. - Vilas, A. M. A., Sieira, A. J., & Méndez, S. L. (2022). Ostomy care. In <i>Foundations of Colorectal Cancer</i> (pp. 599–608). Academic Press. - Norton L, Parslow N, Johnston D, Ho C, Afalavi A, Mark M, et al (2018). Best practice recommendations for the prevention and management of pressure injuries. In: <i>Foundations of Best Practice for Skin and Wound Management. A supplement of Wound Care Canada</i> - National Clinical Guideline Centre (UK) (2014). The Prevention and Management of Pressure Ulcers in Primary and Secondary Care. London: National Institute for Health and Care Excellence (NICE) - Schaper, N. C., van Netten, J. J., Apelqvist, J., Bus, S. A., Hinchliffe, R. J., Lipsky, B. A., & IWGDF Editorial Board. (2020). Practical Guidelines on the Prevention and Management of Diabetic Foot Disease (IWGDF 2019 Update). <i>Diabetes/Metabolism Research and Reviews</i>, 36, e3266. - Bus, S. A., Lavery, L. A., Monteiro-Soares, M., Rasmussen, A., Raspovic, A., Sacco, I. C., ... & International Working Group on the Diabetic Foot. (2020). Guidelines on the prevention of foot ulcers in people with diabetes (IWGDF 2019 update). <i>Diabetes/Metabolism Research and Reviews</i>, 36, e3269. - Hinchliffe, R. J., Forsythe, R. O., Apelqvist, J., Boyko, E. J., Fitridge, R., Hong, J. P., ... & International Working Group on the Diabetic Foot (IWGDF). (2020). Guidelines on the diagnosis, prognosis, and management of peripheral artery disease in patients with foot ulcers and diabetes (IWGDF 2019 update). <i>Diabetes/Metabolism Research and Reviews</i>, 36, e3276.		

13. Folguera-Arnau, M., Gutiérrez-Vilaplana, J. M., González-María, E., Moreno-Casbas, M. T., Obarrio-Fernández, S., Lorente-Granados, G., et al (2020). Implementation of best practice guidelines for ostomy care and management: Care outcomes. Implementation of the Best Practice Guidelines for Ostomy Care and Management: Care Outcomes. *Clinical Nursing (English Edition)*, 30(3), 176–184. <https://doi.org/10.1016/j.enfcli.2019.10.029>

Other course materials

<http://www.yoihd.org.tr/> Wound, Ostomy, and Incontinence Nurses Association
<http://www.tkrctd.org.tr/> Turkish Society of Colon and Rectal Surgery
www.ostomicerrahi.org/ Turkish Society of Ostomy Surgery
<https://www.wocn.org/> Wound, Ostomy, and Continence Nurses Society
<https://wounds.cochrane.org/> Cochrane Wound

Course Policies and Rules: (instructors may use this heading if they wish to provide an explanation)

Course Instructor Contact Information:

Prof. Dr. Fatma Vural/Phone: 0232 415 47 80/Email: fatma.vural@deu.edu.tr
 Assoc. Prof. Dr. Aylin Durmaz Edeer/Phone: 0 232 412 47 64/Email: aylin.durmaz@deu.edu.tr
 Dr. Eda Ayten Kankaya, Assistant Professor/Phone: 0232 412 69 85/Email: edaayten.kankaya@deu.edu.tr
 Dr. Buket Çelik, Assistant Professor/Phone: 0232 412 69 75/Email: buket.celik@deu.edu.tr
 Dr. N. Gamze Özer Özlü, Assistant Professor/Phone: 0232 412 69 80/Email: nazifegamze.ozerozlu@deu.edu.tr

Week	Topic	Instructor	Teaching Techniques
1.	Course Description The Role and Importance of Stoma and Wound Nursing, and Its Status Worldwide and in Turkey	Prof. Dr. Fatma Vural	Presentation with visual aids, group discussion, brainstorming, Q&A, video-based training
2.	Structure and Functions of the Skin Assessment of the Skin Etiologies and Mechanisms of Wound Formation Classification of Wounds	Dr. Buket Çelik, Assistant Professor	Visual presentation, Group discussion, Brainstorming, Q&A, Video-based training
3.	Wound Identification and Assessment Stages of Wound Healing Nursing Care During the Stages of Wound Healing	Dr. Eda Ayten Kankaya, Assistant Professor	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
4.	Surgical Wounds Surgical Site Infections	Associate Professor Aylin Durmaz Edeer	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
5.	Nursing Approaches to the Assessment and Care of Burn Wounds	Assistant Professor Nazife Gamze Özer Özlü	Visual-aided presentation, Case discussion, Group discussion, Brainstorming, Question-and-answer session, Video-based training
6.	Venous and Arterial Wounds and Nursing Approaches	Associate Professor Aylin Durmaz Edeer	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
7.	Nursing Approaches to the Prevention and Care of Pressure Ulcers	Dr. Buket Çelik, Assistant Professor	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
8.	MIDTERM EXAM	Dr. N. Gamze Özer Özlü, Assistant Professor	
9.	Diabetic Foot Ulcers and Nursing Approaches	Prof. Dr. Fatma Vural	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
10.	Wound Care Products	Associate Professor Dr. Aylin Durmaz Edeer	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training

11.	New Technologies in Wound Care	Dr. Eda Ayten Kankaya, Assistant Professor	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
12.	Types of Stomas and Nursing Approaches	Prof. Dr. Fatma Vural	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
13.	Stoma Care Products and New Technologies in Stoma Care	Prof. Dr. Fatma Vural	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
14.	High-Output Stoma and Fistula Management	Dr. N. Gamze Özer Özlü, Assistant Professor	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
15.	Education for Patients with Stomas and Their Families Psychosocial Approaches for Patients with Stomas and Their Families	Prof. Dr. Fatma Vural	Visual presentation, Case discussion, Group discussion, Brainstorming, Q&A, Video-based training
	FINAL	Dr. Buket Çelik, Assistant Professor	
	COMPLETION	Assistant Professor Eda Ayten Kankaya	

ECTS Table:

Course-Related Activities	Number	Duration (hours)	Total Workload (Hours)
In-Class Activities			
Lecture	14	2	28
Practical Application	-	-	-
Exams (If exams are held during class time, the duration of the exam must be deducted from the class time)			
Final Exam	1	2	2
Midterm Exam	1	2	2
Other quizzes, etc.	-	-	-
Extracurricular activities			
Weekly pre- and post-class preparations (reading course materials, articles, etc.)	14	1	14
Midterm exam preparation	1	2	2
Final Exam Preparation	1	2	2
Preparation for Other Quizzes			
Preparing assignments			
Preparing a presentation			
Other (please specify)			
Total Workload (hours)			50/25
Course ECTS Credits			
Total Workload (hours) / 25			2

*25 hours of work are equivalent to 1 ECTS credit.

Table 1. Contribution of the Course Learning Outcomes to Program Outcomes (PO)

0—No contribution 1-Minimal contribution 2-Moderate contribution 3-Full contribution

Course Learning 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
HEF 4011 Ostomy and Wound Care Nursing	3	2	0	0	0	3	3	3	3	3	0	0	0

Table 2. Relationship Between Course Learning Outcomes and Program Outcomes (Sample Table)

Course 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 4011 Ostomy and Wound Care Nursing (Prerequisites 1–5)	Prerequisite 1	LO1	-	-	-	LO 2	LO 3	LO 1	LO 1	LO1 2	-	-	-
	Prerequisite 2					LO 3		LO 2	LO 3	3 4			
	Prerequisite 3					LO 4		LO 3	LO 4	5			
	Prerequisite 4					LO 5		LO 4					
	Learning Outcome 5							LO 5					

Table 3. HEF 4011 Ostomy and Wound Care Nursing: Course Content and Its Relationship to Learning Outcomes

Week	Course Content	Course Learning Outcomes				
		LO 1: Can discuss the professional role and importance of a wound and stoma care nurse	LO 2: Can explain the etiology of wounds and the pathophysiological process of wound healing	LO 3: Can explain nursing interventions tailored to the needs of patients with stomas.	Learning Outcome 4: Can discuss current topics, healthcare technologies, and evidence-based guidelines related to wound and stoma care	Learning Outcome 5: Demonstrates sensitivity to legal and ethical issues related to wound and stoma care.
1	Course Description The Role and Importance of Stoma and Wound Nursing, and the Current Situation Globally and in Turkey	x				
2	Structure and Functions of the Skin Assessment of the Skin Etiologies and Mechanisms		x			

	of Wound Formation Classification of Wounds					
3	Wound Diagnosis and Assessment Stages of Wound Healing Nursing Care During the Stages of Wound Healing		x			
4	Surgical Wounds Surgical Site Infections	x	x		x	
5	Nursing Approaches to the Assessment and Care of Burn Wounds	x	x		x	
6	Venous and Arterial Wounds and Nursing Approaches	x	x		x	x
7	Nursing Approaches to the Prevention and Care of Pressure Ulcers	x	x		x	x
9	Diabetic Foot Ulcers and Nursing Approaches	x	x		x	x
10	Wound Care Products	x	x		x	x
11	New Technologies in Wound Care	x	x		x	x
12	Types of Stomas and Nursing Approaches	x		x	x	x

13	Ostomy Care Products and New Technologies in Ostomy Care	x		x	x	x
14	High-output stoma and fistula management	x	x	x	x	x
15	Education for Ostomy Patients and Their Families Psychosocial Approaches for Ostomy Patients and Their Families	x		x	x	x

4.4.3.20. HEF 4113 Simulation Based Case Studies in Nursing Care

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.4.3.21. HEF 4115 Newborn Nursing

This course was not offered in the Fall semester of the 2025-2026 academic year.

4.4.3.22. HEF 4117 Palliative Care and End of Life Care

This course was not offered in the Fall semester of the 2025-2026 academic year.

SECTION 5

Clinical Practice Settings and Objectives

5.1. Clinical Practice Settings

Clinical practice settings are selected in accordance with the aims and learning outcomes of the undergraduate nursing programme. Primary care settings include community health centres, family health centres, schools affiliated with the Ministry of National Education (Millî Eğitim Bakanlığı [MEB]), workplaces, Maternal and Child Health and Family Planning Centres (Ana Çocuk Sağlığı ve Aile Planlaması [AÇSAP]), community mental health centres, and residential care homes. Secondary- and tertiary-care settings include relevant clinical units in public and university hospitals. In addition, social engagement activities, health education programmes, and activities conducted in collaboration with professional and civil-society organisations are organised to support students' personal and professional development.

5.2. Clinical Practice Objectives

The clinical practice objectives of the practice-based courses included in the DEU Faculty of Nursing curriculum are presented below together with the relevant course codes and titles.

5.2.1. HEF 1052 Fundamentals of Nursing Course Clinical Practice Objectives

- Observe the effects of illness and hospitalisation on the individual.
- Observe and/or perform the admission procedures for a newly hospitalised patient.
- Apply appropriate interviewing techniques.
- Retrieve the information required for care from the patient's health record.
- Maintain the confidentiality and security of patient information.
- Document patient-related information accurately, reliably, and in a timely manner.
- Provide holistic care to the patient and family.
- Demonstrate an understanding of the importance of interprofessional teamwork.
- Comply with institutional and clinical rules.
- Fulfil assigned responsibilities safely and on time.
- Plan care in accordance with the patient's assessed needs.
- Apply the principles of asepsis and antisepsis in the clinical setting.
- Perform hand hygiene in accordance with the principles of medical asepsis.
- Apply the principles for donning and removing sterile gloves.
- Apply the principles for opening a sterile package.
- Apply the principles of safe medication administration.
- Administer oral and topical medications safely.
- Administer intramuscular (IM) injections at appropriate anatomical sites.
- Observe and evaluate the effects of medications on the individual.
- Obtain a venous blood sample.
- Initiate and manage intravenous (IV) therapy.
- Administer prescribed fluid therapy.
- Implement and monitor fluid therapy in accordance with established principles.
- Monitor fluid intake and output (I&O) and interpret fluid balance.
- Identify fluid and electrolyte imbalances at an early stage.
- Measure blood glucose.
- Assist patients, when indicated, with active and passive range-of-motion exercises.
- Apply principles of body mechanics in accordance with physical laws and ergonomic principles.
- Assess the patient or injured person before deciding on a transfer method.
- Position the patient safely using comfort-promoting, restorative, and therapeutic positions appropriate to mobility needs.
- Turn the patient safely in bed and transfer the patient between the bed and stretcher using appropriate techniques.
- Protect the patient scheduled for surgery from preventable complications.
- Identify postoperative complications at an early stage.
- Receive the patient safely on return from the operating room and:
 - stabilise the patient's condition;
 - provide an appropriate and safe position;
 - assess drains, the IV site, and the incision site for bleeding;

- maintain the safety and patency of the nasogastric (NG) tube;
- mobilise the patient safely; and
- manage pain effectively.
- Perform a comprehensive pain assessment.
- Plan nursing interventions for an individual experiencing pain.
- Implement and evaluate nursing interventions for an individual experiencing pain.
- Perform neurovascular assessment and monitoring.
- Identify psychosocial changes associated with surgical treatment.
- Explain the importance of preoperative and postoperative patient education.
- Apply the principles of preoperative and postoperative patient education.
- Describe the essential content of preoperative and postoperative patient education.
- Monitor the characteristics and volume of nasogastric drainage.
- Provide appropriate nursing care for a patient with an NG tube.
- Perform perineal care in accordance with established principles.
- Provide appropriate care for a patient with an indwelling urinary catheter.
- Collect clean-catch, midstream, and sterile urine specimens using appropriate techniques.
- Provide care for pressure injuries and surgical incisions.
- Observe and assist with stoma care.
- Monitor a patient receiving parenteral nutrition for potential complications.
- Monitor a patient receiving a blood transfusion for potential complications.
- Plan nursing interventions for changes in the patient's sleep pattern.
- Identify health-protective and health-promoting behaviours demonstrated by patients.
- Provide holistic care to the patient and family.
- Demonstrate effective teamwork and collaboration.
- Fulfil assigned clinical responsibilities.
- Recognise the importance of discharge education.
- Observe and participate in discharge education.
- Provide an accurate patient handover at the end of the clinical practice period.
- Provide an accurate patient handover during shift changes.

5.2.2. HEF 2091 Internal Medicine Nursing Course Clinical Practice Objectives

- Work in internal medicine units under the guidance of a clinical educator.
- Recognise and assume responsibility for the care provided to assigned individuals.
- Support individuals with functional limitations in performing self-care activities.
- Support individuals in developing and maintaining self-care capacity.
- Establish and maintain a supportive care environment.
- Promote individuals' awareness of their rights.
- Fulfil the nurse's advocacy role.
- Practise in accordance with professional principles, ethical standards, and clinical rules.
- Use appropriate therapeutic communication techniques.
- Support individuals and families in stressful situations.
- Justify and defend clinical decisions on the basis of evidence and professional standards.
- Adopt a holistic approach to the individual and family.
- Use a systematic clinical reasoning process.
- Implement planned nursing interventions.
- Foster trust among the healthcare team, patient, and family through safe and accountable practice.
- Respond appropriately to unprofessional conduct within the team.
- Act in accordance with ethical principles in all clinical practices.
- Share diverse learning experiences with peers.
- Recognise personal strengths and areas requiring further development.

5.2.3. HEF 2090 Surgical Nursing Course Clinical Practice Objectives

- Identify conditions requiring surgical intervention.
- Fulfil the roles, responsibilities, and duties of the surgical nurse.
- Provide holistic nursing care, under the supervision of a clinical educator or nurse, to individuals scheduled for or undergoing surgical procedures.
- Integrate evidence-based knowledge into the care of surgical patients.
- Demonstrate awareness of ethical and legal responsibilities in clinical patient care.

- Use appropriate communication skills in interactions with surgical patients and their families.
- Implement appropriate interventions for individuals experiencing fear and anxiety.
- Maintain effective communication and collaboration with members of the healthcare team.
- Explain the effects of surgery on the individual, family, and community.
- Assess the patient's physiological stress response to surgery.
- Identify potential fluid and electrolyte imbalances.
- Identify potential acid-base imbalances.
- Recognise shock and implement appropriate nursing interventions.
- Identify the phases and clinical indicators of wound healing.
- Perform evidence-based wound care for the postoperative patient.
- Provide comprehensive nursing care for a patient with burns.
- Provide care in accordance with the principles of surgical asepsis, antisepsis, sterilisation, and disinfection.
- Recognise surgical site infections and implement appropriate nursing interventions.
- Provide disease-specific preoperative and postoperative care in accordance with patient-safety principles.
- Identify procedure-specific complications at an early stage and manage nursing care appropriately.
- Manage pain in the surgical patient.
- Explain the importance of nutrition before and after surgery.
- Apply nursing approaches appropriate to a patient receiving enteral nutrition.
- Apply nursing approaches appropriate to a patient receiving parenteral nutrition.
- Provide holistic preoperative and postoperative care for a patient with a respiratory condition requiring surgery.
- Prepare the patient for diagnostic procedures used for respiratory-system disorders and plan post-procedure care.
- Provide appropriate care for a patient with a chest tube.
- Provide holistic preoperative and postoperative care for a patient with a cardiovascular condition requiring surgery.
- Prepare the patient for diagnostic procedures used for cardiovascular-system disorders and plan post-procedure care.
- Provide holistic preoperative and postoperative care for a patient with a gastrointestinal condition requiring surgery.
- Prepare the patient for diagnostic procedures used for gastrointestinal-system disorders and plan post-procedure care.
- Assess a patient with a stoma and perform appropriate stoma care.
- Provide holistic preoperative and postoperative care for an individual with a breast condition requiring surgery.
- Provide holistic preoperative and postoperative care for an individual with an endocrine-system condition requiring surgery.
- Provide holistic preoperative and postoperative care for an individual with a nervous-system condition requiring surgery.
- Prepare the patient for diagnostic procedures used for nervous-system disorders and plan post-procedure care.
- Perform primary and secondary nursing assessments of an individual with trauma.
- Provide holistic nursing care for an individual with trauma.
- Provide holistic preoperative and postoperative care for an individual with a musculoskeletal condition requiring surgery.
- Provide holistic preoperative and postoperative care for an individual with a urinary-system condition requiring surgery.
- Provide holistic preoperative and postoperative care for an individual with an ear, nose, and throat condition requiring surgery.
- Provide holistic preoperative and postoperative care for an individual with an ophthalmic condition requiring surgery.
- Provide holistic preoperative and postoperative care for an individual requiring oncological surgery.
- Integrate current approaches in surgical nursing into patient care.
- Provide holistic nursing care for a patient requiring emergency surgery.
- Identify the patient's need for intensive care and provide holistic nursing care accordingly.
- Administer prescribed treatments and evaluate both the therapeutic effect and the patient's response.
- Demonstrate personal and professional development while caring for surgical patients and complete an evidence-informed self-assessment.

5.2.4. HEF 3061 Women's Health and Diseases Nursing Course Clinical Practice Objectives, Applicable to All Clinical Practice Groups

- Communicate effectively with patients.
- Communicate effectively with the clinical team.
- Work collaboratively with intern nursing-student peers in clinical practice.
- Work collaboratively with the academic staff member responsible for clinical teaching.
- Comply with the division of duties in the clinical setting, including preparation of break and meal rosters where required.
- Collect data on the assigned patient, monitor vital signs appropriately, and use the nursing observation form accurately.
- Perform skills acquired during the first and second years of undergraduate education, including preparation, administration, and monitoring of IV fluids; IV, IM, and subcutaneous interventions; oral care; massage; mobilisation; preoperative and postoperative care; suctioning; and colostomy care.
- Provide appropriate nursing care for a patient receiving total parenteral nutrition (TPN).
- Perform breast examination and provide related education.

Clinical Practice Objectives for Internal Medicine I, Internal Medicine II, Cardiology, Orthopaedics, and ENT/Urology Units

In addition to the common objectives, students are expected to:

- collect data from the assigned female patient using the Women's Health Data Collection Form and develop and implement an appropriate nursing care plan;
- assess the potential effects of the patient's chronic condition on sexuality and plan and implement appropriate care; and
- relate women's health problems to the patient's stage of life, including the reproductive years, premenopause, menopause, and postmenopause, and plan appropriate care.

Gynaecology Unit Objectives

In addition to the common objectives, students are expected to:

- explain the indications for medications used in the treatment of gynaecological conditions;
- plan and implement nursing care for a patient undergoing abdominal or vaginal gynaecological surgery;
- interpret examination findings documented in the gynaecology record from a nursing perspective and provide appropriate care;
- identify menstrual-cycle disorders; and
- apply appropriate nursing approaches for a patient diagnosed with a gynaecological cancer.

Obstetrics Unit Objectives

In addition to the common objectives, students are expected to:

- identify medications commonly used in the treatment of obstetric patients;
- provide appropriate postpartum care following vaginal birth or caesarean section;
- perform newborn assessment and care;
- explain the maternal, fetal, and neonatal effects of high-risk pregnancies and plan appropriate care, including for miscarriage, gestational hypertension, pre-eclampsia, gestational diabetes mellitus, threatened preterm labour, and premature rupture of membranes;
- support postpartum women with breastfeeding; and
- distinguish types of miscarriage and provide appropriate nursing care.

5.2.5. HEF 3063 Child Health and Diseases Nursing Course Clinical Practice Objectives

- Perform and evaluate an age-appropriate physical examination, identify deviations from expected findings, and communicate these findings to the healthcare team.
- Monitor and evaluate children's vital signs, identify deviations from expected values, and communicate these findings to the healthcare team.
- Assess the child's physiological, cognitive, and psychosocial growth and development in relation to the developmental stage, identify deviations, and communicate these findings to the healthcare team.
- Assess fluid and electrolyte balance, identify deviations, and communicate these findings to the healthcare team.
- Meet the patient's care needs through data collection, data analysis, identification of expected outcomes, nursing diagnosis, intervention, and evaluation.
- Identify and meet needs related to health promotion, maintenance, and protection.
- Interpret the patient's medication order accurately and safely.

5.2.6. HEF 3064 Community Health Nursing Course Clinical Practice Objectives

- Assess the health status of individuals, families, and community groups; identify health problems; refer when necessary; and provide follow-up.
- Provide health education and counselling to individuals, families, and community groups.
- Observe the organisation and delivery of primary healthcare services and collaborate with the healthcare team.
- Observe early-detection and screening activities.
- Plan, implement, evaluate, and monitor nursing interventions aimed at protecting, promoting, and improving health.
- Facilitate intersectoral collaboration and mobilise community resources.
- Apply the principles of nursing practice and translate relevant knowledge and skills into practice.
- Integrate scientific principles, methods, and evidence into healthcare practice.
- Select appropriate contemporary techniques and tools for healthcare practice and use information technologies effectively.
- Act in accordance with ethical and legal principles in healthcare practice.

5.2.7. HEF 3066 Mental Health and Psychiatric Nursing Course Clinical Practice Objectives Dokuz Eylül Psychiatry Clinic: Clinical Practice Expectations

- Recognise and manage anxiety or fear related to working with psychiatric patients and in a psychiatric clinical setting.
- Observe all activities undertaken by the ward nurse and intern nursing student, including medication preparation and administration, patient admission, clinical observation documentation, referral to therapeutic activities, ward rounds, patient handover, morning meetings, electroconvulsive therapy (ECT), and room checks.
- Collaborate actively with the healthcare team, including introductions and appropriate sharing of patient-related information.
- Observe group and individual education sessions delivered by intern nursing students.
- Participate in therapeutic activities conducted jointly with intern nursing students.
- Critically evaluate written clinical observations in accordance with the principles of observation documentation.
- Critically evaluate the therapeutic environment through structured observation of the clinical setting.
- Submit one goal-directed interview conducted with a relative or friend at the end of the clinical practice period.
- Prepare one daily observation record concerning the assigned patient and submit it at the end of the clinical practice period.
- Undertake the designated student-in-charge role when assigned and coordinate scheduled breaks.

Physical Therapy and Rehabilitation Clinic: Clinical Practice Expectations

- Observe all activities undertaken by the ward nurse, including medication preparation and administration, patient admission, and patient handover.
- Collaborate actively with the healthcare team, including introductions and appropriate sharing of patient-related information.
- Participate actively in meetings, ward rounds, and patient handovers.
- Undertake the designated student-in-charge role when assigned and coordinate scheduled breaks.
- Collect patient data using the functional health patterns framework, formulate one nursing diagnosis based on the collected data, prepare the goal, aetiology, expected patient outcomes, and interventions, and submit the completed work to the clinical supervisor at the end of the clinical practice period.
- Participate actively in clinical discussions concerning the case example and holistic care.

Community Mental Health Centres: Clinical Practice Expectations

For the purposes of this section, Community Mental Health Centre refers to Toplum Ruh Sağlığı Merkezi (TRSM), the institutional abbreviation used in Türkiye.

- Recognise and manage anxiety or fear related to working with psychiatric patients and in a TRSM setting.
- Collaborate actively with the healthcare team, including introductions and appropriate sharing of patient-related information.
- Participate actively in meetings.
- Observe all activities undertaken by nurses working at the TRSM.
- Undertake the designated student-in-charge role when assigned and coordinate scheduled breaks.
- Submit one goal-directed interview conducted with a patient, a patient's relative, or a friend at the end of the clinical practice period.
- Refer and encourage patients to participate in activities conducted at the TRSM.
- Participate actively in discussion of the designated case example.
- Observe TRSM activities within the framework of the Directive on Community Mental Health Centres and evaluate the setting as a therapeutic environment.

- Collect data from patients and families attending the TRSM using the functional health patterns framework; formulate two nursing diagnoses based on the collected data; prepare the goals, aetiologies, expected patient outcomes, and interventions; and submit the completed work to the clinical supervisor at the end of the clinical practice period.
- Read and discuss the following two articles at the TRSM:
 - Yıldız, M., et al. (2008). Psikiyatrik Rehabilitasyonda Olgu Örnekleri [Case Examples in Psychiatric Rehabilitation]. *Anatolian Journal of Psychiatry*, 9, 14-20.
 - Bağ, B. (2012). Toplum Ruh Sağlığı Merkezleri'nde Hemşirenin Rolü: İngiltere Örneği [The Role of the Nurse in Community Mental Health Centres: The Example of the United Kingdom]. *Current Approaches in Psychiatry*, 4(4), 465-485.
- Evaluate the current provision of tertiary-level psychiatric rehabilitation services.

Stigma Working Group Expectations

- Prepare for and participate actively in the activities of the stigma working group.

5.2.8. HEF 4100 Management in Nursing Course Clinical Practice Objectives

- Adapt to the clinical learning environment.
- Demonstrate professional nursing roles and behaviours.
- Work effectively within the team, assume responsibility, prioritise care, and manage time efficiently.
- Integrate theoretical knowledge into nursing practice.
- Plan and deliver safe, high-quality, holistic nursing care.
- Sustain professional development through self-assessment, feedback, and continuous learning.
- Apply problem-solving, evidence-based decision-making, and change-planning skills within the framework of change management.

5.2.9. HEF 4121 Nursing Education Course Clinical Practice Objectives

- Assess the educational needs of individuals, families, and communities.
- Explain educational aims and measurable objectives for individuals, families, and communities.
- Determine appropriate educational content for children and their families, adults, and older people.
- Select appropriate educational methods for children and their families, adults, and older people.
- Deliver education in accordance with the principles of adult learning.
- Provide education using methods aligned with the identified educational needs and objectives of individuals, families, and communities.
- Provide counselling using methods aligned with the identified educational needs and objectives of individuals, families, and communities.
- Develop educational brochures or booklets that include methods appropriate to the identified educational needs and objectives of individuals, families, and communities.
- Evaluate educational programmes and educational materials in relation to identified needs, objectives, content, and methods.
- Provide education to individuals and groups on health protection, health promotion, and enhancement of well-being.

5.2.10. HEF 4119 Nursing Care Management I Course Clinical Practice Objectives

5.2.11. HEF 4098 Nursing Care Management II Course Clinical Practice Objectives

The following clinical practice objectives apply to both courses.

1. Implement health-protection and health-promotion practices for individuals, families, and communities

- Identify physical and social environmental factors that may affect the health of individuals, families, and communities and take appropriate preventive measures.
- Assess the physiological, psychological, and social well-being of individuals, families, and communities.
- Plan, implement, and evaluate age- and developmental-stage-specific health-protection and health-promotion interventions.
- Support individuals, families, and communities in assuming and sustaining responsibility for practices that improve quality of life.
- Recognise cultural practices that may affect health and demonstrate cultural sensitivity.

2. Apply critical-thinking skills in clinical decision-making

- Analyse data obtained from the individual or patient using a holistic approach.
- Identify nursing diagnoses appropriate to the patient.
- Prioritise the patient's needs.

- Determine expected patient outcomes appropriate to the patient's condition.
- Individualise nursing interventions to the patient's needs and condition.
- Evaluate whether expected patient outcomes have been achieved and revise interventions when necessary.
- Integrate previously acquired knowledge into care delivery.
- Provide education appropriate to the patient's condition.
- Identify areas for improvement in the clinical setting and plan and implement appropriate improvement activities.

3. Deliver safe patient care

- Provide knowledge-based care and follow evidence-based practices.
- Minimise risks that the patient may encounter in the hospital environment, including injury, infection, and medication or procedural errors.
- Perform technical skills accurately and safely.
- Follow existing clinical procedures and provide care accordingly.
- Document all practices completely and accurately.

4. Develop prioritisation, organisation, and time-management skills in nursing care

- Provide care simultaneously to a group of patients by determining appropriate priorities.
- Manage time by considering patient needs and clinical routines when planning clinical practice.
- Prepare a daily work plan to use time effectively.

5. Develop communication and collaboration skills with patients, families, peers, educators, and the healthcare team

- Share patient-related data and plans with members of the healthcare team.
- Participate actively in the healthcare team's planning for the patient.
- Respond sensitively to the emotional needs of patients and families.
- Involve the patient and family in decision-making at every stage of the care process.
- Support mutual development through peer learning and sharing in the clinical setting.
- Seek assistance from the educator, peers, and healthcare team when required.

6. Act in accordance with professional values and ethical principles in nursing practice

- Respect each person as a unique individual.
- Provide equitable care to every individual.
- Protect privacy and confidentiality throughout the care process.
- Refrain from practices that may harm the patient and fulfil the patient-advocacy role.
- Accept accountability for one's actions.
- Develop independent decision-making, self-confidence, and leadership skills.

7. Demonstrate personal and professional development

- Demonstrate willingness to receive feedback from clinical staff, educators, and peers.
- Accept constructive positive and negative feedback from clinical staff, educators, and peers.
- Demonstrate development in response to feedback received.
- Provide feedback in accordance with established principles.
- Discuss strengths and areas requiring development with the clinical nurse and educator.
- Identify learning needs and assume responsibility for meeting them.
- Develop lifelong-learning skills.

- Conduct self-assessment of personal and professional development.
- Make effective use of learning opportunities in the clinical practice setting.
- Demonstrate the professional nursing role through appearance and behaviour.

8. Analyse health policies and legal obligations relevant to nursing practice

- Explain the implications of nursing legislation for the nursing profession.
- Explain the legal obligations imposed on nursing practice by the Turkish Criminal Code (Türk Ceza Kanunu [TCK]).
- Analyse how national health policies affect the nursing profession and society and participate in relevant professional activities.

SECTION 6

Committees and Commissions, Regulations, and Directives

6.1. Faculty of Nursing Committees and Commissions

6.1.1. Policy on Appointments to Committees and Commissions

The following principles govern appointments to committees and commissions at Dokuz Eylül University Faculty of Nursing:

1. Faculty committees and commissions are established upon the proposal of the Dean and by decision of the Faculty Executive Board.
2. Unless otherwise specified, appointments to committees and commissions are valid for a three-year term.
3. Each committee or commission consists of a chair and members.
4. Appointment decisions take account of committee and commission reports, the activities undertaken, and the associated workload.
5. Depending on the remit of the relevant committee or commission, academic staff, administrative staff, and students may be appointed as members.
6. Appointments are formally notified to the relevant members through Belgenet, the University's electronic document management system.

Information on the policy and on the committees and commissions is available on the Faculty website: <https://hemsirelik.deu.edu.tr/fakultemiz/akademik/komite-ve-komisyonlar/>

6.1.2. Current Committees and Commissions

The Undergraduate Nursing Programme is administered through boards, committees, and commissions under the authority of the Dean and the responsibility of the Vice Deans. The updated committee and commission structure for the 2025-2026 academic year is presented below. In the table, SBE refers to the Graduate School of Health Sciences (Sağlık Bilimleri Enstitüsü), and DEUZEM refers to the Dokuz Eylül University Distance Education Application and Research Centre.

Prof. Dr. Meryem ÖZTÜRK HANEY -Acting Dean The Acting Dean chairs the Faculty Executive Board and the Faculty Board. The Vice Deans are ex officio members.	
DEU Faculty of Nursing Board of Directors DEU Faculty of Nursing Board of Directors Faculty Council	
Prof. Dr. Fatma VURAL- Vice Dean	Prof. Dr. Dilek BÜYÜKKAYA BESEN- Vice Dean
A.1. Personnel affairs	B.1. Student affairs
A.2. Budget	B.2. Undergraduate Education (Curriculum) Committee
A.3. Faculty website	B.3. Undergraduate Education Adaptation and Recognition Committee
A.4. Archive Committee	B.4. Dokuz Eylül University Bologna Commission
A.5. Graduate Curriculum Committee	B.5. Education Programme Handbook Revision Committee
A.6. Hospital Education Committee	B.6. Orientation Committee
A.7. International Relations Committee	B.7. Graduation Committee
A.8. Social Committee	B.8. Scholarship Committee
A.9. Faculty of Nursing Scientific Research and Publication Ethics Board	B.9. Student societies (Theatre, Music/Rhythm, Sport)
A.10. Accreditation Committee	B.10. Photography Club

A.11. Civil Defence and Risk Management Committee	B.11. Assessment and Evaluation Committee
A.12. E-Journal Committee	B.12. Student sports activities
A.13. Liaison with professional associations (12 May School Representation, Turkish Nurses Association [THD], İÇHAGD, etc.)	B.13. Examination Committee
A.14. THD Student Commission	B.14. Commission for the Review of Research Involving Nursing Students and Staff
A.15. Publications Commission	B.15. Education Programme Evaluation Commission
A.16. Strategic Planning	B.16. Distance Education Commission
A.17. DEU Faculty of Nursing Quality Commission	B.17. Accreditation Student Committee
A.18. DEU Academic Cooperation Protocol Development Commission	B.18. Accessible Campus Committee
A.19. Academic Incentive Application and Review Commission	B.19. Addiction Commission
A.20. DESEM Support Committee	B.20. In-service training
A.21. SBE Awards Commission	B.21. Rectorate Disability Unit Coordination
A.22. Senate Membership	B.22. Farabi Coordination
A.23. University Career Planning and Alumni Relations Coordination Office Representative	B.23. Institute YÖKAK Commission
A.24. Career Planning and Alumni Relations Committee	B.24. SBE Assessment and Evaluation
A.25. Erasmus Coordinator	B.25. SBE Research and Development
A.26. SBE Implementation Principles Commission	B.26. DEUZEM Coordination
A.27. SBE ORPHEUS Commission	B.27. SBE-DEUZEM Coordination
A.28. Home Care Centre	B.28. Research University Performance Criteria Monitoring Commission
A.29. SBE Executive Board Membership	B.29. International Student Coordination Unit Representative
A.30. SBE Unit Quality Commission	B.30. Community Engagement Coordination
A.31. SBE Management System Commission	
A.32. SBE Publications Commission	
A.33. SBE Quality Assurance Commission	
A.34. SBE Education Commission	
A.35. SBE Community Engagement Commission	
A.36. SBE Scientific Activities Commission	
A.37. SBE Thesis Writing Review Committee	
A.38. Unit Representative, SBE Alumni Relations Committee	
A.39. Unit Representative, SBE Career Committee	
A.40. Institutional Communications Coordination Office - Communications Responsibility	
A.41. Institutional Communications Coordination Office - Unit Communications Responsibility	

Not: Committee and commission assignments at the Faculty of Nursing are generally reviewed every three years. Members who wish to continue serving on the same committee or commission may be reappointed in accordance with institutional procedures.

6.2. Regulations

6.2.1. Implementation Principles for Undergraduate Teaching and Examinations

(Adopted by Decision No. 455/18 of the University Senate dated 15 March 2016)

**DOKUZ EYLÜL UNIVERSITY
FACULTY OF NURSING
IMPLEMENTATION PRINCIPLES FOR TEACHING AND EXAMINATIONS**

PART ONE

Purpose, Scope, Legal Basis, and Definitions

Purpose

ARTICLE 1 - (1) The purpose of these Implementation Principles is to establish the procedures and principles governing undergraduate education and training at the Faculty of Nursing.

Scope

ARTICLE 2 - (1) These Implementation Principles cover the provisions concerning undergraduate education, training, and examinations.

Legal basis

ARTICLE 3 - (1) These Implementation Principles have been prepared on the basis of the Dokuz Eylül University Regulation on Associate and Undergraduate Education and Examinations, which entered into force upon publication in the Official Gazette No. 28023 dated 12 August 2011.

Definitions

ARTICLE 4 - (Amended: SK-12/05/2015-441/13) (1) For the purposes of these Implementation Principles:

- a) Faculty means the Faculty of Nursing;
- b) Dean means the Dean of the Faculty of Nursing;
- c) Senate means the Senate of Dokuz Eylül University;
- d) ECTS means the European Credit Transfer and Accumulation System (AKTS in the Turkish source);
- e) Faculty Executive Board means the Executive Board of the Faculty of Nursing;
- f) Faculty Board means the Board of the Faculty of Nursing.

Year Coordinator means the academic staff member responsible for planning and coordinating professional nursing courses in the relevant semester.

(Amended: SK-11/06/2020-545/07) Undergraduate Education Commission means the commission established to develop and update the curriculum and determine educational principles. It comprises the Dean, Vice Deans, Heads of Departments, Year Coordinators, Laboratory and Clinical Practice Coordinators, and a representative of the research assistants. Student class representatives may also attend commission meetings for matters considered appropriate by the commission.

Professional Nursing Courses means courses structured for the teaching of nursing subjects and incorporating professional theoretical and clinical-practice components.

PART TWO

Principles Governing Education and Training

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. The academic year consists of fall and spring semesters. Each semester comprises 70 (seventy) teaching days, excluding Saturdays, Sundays, and official public holidays. This period includes theoretical and practice-based courses, other educational activities, and midterm examinations. End-of-semester and resit examinations are not included in this period. Where necessary, courses, examinations, fieldwork, and clinical practices may also be conducted on Saturdays by decision of the Faculty Executive Board.

(2) The Faculty may offer a summer school where required. Summer-school education is conducted in accordance with the relevant legislation.

Education and training programmes

ARTICLE 6 - (Amended: SK-12/05/2015-441/13) (1) Education and training programmes enter into force following approval by the Senate upon the recommendation of the Faculty Board.

(2) (Amended: SK-11/06/2020-545/07) The curriculum is based on student workload required to acquire the relevant knowledge, skills, and competences through compulsory and elective courses delivered across the five teaching days of the week, including theoretical courses, clinical practice, laboratory work, semester projects, and placements. Student workload comprises all time spent on educational activities, including scheduled class hours, clinical work, assignments, presentations, examination preparation, examinations, and workplace-based training. The total annual course and practice workload is 60 ECTS credits. The total number of scheduled course hours may not exceed 40 hours per week.

(3) Courses on the Principles of Atatürk and History of the Turkish Revolution, Turkish Language, Foreign Language, Physical Education, and Fine Arts are not included when calculating the limit specified above. The Faculty may designate additional courses. The curriculum also specifies which courses are compulsory, which courses may be selected from designated elective groups, and which courses constitute prerequisites for other courses.

(4) Courses may be organised over one or two semesters. Provided that they are not contrary to these Implementation Principles, the Faculty may, where necessary, organise certain theoretical and practice-based courses in block format rather than within the weekly timetable.

(5) A student may not enrol in a course unless the prerequisite conditions specified in the curriculum have been met. Provided that the requirements set out in Article 20(1) of these Implementation Principles are fulfilled for the prerequisite course, the related course or courses may be taken in subsequent semesters.

(6) A student who is required to repeat an elective course taken for the first time may, in a subsequent semester and in accordance with the curriculum, take another elective course deemed equivalent to that course.

(7) (SK-11/06/2020-545/07) Under the course-based progression system applied at the Faculty, students may, from the third semester at the earliest, enrol in courses from a higher semester and graduate in a shorter period than the standard duration, provided that they have successfully completed all courses from previous semesters. Students with a cumulative average of at least 75 out of 100 may take one course from a higher semester, and students with a cumulative average of at least 80 may take two courses from a higher semester. The approval of the academic adviser is required. The total workload of additional courses taken under this paragraph and the student's other registered courses may not exceed 45 ECTS credits in one semester.

Foreign-language preparatory education

ARTICLE 7 - (1) Foreign-language preparatory education is conducted in accordance with the Regulation on the Principles Governing Foreign-Language Teaching and Education in a Foreign Language at Higher Education Institutions, published in Official Gazette No. 27074 dated 4 December 2008, and other relevant legislation.

(2) (SK-11/06/2020-545/07) At the beginning of each fall semester, the University's School of Foreign Languages administers a common compulsory foreign-language exemption examination. Students who obtain at least 55 out of 100 are exempted from the common compulsory foreign-language courses. The score obtained by students who achieve 55 or above is entered separately on the transcript for Foreign Language I and Foreign Language II without conversion.

Maximum period of study and access to student rights

(Heading and provision amended: SK-15/03/2016-455/18)

ARTICLE 8 - (1) Excluding the one-year foreign-language preparatory programme, students must complete their undergraduate education within a maximum of seven years, calculated from the semester in which the courses are first offered, regardless of whether they register in each semester. The maximum duration of preparatory education is one year.

(2) At the end of the maximum period, final-year students may be granted two additional examination opportunities for all failed courses, provided that the total number of courses they have never taken or for which they have not obtained the right to take the end-of-semester or resit examination does not exceed five. To benefit from these additional examinations, students must have taken the failed courses at least once and fulfilled all requirements specified in Article 20(1). Students whose total number of courses never taken or for which they have not obtained examination eligibility exceeds five at the end of the maximum period, and students who remain responsible for more than five courses after the additional examinations, are dismissed from the programme. Students who reduce the total number of untaken and failed courses to five through the additional examinations are granted three additional semesters for those courses. Students who, without taking the additional examinations, have failed no more than five courses are granted four additional semesters. Students who do not reduce the number of outstanding courses to one by the end of the additional period are dismissed from the programme. Students who reduce the number of outstanding courses to one are granted an unlimited right to take examinations in that course. Except for practice-based courses, courses with a practice component, and courses not previously taken, students with an unlimited examination right are not required to attend classes. Such students continue to pay the student contribution or tuition fee for each course examination taken but may not benefit from other student rights. A student who fails to attend any of the scheduled examinations for a total of three academic years, whether consecutively or intermittently, is deemed to have waived the unlimited examination right and is dismissed from the programme.

(3) Within the maximum period, a single-course examination is offered to students who have successfully completed all but one course in their curriculum, provided that they meet the requirements specified in Article 20(1). The principles governing the single-course examination are determined by the Senate.

Course progression

ARTICLE 9 - (Amended: SK-12/05/2015-441/13) (1) Education and training at the Faculty are conducted under a course-based progression system.

(2) Students must give priority in the following academic year to registering for courses that they did not successfully complete in the preceding academic year.

(3) The Faculty applies an absolute grading system.

(4) The Semester Grade Average (YNO) is calculated by multiplying the credit value of each course in which the student is registered in the relevant semester by the course achievement grade, summing the products, and dividing the result by the total credits registered in that semester.

(5) The Cumulative Grade Average (GNO) is calculated by multiplying the credit value of every course in which the student has been registered from the beginning of the programme up to and including the completed semester by the relevant course achievement grade, summing the products, and dividing the result by the total credits.

(6) (Amended: SK-11/06/2020-545/07) Only registered courses are included in the calculation of the GNO and YNO; courses from lower semesters that could not be taken are not included. For repeated courses, the most recent achievement grade is taken into account. Averages are calculated to two decimal places. Where the third decimal digit is five or greater, the second decimal digit is rounded upward.

(7) The most recent grade obtained in a retaken or repeated course is the valid passing grade. The Faculty Executive Board determines whether and under what conditions a student retaking or repeating courses may enrol in no more than two courses in addition to the maximum course load.

Financial obligations

ARTICLE 10 - (1) Students must fulfil the financial obligations stipulated in Article 46 of Law No. 2547 and other relevant legislation in order to commence and continue their studies and receive a diploma.

(2) A student's registration is not renewed if, at the beginning of the fall or spring semester, the student has not paid the full student contribution towards the current service cost and the contribution per credit determined for that academic year under the relevant legislation.

(3) Where students whose registration has not been completed or renewed due to failure to meet financial obligations nevertheless attend courses or examinations, their attendance is disregarded, their examination papers are not assessed, and their examination results are invalid.

PART THREE

Registration Procedures and Courses

Conditions and documents required for registration with the Faculty

ARTICLE 11 - (1) Final registration is completed with the required documents, within the announced period and in accordance with the principles determined by the Council of Higher Education, the Presidency of the Measuring, Selection and Placement Centre (Ölçme, Seçme ve Yerleştirme Merkezi [ÖSYM]), and the Rectorate. Candidates who do not register within the prescribed period lose their right to register. Original documents or copies certified by the University are accepted. Procedures concerning military-service status and criminal records are based on the candidate's written declaration.

(2) Candidates with incomplete documentation are not registered.

Lateral and vertical transfers

ARTICLE 12 - (1) Lateral transfers to the Faculty are governed by the Regulation on Transfers between Associate and Undergraduate Programmes, Double-Major and Minor Programmes, and Inter-Institutional Credit Transfer at Higher Education Institutions, published in Official Gazette No. 27561 dated 24 April 2010.

(2) Vertical transfers are governed by the Regulation on the Continuation of Undergraduate Education by Graduates of Vocational Schools and Open-Education Associate-Degree Programmes, published in Official Gazette No. 24676 dated 19 February 2002.

(3) Transfers to vocational schools by students who have not completed or are unable to complete their undergraduate education are governed by the Regulation on the Award of Associate Degrees or Transfer to Vocational Schools for Students Who Have Not Completed or Are Unable to Complete Undergraduate Education, published in Official Gazette No. 20112 dated 18 March 1989.

Special students

ARTICLE 13 - (1) (Amended: SK-11/06/2020-545/07) Students registered at a higher education institution who wish to experience a different higher education environment, culture, or learning opportunity, or who wish to continue their education at another higher education institution because of special circumstances, health reasons, or similar grounds while retaining their registration at their home university, may be permitted to take courses with special-student status. Such students must comply with all rules established for the courses in which they are registered. The procedures and principles governing this status are determined by the Senate.

Cooperation with partner universities in Türkiye or abroad

ARTICLE 14 - (Amended: SK-12/05/2015-441/13) (1) A joint programme may be established pursuant to an agreement between the University and a university in Türkiye or abroad.

(2) Within the framework of student exchange, the University may send students to, or receive students from, universities in Türkiye or abroad for one or two semesters. During this period, the student's registration at the University remains active and the period counts towards the duration of study.

(3) The courses taken by the student at the partner university and the manner in which the grades are recognised are determined by the Faculty Executive Board upon the proposal of the Faculty Education Commission.

Double-major and minor programmes

ARTICLE 15 - (1) Matters concerning double-major and minor programmes are governed by the Regulation on Transfers between Associate and Undergraduate Programmes, Double-Major and Minor Programmes, and Inter-Institutional Credit Transfer at Higher Education Institutions.

Course registration

ARTICLE 16 - (1) Students must fulfil the financial obligations stipulated in Article 46 of Law No. 2547 and other relevant legislation in order to commence and continue their studies. (Amended: SK-11/06/2020-545/07) The dates for semester and course registration, course add/drop, and fulfilment of financial obligations are determined and announced by the Faculty Executive Board, beginning no earlier than two weeks before the relevant semester and ending no later than two weeks after courses commence. (Additional sentence: SK-04/08/2021-583/5) Students who are unable to complete semester or course registration within the prescribed period because of an accepted excuse may be granted registration rights by decision of the Faculty Executive Board, provided that they apply no later than four weeks after courses begin.

(2) A student who does not fulfil these requirements or fails to register for courses without an excuse accepted by the Faculty Executive Board may not continue studies in that semester.

(3) Other principles concerning course registration are determined by the Faculty Executive Board.

Clinical practice

ARTICLE 17 - (1) Students are required to complete the clinical practice components of professional nursing courses included in the curriculum. The conduct and assessment of these practices are governed by the Faculty of Nursing Clinical Practice Directive, approved by the Senate upon the proposal of the Faculty Board.

Compulsory attendance and monitoring of attendance

ARTICLE 18 - (1) Attendance at courses and other educational activities is compulsory. Attendance is monitored by the academic staff member delivering the course and supervised by the Faculty Dean's Office.

(2) Students are considered absent during the period covered by a medical report and may not attend any course or examination during that period. Where a student attends a course or examination during the period covered by the report, the examination result is invalid and the student may not benefit from a make-up examination right arising from that period. To return to courses or examinations before the end of the reported period, the student must document recovery by submitting a new medical report.

PART FOUR

Examinations and Assessment of Achievement

Examinations and examination procedures

ARTICLE 19 - (1) (Amended: SK-15/03/2016-455/18) At least one midterm examination is administered for each course in each semester.

(2) No more than two midterm examinations for courses scheduled in the same semester of the relevant programme may be held on the same day.

(3) Students are required to participate in all midterm examinations and other compulsory in-semester assessments. A student who does not attend a midterm examination, in-semester assessment, end-of-semester examination, or resit examination without a valid excuse accepted by the Faculty Executive Board is deemed to have received a score of zero for that examination or assessment.

(5) End-of-semester and resit examinations are conducted in accordance with an examination timetable approved by the Faculty Executive Board and announced to students at least one week before the examinations begin. The timetable specifies the date, venue, time, and format of each examination within the periods indicated in the academic calendar.

(6) Midterm, end-of-semester, and resit examination timetables may not be changed without the approval of the Faculty Executive Board.

(7) At the end of each semester, end-of-semester and resit examinations are offered only for courses delivered in that semester.

(8) Each student must have an identification card during the examination. Examination staff may refuse admission to a student who does not have an identification card or whose identity cannot be verified.

(9) Oral examinations are open to academic staff and to the students enrolled in the course being examined.

(10) Other principles concerning examination procedures are determined by the Faculty Board.

(11) The date, venue, time, and format of midterm examinations are determined by the Faculty Dean's Office, upon the recommendations of the responsible academic staff member or Year Coordinator, within 30 days of the beginning of each semester and are announced to students following approval by the Faculty Executive Board.

(13) A course and its clinical practice or laboratory component may be assessed separately. In such cases, the provisions of these Implementation Principles concerning examinations and assessment apply separately to the clinical practice or laboratory component.

(14) The midterm, end-of-semester, and resit examinations for a course are administered by the academic staff member responsible for the course. If that academic staff member is unavailable, the examinations are administered under the responsibility of an academic staff member designated by the Dean's Office.

Eligibility for end-of-semester and resit examinations

ARTICLE 20 - (1) (Amended: SK-15/03/2016-455/18) To be eligible to take the end-of-semester and resit examinations for a course, the student must:

- a) attend at least 70% of the theoretical course hours;
- b) attend at least 80% of clinical, field, laboratory, placement, and comparable practice activities; and
- c) successfully complete, within the prescribed periods, the course-related clinical practice, laboratory work, project, homework, and other in-semester activities, together with any additional work considered appropriate by the Faculty in view of the nature of the education and training, provided that the minimum success threshold has been specified by the course instructor in the course assessment criteria.

(2) (Amended: SK-20/03/2023-634/04) Students who, for an accepted excuse, have been absent from no more than 20% of the fourth-year clinical practice components of professional nursing courses may not take the end-of-semester or resit examination for the relevant course until they complete the missed practice in accordance with the schedule and programme determined by the relevant academic staff. The courses to which this provision applies are determined by the Faculty Board.

(3) A student who has not fulfilled all conditions specified in these Implementation Principles for eligibility to take the end-of-semester and resit examinations must repeat the course.

Inability to attend an examination due to an accepted excuse

ARTICLE 21 - (1) A one-time make-up examination is offered to a student who is unable to attend a midterm examination because of an excuse specified in these Implementation Principles and accepted by the Faculty Executive Board. The Faculty Executive Board determines and announces the date, venue, and format of the make-up examination.

(2) No further make-up examination is offered for a make-up examination that has already been scheduled.

(3) No make-up examination is offered to a student who is unable to attend an end-of-semester or resit examination. However, by decision of the Faculty Executive Board, national athlete students representing Türkiye abroad may be granted a make-up examination for an end-of-semester or resit examination missed during a competition or an associated training camp.

(4) A student who does not attend a midterm, end-of-semester, or resit examination without an excuse accepted by the Faculty Executive Board is deemed to have used the examination right and to have received a score of zero.

Examination conduct

ARTICLE 22 - (1) A student who cheats, attempts to cheat, assists another person to cheat, or is subsequently found, through examination of the relevant documents, to have cheated in any examination, clinical practice, laboratory activity, homework, in-semester project, or similar assessment receives a score of zero for that examination or assessment.

(2) A student who disrupts the general order of an examination in any manner is removed from the examination room and receives a score of zero for that examination.

(3) In the circumstances described above, the provisions of the Higher Education Institutions Student Disciplinary Regulation, published in Official Gazette No. 18634 dated 13 January 1985, also apply to the student concerned.

Announcement of examination and assessment results

ARTICLE 23 - (1) The results of an examination or in-semester assessment are announced to students within 20 days of the date of the examination or the date on which the assessment was due to be submitted to the relevant academic staff member, and no later than the final day of classes.

(2) Subject to these conditions, the Faculty Executive Board determines the principles governing the announcement of assessment results for all examinations and in-semester activities, taking into account the characteristics of the education and training delivered.

(3) The achievement status of students who take an end-of-semester or resit examination is submitted to the Dean's Office by the responsible academic staff member or Year Coordinator, together with the examination documents and grade sheets, no later than five days after the examination date.

(4) (SK-15/03/2016-455/18) Repealed.

Appeal against an examination result

ARTICLE 24 - (1) An appeal against the result of an examination or in-semester assessment may be lodged within seven days of its announcement and only on the grounds of a clerical or calculation error. The appeal is submitted by petition to the Faculty Dean's Office. If the Dean's Office identifies a clerical or calculation error in examination papers, grade sheets, or related assessment documents, the error is corrected and announced by decision of the Faculty Executive Board after obtaining the opinion of the relevant academic staff member.

(2) Students may not appeal against the academic judgement exercised by the instructor in assigning a grade.

Failure in a course

ARTICLE 25 - (1) A student who fails a course must repeat that course and fulfil all obligations specified in Article 20 of these Implementation Principles.

(2) (Amended: SK-11/06/2020-545/07) A student who has fulfilled the attendance requirement but failed a course may be exempted from attendance at the theoretical component and classroom-based practices conducted by the instructor. The relevant principles are determined by the Faculty Executive Board. Where an attendance exemption is granted, the student must re-register for the course, participate in the midterm examinations, and again fulfil the requirements set out in Article 20(1)(b) and (c).

(3) Students who fail practice-intensive courses or laboratory courses for which no end-of-semester or resit examination is held must repeat and attend the course in its entirety.

(4) (SK-15/03/2016-455/18) Students who fail a course that includes clinical or field practice and for which an end-of-semester and resit examination is held must repeat and attend the course in its entirety.

Course grades and achievement status

ARTICLE 26 - (1) (Amended: SK-15/03/2016-455/18) To pass a course, a student must obtain at least 50 out of 100 in the end-of-semester or resit examination and must achieve the minimum course grade calculated in accordance with Article 27(1)(a): at least 50 out of 100 for Principles of Atatürk and History of the Turkish Revolution, Turkish Language, and Basic Information Technologies; at least 55 out of 100 for Foreign Language courses; and at least 60 out of 100 for all other courses. The achievement grades and corresponding letter grades used in the absolute grading system are shown below.

Score Range	Letter Grade
85-100	AA
70-84	BB
60-69	CC
50-59	DD
0-49	FF

(3) (Amended: SK-11/06/2020-545/07) The grades Y (Unsatisfactory), B (Successful), and M (Exempt) are not included in grade-average calculations. D (Non-attendance) and E (Incomplete) are temporary grades. Their meanings are as follows:

- a) (Amended: SK-15/03/2016-455/18) A grade of D is awarded to a student who has not earned the right to take the examination because the attendance requirement or the conditions relating to the practice component have not been fulfilled. For the calculation of the grade average, D is treated as a score of zero.
- b) A grade of B is awarded to a student who successfully completes a course not included in grade-average calculations.
- c) A grade of Y is awarded to a student who does not successfully complete a course not included in grade-average calculations.
- ç) (Amended: SK-15/03/2016-455/18) A grade of E is awarded to a student who has been successful during the semester but has not completed the requirements of the course. A student awarded an E must complete the outstanding requirements and receive a grade within one month of the date on which grades are submitted to the Faculty Dean's Office. Otherwise, the E grade is converted to a score of zero.
- d) A grade of M is awarded, by decision of the Faculty Executive Board upon the proposal of the Faculty Dean's Office, for courses previously completed by the student, recognised as equivalent, counted towards the minimum course load, and included in the grade average.

Calculation of the course achievement grade and evaluation of achievement level

ARTICLE 27 - (1) The achievement grade obtained by a student in a course or semester is the grade used to determine whether the course or semester has been successfully completed and to determine the degree classification. The relevant principles are as follows:

- a) (Amended: SK-02/10/2018-494/05) Attendance is compulsory. Except for the courses specified below, the course achievement grade is calculated by adding 50% of the in-semester achievement grade, namely the midterm examination grade or the average of midterm examination grades, to 50% of the end-of-semester or resit examination grade and rounding the result to the nearest whole number. Students whose achievement grade is below 60 out of 100 fail the course and must repeat it in its entirety. For professional nursing courses with a clinical practice component, the in-semester achievement grade consists of 50% of the midterm examination grade or the average of midterm examination grades and 50% of the clinical practice grade. For professional nursing courses that include both clinical practice and laboratory work, the in-semester achievement grade consists of 25% of the midterm examination grade or average, 25% of the laboratory grade, and 50% of the clinical practice grade.
 - (Amended: SK-24/01/2019-501/03) For Principles of Atatürk and History of the Turkish Revolution, Turkish Language, Foreign Language, and Basic Information Technologies, the course achievement grade is calculated by adding 40% of the in-semester grade, namely the midterm examination grade or average, to 60% of the end-of-semester or resit examination grade and rounding the result to the nearest whole number. The minimum passing grade is 50 out of 100 for Principles of Atatürk and History of the Turkish Revolution, Turkish Language, and Basic Information Technologies, and 55 out of 100 for Foreign Language courses.
 - For courses for which an exemption examination is administered, the exemption threshold is the same as the course passing grade. The score obtained by a student who passes the exemption examination is recorded on the transcript as the course achievement grade.
- b) The list of students who have not fulfilled the conditions for taking the end-of-semester or resit examination is submitted to the Faculty Dean's Office and announced by the responsible academic staff member or Year Coordinator during the final week of the semester. These students are deemed to have received a grade of D for the course.
- c) (Amended: SK-11/06/2020-545/07) No midterm examination is administered for Physical Education, Fine Arts, or Career Planning. Provided that the conditions specified in Article 20 are fulfilled, student achievement in these courses is evaluated at the end of the semester as B or Y on the basis of performance in other in-semester activities. Students awarded Y must repeat and attend the course in its entirety.
- ç) The Faculty Executive Board determines the principles governing other activities assessed through non-numerical methods and the evaluation of student achievement in those activities.

d) (Amended: SK-11/06/2020-545/07) A student entitled under Article 8(3) to take the examination for the only remaining course is deemed to have passed that course, irrespective of the in-semester grade, if the student has taken the course at least once, fulfilled the conditions specified in Article 20(1), and achieved the minimum course grade specified in Article 26.

e) A student who has fulfilled all conditions for taking the end-of-semester and resit examinations, has taken at least two midterm examinations in the course during the semester, and has an in-semester grade of 80 or above out of 100 is deemed to have passed the course without taking the end-of-semester or resit examination; the in-semester grade is recorded as the course achievement grade.

PART FIVE

Miscellaneous and Final Provisions

Retention of examination records

ARTICLE 28 - (1) Examination papers, assignments, projects, laboratory reports, clinical practice reports, and similar documents are retained for two years from the date of the last action taken on them, unless the Faculty Executive Board decides that they must be retained for a longer period.

Dress and general appearance

ARTICLE 29 - (1) Students must comply with the relevant legislation concerning dress and general appearance.

Notification

ARTICLE 30 - (1) Notifications to students are made either by post to the address declared at registration or by announcement by the Faculty. Students must notify the Faculty Student Affairs Office in writing of changes to their email address, postal address, or telephone number within one week. A notification sent to the most recent address in the student's file is deemed duly served where the student has failed to report a change or has provided an incorrect or incomplete address.

Application procedure

(SK-11/06/2020-545/07)

ARTICLE 30/A - (1) Applications submitted by students under these provisions must normally be made in person or through a legal representative. In compulsory circumstances, applications may also be submitted by post. For postal applications, the signature must be certified as belonging to the applicant or legal representative by a notary public or, where submitted from abroad, by the competent unit of a diplomatic or consular mission of the Republic of Türkiye. No additional signature certification is required for applications submitted under an official covering letter by competent authorities in cases of detention or imprisonment.

(2) Delays in postal delivery are not taken into account for applications submitted by post.

Leave of absence from study

ARTICLE 31 - (1) A student who is required to interrupt studies because of a valid and justified excuse specified in these Implementation Principles and accepted by the Faculty Executive Board may be granted leave of absence for a minimum of one and a maximum of two semesters at any one time, provided that the student submits a petition and documentary evidence. (Additional sentence: SK-04/08/2021-583/5) Except for the circumstances listed in Article 32(1)(a), (b), (c), (d), and (e), the total duration of leave may not exceed half the standard duration of the programme. The period of approved leave is added to the maximum duration of study specified in Article 8. The reason for, and duration of, the extension are stated in the decision of the Faculty Executive Board.

(2) During an approved leave of absence, the student may not continue studies and all student rights are suspended. (Amended: SK-11/06/2020-545/07) A one-semester leave covers the period from the beginning of the relevant semester to the completion of the end-of-semester resit examinations.

Valid and justified excuses

ARTICLE 32 - (1) Provided that the circumstance is accepted by the Faculty Executive Board, a make-up examination may be offered and leave of absence may be granted in the following cases:

- a) a health-related excuse documented by a report issued by a healthcare institution;
- b) suspension of education by decision of the Council of Higher Education because of events that disrupt education;
- c) interruption of studies because of a natural disaster, documented by the highest local civil authority;

- ç) documented interruption of studies for economic reasons;
- d) (Amended: SK-11/06/2020-545/07) detention or imprisonment of the student;
- e) call-up for military service because the student's deferment right has been lost or cancelled; or
- f) other circumstances that may be accepted as an excuse by the Faculty Executive Board.

(2) (Amended: SK-04/08/2021-583/05) To be granted leave of absence, the student must apply to the Faculty Dean's Office and submit documents proving the excuse no later than four weeks after the beginning of courses for the relevant semester in the circumstances specified in paragraph (1)(ç) and (f), and no later than five working days after the excuse ends in all other circumstances. Applications submitted after these periods are not considered.

Weighted average and degree classification

ARTICLE 33 - (1) The credit value of a course is calculated by adding to the weekly number of theoretical course hours one half of the weekly hours allocated to clinical practice, laboratory work, or other course-related activities.

(2) (Amended: SK-11/06/2020-545/07) Grades obtained in Physical Education, Fine Arts, Volunteering Activities, and Career Planning, together with grades specified in Article 26 as excluded from the average, are not included in the calculation of weighted averages.

(3) Students with a cumulative grade average of 80.00-84.99 are issued a certificate of inclusion on the Honour List, and students with an average of 85.00-100 are issued a certificate of inclusion on the High Honour List. Students who have received a disciplinary penalty may not benefit from this provision.

(4) Degree classifications are determined using the original grade records held by the Student Affairs Office.

Diploma

ARTICLE 34 - (1) Diplomas awarded by the Faculty are prepared in accordance with the principles determined by the University Executive Board.

(2) Until the diploma is prepared, the student is issued a Provisional Graduation Certificate, which must be returned when the diploma is collected.

(3) The diploma or Provisional Graduation Certificate may be issued only after the financial obligations stipulated in the relevant legislation have been fulfilled.

Associate-degree diploma

ARTICLE 35 - (1) Upon request, an undergraduate student who has successfully completed all courses in the first four semesters may be awarded an Associate-Degree Diploma in accordance with the Regulation on the Award of Associate Degrees or Transfer to Vocational Schools for Students Who Have Not Completed or Are Unable to Complete Undergraduate Education.

Termination of registration

ARTICLE 36 - (1) Where termination of registration is required under the relevant legislation, the student's registration is terminated by decision of the Faculty Executive Board.

Matters not covered

ARTICLE 37 - (1) In matters not covered by these Implementation Principles, the relevant legislation and the decisions of the Senate, University Executive Board, and Faculty Executive Board apply.

Repealed implementation principles

ARTICLE 38 - (Amended: SK-12/05/2015-441/13) (1) The Faculty of Nursing Implementation Principles for Teaching and Examinations, adopted by Senate Decision No. 404/08 dated 28 August 2012, are hereby repealed.

Duration of study

PROVISIONAL ARTICLE 3 - (SK-15/03/2016-455/18) (1) For students registered at the Faculty before 26 November 2014, the date on which Law No. 6569 on the Establishment of the Health Institutes of Türkiye and Amendments to Certain Laws and Decree-Laws entered into force, previous periods of study are not taken into account in calculating the maximum duration of study.

Eligibility for end-of-semester and resit examinations

PROVISIONAL ARTICLE 4 - (SK-23/01/2024-670/05) Students subject to the 2021-2022 curriculum must attend all clinical practice components of the professional nursing courses included in that curriculum in order to be eligible for the end-of-semester and resit examinations. Students who, for an accepted excuse, have been unable to attend no more than 20% of the clinical practice must complete the missed practice in accordance with the schedule and programme determined by the relevant academic staff.

Entry into force

ARTICLE 39 - (Amended: SK-15/03/2016-455/18) (1) These Implementation Principles enter into force from the 2016-2017 academic year.

Enforcement

ARTICLE 40 - (1) The Dean of the Faculty of Nursing is responsible for implementing these Implementation Principles.

6.3. Directives

6.3.1. Clinical Practice Directive

**DOKUZ EYLÜL UNIVERSITY
FACULTY OF NURSING
CLINICAL PRACTICE DIRECTIVE**

(Implemented pursuant to University Senate Decision No. 489/8 dated 24 July 2018)

Purpose and scope

ARTICLE 1 - The purpose of this Directive is to determine, pursuant to Article 17 of the Dokuz Eylül University Framework Regulation on Teaching and Examinations, the principles with which students of the Faculty of Nursing must comply during clinical and non-clinical field practice in professional nursing courses.

Compulsory clinical practice

ARTICLE 2 - Every student is required to complete clinical practice, in accordance with this Directive, at healthcare institutions deemed appropriate by the Faculty Dean's Office in order to gain practical experience, develop clinical competencies, and prepare for professional working life.

Clinical practice periods and duration

ARTICLE 3 - A student who fails the in-semester clinical practice component of a course must repeat the entire course, including its theoretical components, in the semester in which the course is next offered in the following academic year.

Compulsory attendance at clinical practice

ARTICLE 4 - Students are required to attend clinical practice throughout the designated practice period. A student absent for more than 20% of the practice period is deemed unsuccessful and must repeat the practice in accordance with Article 3. A student whose absence does not exceed 20% must complete the missed practice in accordance with an approved make-up programme.

Clinical practice settings

ARTICLE 5 - Clinical practice for students of the Dokuz Eylül University Faculty of Nursing is conducted at the Dokuz Eylül University Practice and Research Hospital or at healthcare institutions in Türkiye or abroad deemed appropriate by the Faculty Dean's Office.

Clinical practice conducted at the University Practice and Research Hospital or at healthcare institutions in Türkiye or abroad is planned by the Clinical Practice Coordinator appointed by the Faculty Executive Board and is implemented following approval by the Faculty Dean's Office.

Responsibilities of students undertaking clinical practice

ARTICLE 6 - Students must comply with the clinical practice programme prepared by the Faculty and complete all assigned duties fully and on time.

Every student undertaking clinical practice must comply with the working and safety rules of the relevant institution and use the premises, equipment, and materials with due care. The student bears responsibility for any consequences arising from failure to fulfil these obligations, and disciplinary procedures may also be initiated under the Higher Education Institutions Student Disciplinary Regulation.

Assessment of clinical practice

ARTICLE 7 - Clinical practice included in Faculty curricula is assessed in accordance with the Faculty of Nursing Implementation Principles for Teaching and Examinations.

Clinical practice grades are submitted to the Faculty Dean's Office within seven days following completion of the practice period.

Required attire

ARTICLE 8 - During laboratory, clinical, and field practice, Faculty of Nursing students must comply with the dress regulations applicable to public officials and with the following additional requirements:

- a) a white laboratory coat must be worn in laboratories;
- b) during clinical practice, students must wear the uniform in the colour and model determined by the Faculty Executive Board and footwear compatible with the uniform.

General provisions

ARTICLE 9 - Matters not covered by this Directive are decided by the relevant Faculty boards upon the recommendations of the Heads of Departments.

Entry into force

ARTICLE 10 - This Directive enters into force on the date of its adoption by the Dokuz Eylül University Senate, to be implemented from the beginning of the 2018-2019 academic year.

Enforcement

ARTICLE 11 - The Dean of the Dokuz Eylül University Faculty of Nursing is responsible for implementing this Directive.

6.3.2. Examination Administration Directive

DOKUZ EYLÜL UNIVERSITY FACULTY OF NURSING EXAMINATION ADMINISTRATION DIRECTIVE

Purpose

ARTICLE 1 - The purpose of this Directive is to ensure the orderly conduct of examinations administered by the Faculty of Nursing, establish the rules to be followed by students and academic staff, and safeguard students' examination rights.

Scope

ARTICLE 2 - This Directive applies to all examinations administered within the Faculty of Nursing.

Legal basis

ARTICLE 3 - This Directive has been prepared on the basis of the relevant provisions of the Faculty of Nursing Implementation Principles for Teaching and Examinations and other applicable legislation.

Definitions

ARTICLE 4 - For the purposes of this Directive:

Course Coordinator means the academic staff member with primary responsibility for planning the course, preparing the course schedule, and coordinating course delivery.

Academic staff responsible for the course means the academic staff members and instructors assigned to deliver the course.

Academic staff member responsible for the examination means the academic staff member designated at the beginning of the semester from among the staff responsible for the course. This person has primary authority and responsibility for organising the examination-question meeting and for arranging and administering the examination, and works with the research assistant responsible for the examination throughout the entire examination process.

Research assistant responsible for the examination means the research assistant assigned from among those designated for each course by the research-assistant representative at the beginning of the semester. This person has primary operational responsibility for the examination and is responsible for formatting and reproducing examination questions and preparing examination materials in accordance with the number of examination rooms.

Examination-room staff means the chief invigilator and invigilator assigned to each examination room.

Chief invigilator means the academic staff member, instructor, or research assistant holding a doctoral degree who is designated by the Examination Committee for each examination period. For each examination room, the chief invigilator is selected, as a priority, from among the academic staff responsible for the course. The chief invigilator has primary responsibility for administering the examination, including starting the examination and ensuring that it is conducted in accordance with the rules.

Invigilator means the research assistant designated for each examination by the research-assistant representative during examination periods. Under the authority and responsibility of the chief invigilator, the invigilator monitors compliance with the rules in the assigned room and assists the chief invigilator. An invigilator may not start the examination in the absence of the chief invigilator. Where there are insufficient research assistants, other academic staff may also be appointed as invigilators.

Before the examination

ARTICLE 5 - For each examination room, the Examination Committee appoints, as a priority, one academic staff member responsible for the course as chief invigilator and at least one research assistant as invigilator. Additional staff may be assigned where the number of academic staff and research assistants responsible for the course is insufficient.

ARTICLE 6 - The research assistant or assistants responsible for the examination are responsible for formatting and reproducing the examination questions and preparing the examination materials according to the number of examination rooms. The sealed envelope prepared for each room must contain question booklets and answer sheets exceeding the number of registered examinees by three copies, or by five copies for final and resit examinations; an attendance signature sheet; an examination incident report form; the examination instructions; a list indicating the examination room assigned to each student; and, where required, one blank A4 sheet for recording an incident. These materials must be delivered to the chief invigilator or chief invigilators no later than one day before the examination. The responsible research assistant is also responsible for preparing the answer key or optical-reader documentation after the examination, collecting the answer sheets from Student Affairs, ensuring that the sheets are scanned together with a member of Student Affairs staff, and working with the academic staff responsible for the course during entry of grades into the system.

ARTICLE 7 - The chief invigilator and invigilator or invigilators are responsible for ensuring that the examination room is prepared, the necessary arrangements are in place, and the examination is conducted in a disciplined manner and in accordance with the stated rules.

ARTICLE 8 - Chief invigilators and invigilators must be present at the examination venue at least 30 minutes before the examination begins in order to carry out the required checks and establish the examination arrangements. Students may not be admitted to the room before the examination staff enter. Students who enter before the staff are asked to leave so that identity checks can be completed in an orderly manner.

ARTICLE 9 - A student whose name does not appear on the examination attendance list is not admitted to the examination room. Each student must take the examination in the designated room.

ARTICLE 10 - Invigilators admit students after checking their student identity cards and the examination attendance list. A student who does not have a Dokuz Eylül University Faculty of Nursing student identity card may be admitted upon presenting an official document obtained from Student Affairs confirming student status.

ARTICLE 11 - After identity verification, invigilators record attendance at the beginning of the examination by ensuring that each student signs the designated area on the attendance sheet.

ARTICLE 12 - Students may not leave the examination room after identity verification and signing the attendance sheet and before the examination begins.

ARTICLE 13 - Students must not wear clothing or accessories that prevent or materially impede identity verification.

ARTICLE 14 - Where necessary, examination staff may request a second photographic identity document from a student.

ARTICLE 15 - Mobile telephones, electronic devices of any kind, electronic pens, headphones, course notes, bags, and similar items that may compromise the secure and orderly administration of the examination must not be brought into the examination room. Failure to comply is treated as an attempted breach of examination integrity and the student's examination is invalidated.

ARTICLE 16 - Students admitted to the room collect their optical answer sheets and sit according to the seating plan determined by the examination-room staff. Question booklets are not distributed until the seating arrangements have been completed.

ARTICLE 17 - Students are personally responsible for ensuring that no course notes, written material, or similar documents that could be regarded as unauthorised examination material are present on or around the desk where they are seated. If such material is present, the student must request a change of seat from the invigilator. Otherwise, the material is presumed to belong to the student.

ARTICLE 18 - Before the examination begins, the examination-room staff read aloud the rules to be followed by students. The examination begins simultaneously in all rooms at the time specified in the examination timetable.

During the examination

ARTICLE 19 - The examination duration determined by the Course Coordinator and the academic staff responsible for the course is stated on the question booklet. Invigilators write the starting and finishing times on the board so that they are visible to students and announce them. Announcements are made when 15 minutes and five minutes remain. Where the chief invigilator considers it appropriate, an extension of no more than 15 minutes may be granted.

ARTICLE 20 - Students arriving more than 15 minutes after the examination has begun are not admitted, and no additional time is granted to late arrivals. Students may not leave the room during the first 15 minutes. Students may leave thereafter only where at least two students remain in the room.

ARTICLE 21 - A student who leaves the examination room after the examination has begun is not readmitted, irrespective of the reason.

ARTICLE 22 - Throughout the examination, students must comply with the rules announced by the examination-room staff and with all instructions issued by them. A student who fails to comply or disrupts the examination is removed from the room after an incident report has been prepared. The provisions of the Higher Education Institutions Student Disciplinary Regulation apply to such students.

ARTICLE 23 - Examination-room staff may change students' seating arrangements during the examination.

ARTICLE 24 - Once the examination has begun, students may not ask questions of the staff, speak to one another or to the invigilators, or exchange erasers, pens, or similar materials.

ARTICLE 25 - If an error is identified in an examination question, the chief invigilator makes the necessary announcement to the entire room.

ARTICLE 26 - Students must position their answer sheets so that they cannot be seen by other candidates. Failure to do so may be treated as an attempted breach of examination integrity.

ARTICLE 27 - Recording examination questions or answers by any written, photographic, audio-visual, or electronic means is prohibited.

ARTICLE 28 - The examination of a student who does not write their name on the question booklet and answer sheet, does not sign the attendance sheet, or does not complete the required coding and signature on the optical answer sheet is invalid. Each student is responsible for accurately coding the question-booklet version.

ARTICLE 29 - During the examination, examination-room staff are prohibited from eating or drinking, other than water; conversing with one another; using a mobile telephone except where strictly necessary for the examination; or reading books, magazines, or similar material, as these activities may distract students and disrupt the examination. Staff must also select footwear that will not create noise or distract students.

ARTICLE 30 - Students may drink water in the examination room but may not consume food.

After the examination

ARTICLE 31 - At the end of the examination, the examination-room staff must check and collect the question booklet and answer sheet from each student.

ARTICLE 32 - Students must not leave the room before signing the examination record and having the question booklet and answer sheet checked and collected by the examination-room staff.

ARTICLE 33 - A student who has completed the examination and submitted the examination materials may not re-enter the examination room.

ARTICLE 34 - Students who leave the examination room may not gather at the entrance or in the corridor or discuss examination questions before the examination has ended in all rooms.

ARTICLE 35 - At the end of the examination, the examination-room staff must count and verify the question booklets, answer sheets, and attendance signature sheet.

ARTICLE 36 - All staff assigned to the room sign the examination record and deliver it, together with the complete examination materials, to the academic staff member responsible for the examination.

ARTICLE 37 - The academic staff member and research assistant responsible for the examination liaise with Student Affairs to ensure that the examination papers are scanned in accordance with examination-security requirements and in the presence of a designated Student Affairs staff member.

ARTICLE 38 - Where the examination contains open-ended questions, the research assistant responsible for the examination monitors the marking process undertaken by the academic staff who prepared the questions. Examination security and confidentiality must be maintained throughout the process.

ARTICLE 39 - After marking or scanning has been completed, the responsible research assistant submits the examination materials to Student Affairs for archiving.

ARTICLE 40 - The academic staff member responsible for the examination, together with the responsible research assistant, ensures that the examination results are entered into the system and announced within the statutory period.

ARTICLE 41 - Where a student's attempt to cheat or otherwise breach examination integrity is identified during or after the examination, the provisions of the Higher Education Institutions Student Disciplinary Regulation apply.

Enforcement

ARTICLE 42 - The Dean of the Dokuz Eylül University Faculty of Nursing is responsible for implementing this Directive.

6.3.2.1. Rules to Be Observed During Examinations under the DEU Faculty of Nursing Examination Administration Principles

Please read the following text aloud to students before the examination begins.

1. Students arriving more than 15 minutes after the examination has begun will not be admitted.
2. Students may not leave the examination room during the first 15 minutes.
3. Mobile telephones and all electronic devices or pens, headphones, course notes, bags, and similar items that may compromise secure and orderly examination administration must not be brought into the room. Only a wooden graphite pencil with a black lead, a pencil sharpener, and an eraser may be used. Other pens are not permitted. Failure to comply will be treated as an attempted breach of examination integrity and the student's examination will be invalidated.
4. Throughout the examination, students must comply with the rules announced by the examination-room staff and with their instructions. A student who does not comply or disrupts the examination will be removed from the room after an incident report has been prepared. The student's examination will be invalidated and the provisions of the Council of Higher Education (YÖK) Student Disciplinary Regulation will apply.
5. The examination of a student who cheats, enables another student to cheat, or assists cheating is invalid and the incident is formally recorded. The provisions of the YÖK Student Disciplinary Regulation apply.
6. Students may not leave the examination room without signing the examination record and submitting the question booklet and answer sheet to the examination-room staff. Students are personally responsible for correctly completing all required coding on the question booklet and answer sheet.
7. Students are personally responsible for ensuring that no course notes, written material, or similar documents that could be regarded as unauthorised examination material are present on or around the desk where they are

seated. If such material is present, the student must request a change of seat from the invigilator. Otherwise, the material will be presumed to belong to the student.

8. Recording examination questions or answers by any written, photographic, audio-visual, or electronic means is prohibited.

Please also:

1. Check the question booklet before beginning the examination and write your full name and student number on it.
2. Write your full name and Faculty student number on the answer sheet, code the relevant fields, and sign the sheet.
3. Ensure that you have correctly coded the version of your question booklet on the answer sheet.
4. Submit both the question booklet and answer sheet to the examination-room staff at the end of the examination.

Note: All other relevant legislation, regulations, and directives not reproduced in the Undergraduate Nursing Programme Handbook are available through the relevant link on the DEU Faculty of Nursing website: <https://hemsirelik.deu.edu.tr/egitim/lisans/mevzuat/>

SECTION 7

Faculty and Campus Facilities

7.1. Regional and Campus Characteristics

The Faculty of Nursing is located on the İnciraltı Health Campus in İzmir. İzmir, Türkiye's third-largest city, is a modern and developed metropolitan centre recognised for its historical heritage and natural environment. Often referred to as "Beautiful İzmir", the city is situated around a long, narrow gulf. It has a temperate climate, with palm-lined coastal areas and broad avenues.

The campus is approximately 15 km from Konak, the central district of İzmir. The Balçova Mountains are located to the front of the campus, while İnciraltı and the Gulf of İzmir lie behind it. The Balçova Municipality cable-car facilities, located opposite the campus, offer panoramic views of İzmir.

Balçova Municipality's aquapark, thermal facilities, and sports facilities are within approximately five minutes' walking distance of the campus. The area of the campus facing İnciraltı is characterised by flower greenhouses and mandarin trees.

A number of shopping centres are located near the campus and provide access to clothing, food, cinema, and other leisure services.

Bus stops are located directly in front of the campus and provide connections to different parts of the city. Minibus services also operate on the Sahilevleri-Üçkuyular and Güzelbahçe-Üçkuyular routes. Branch offices of several intercity coach companies are located opposite the University Hospital.

The campus includes a 1,000-bed university practice and research hospital, the Faculty of Medicine, Faculty of Fine Arts, Faculty of Health Sciences, School of Physical Therapy and Rehabilitation, Vocational School of Health Services, a library, and facilities supporting students' social needs.

Dining Facilities

A student dining hall is located on the İnciraltı Health Campus. Students may use the dining hall through the University's meal-access system. Cafeterias are also available within the hospital and in the surrounding campus area.

Communication and Postal Services

A branch of the Turkish Post (Posta ve Telgraf Teşkilatı [PTT]) is located within the hospital and provides postal and money-transfer services. Mobile-communication services and related retail outlets are available in the surrounding area.

Culture and Sport

Students may use the facilities of the Dokuz Eylül University Continuing Education Centre (Dokuz Eylül Sürekli Eğitim Merkezi [DESEM]) in Alsancak. Located within the Rectorate building, the Centre includes a cinema, cafeteria, and a range of personal and professional development courses.

Students may attend, free of charge, the music and poetry recitals, concerts, guest meetings, and theatre performances organised through the University's "Wednesday Events" on the Health Campus. They may also participate in University-wide spring festivals. Campus sports facilities and a swimming pool are located approximately 100 metres from the Faculty of Nursing.

Student societies established within the Faculty to promote social responsibility include the Organ Donation Society and the Recycling Society, which began their activities in 2018 under the supervision of academic advisers. The Theatre Society and the Music and Rhythm Society have likewise continued to organise artistic activities with students under academic supervision since 2018. Students may follow Rectorate announcements through the electronic information boards located at the Faculty entrance and on the ground floor.

Library and Computing Facilities

The Faculty of Nursing has its own reading room, and students may also use the Faculty of Medicine Library. A computer room is available within the Faculty, and students may additionally use the campus computer laboratory. Course description forms include links to relevant library resources, electronic journals, electronic books, and other digital resources to facilitate access to required learning materials.

Student Accommodation

Public student residences serving students include Atatürk (İnciraltı) Student Residence, Buca Women's Student Residence, Gaziemir Student Residence, and Ege Student Residence. Atatürk Student Residence is located in İnciraltı, a coastal area widely used for leisure and recreation. It is approximately five minutes by car or 20 minutes on foot from the Health Campus, where the Faculty of Nursing is located. The residence is situated by the sea; rooms include a bathroom, toilet, and balcony, and a shopping centre is located nearby.

Buca Women's Student Residence, administered by Dokuz Eylül University, is located on the Buca Faculty of Education Campus. It comprises two blocks, has a capacity of 504 residents, and offers rooms for two or four students. Gaziemir Student Residence, affiliated with the national higher-education student accommodation system, comprises three blocks and serves female students. Ege Student Residence, located on the Ege University Campus, is established on an area of approximately 350 decares and comprises 13 blocks with a total capacity of 5,210 residents. Facilities include study rooms, a library, recreation and television rooms, designated laundry and ironing areas, canteens and cafés, hairdressers, three basketball courts, and two volleyball courts. A wide range of private student residences is also available throughout İzmir.

7.2. Student Health

Students who do not have social-security coverage apply to the Student Affairs Office. After completing the required forms, they submit them to the Department of Health, Culture and Sports located in the DEU Rectorate building. Following completion of the administrative procedures, students may use the University medical centre located on the Tınaztepe Campus in Buca.

Before beginning clinical practice, first-year students are referred to their registered Family Health Centres to ensure completion of hepatitis B vaccination. In addition, all students receive certified occupational health and safety training before commencing clinical practice.

7.3. Student Scholarships and Financial Support

A range of scholarship and financial-support opportunities is available to students. The DEU Department of Health, Culture and Sports provides meal scholarships. Additional scholarships are offered through the Vehbi Koç Foundation, Turkish Education Foundation, Nevvar Salih İşgören Foundation, Tuberculosis Control Association, and a scholarship fund established through contributions from Dokuz Eylül University academic staff.

The Dokuz Eylül University Rectorate also provides a limited number of work-study scholarships to students with financial need. Organisations such as the Association for Supporting Contemporary Life and the national higher-education credit and accommodation authority offer scholarships on the basis of individual applications. Scholarship application dates and conditions are announced on the notice board at the Faculty entrance. Students seeking information or wishing to apply for support may contact the Student Affairs Office.

Students who require financial assistance may also discuss their circumstances with their academic advisers. Advisers may contact the Faculty Scholarship Committee, and support may be provided in accordance with the Committee's decisions and the available resources.

“God’s precious gift of life is often literally placed in her [the nurse’s] hands.

[Florence Nightingale, Notes on Nursing: What It Is, and What It Is Not (1860)]



DEU Faculty of Nursing
1992 - ∞