



**T.C.
DOKUZ EYLÜL UNIVERSITY
FACULTY OF NURSING**

2025-2026 SPRING SEMESTER

**NURSING UNDERGRADUATE
EDUCATION PROGRAMME HANDBOOK**



2026-İZMİR

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*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, August 25). Speech at the Congress of the Teachers' Union. Hâkimiyet-i Milliye, August 26, 1924.

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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 Günişen.
- ✓ 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 across 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, contemporary building located on the same campus. The School of Nursing began offering education in the 1994–1995 academic year with 55 students using the traditional medical model of education. Prof. 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. 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 program’s duration was extended to five years in 1999, and instruction continued accordingly.

The School of Nursing was led by Founding Director Prof. Leman BİROL from 1994 to 1997, Prof. Gülseren KOCAMAN from 1997 to 2007, Prof. Besti ÜSTÜN from 2007 to 2010, and Prof. 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. 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 to the traditional medical school model of education was made. At the same time, the Foreign Language Preparatory Program was made optional starting with the 2014–2015 academic year.

^a Dokuz 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).

^b Dokuz 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. Zuhar BAHAR served as dean from 2011 to 2014, Prof. Samiye METE from 2015 to 2017, and Prof. Şeyda SEREN İNTEPELER from January 2017 to September 2025. Subsequently, Prof. Sefa KURT served as acting dean from September 29, 2025, to July 3, 2026. As of today, Prof. Meryem ÖZTÜRK HANEY was appointed Acting Dean of the Faculty of Nursing on July 3, 2026, and Prof. 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. 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	-
School of Nursing (August 26, 2011/28037 Official Gazette of the Republic of Turkey)	2009–2010	493	80	-
	2010–2011	530	63	-
	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 It has been accredited for the period between these dates.
	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 It has been accredited for the period between these dates.
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. Leman BİROL, and Assoc. Prof. 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. Meryem ÖTÜRK HANEY– Dean Prof. Fatma VURAL – Vice Dean Prof. Dilek BESEN BÜYÜKKAYA– Vice Dean Prof. Şeyda SEREN İNTEPELER – Chair of the Department of Nursing Administration Prof. Fatma VURAL – Chair of the Department of Nursing Education Prof. Zekiye ÇETİNKAYA DUMAN – Chair of the Department of Psychiatric Nursing Prof. Özlem KÜÇÜKGÜÇLÜ – Chair of the Department of Internal Medicine Nursing Prof. Murat BEKTAŞ – Chair of the Department of Pediatric Nursing Prof. Dilek ÖZDEN—Chair of the Department of Fundamentals of Nursing Prof. Gülendam KARADAĞ – Chair of the Department of Public Health Nursing Prof. Merlinda ALUŞ TOKAT - Chair of the Department of Obstetrics and Gynecology Nursing Prof. Ezgi KARADAĞ—Chair of the Department of Oncology Nursing Prof. Yaprak SARIGÖL ORDİN – Chair of the Department of Surgical Nursing Assoc. Prof. Cahide AYIK, Assistant Professor - First-Year Coordinator Asst. Prof. Emine Zahide ÖZDEMİR, Assistant Professor – Fourth-Year Coordinator Research Assistant Dr. Abdurrahman YAKIŞIR – Research Assistant Representative
2024-2025 UNDERGRADUATE NURSING EDUCATION COMMITTEE
Prof. Şeyda SEREN İNTEPELER – Dean Prof. Neslihan GÜNÜŞEN – Vice Dean Prof. Gülşah GÜROL ARSLAN – Vice Dean Prof. Şeyda SEREN İNTEPELER – Chair of the Department of Nursing Administration Prof. Şeyda SEREN İNTEPELER – Chair of the Department of Nursing Education Prof. Zekiye ÇETİNKAYA DUMAN – Chair of the Department of Psychiatric Nursing Prof. Özlem KÜÇÜKGÜÇLÜ – Chair of the Department of Internal Medicine Nursing Prof. Murat BEKTAŞ – Chair of the Department of Pediatric Nursing Prof. Dilek ÖZDEN—Department of Fundamentals of Nursing Prof. Gülendam KARADAĞ - Chair of the Department of Public Health Nursing Prof. Merlinda ALUŞ TOKAT – Chair of the Department of Obstetrics and Gynecology Nursing Prof. Ezgi KARADAĞ – Chair of the Department of Oncology Nursing Prof. Özlem BİLİK – Chair of the Department of Surgical Nursing Assoc. Prof. 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, Programme Educational Objectives and 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.

PI1: The percentage of students achieving a passing average of 60 or higher, based on final-year grades, practical course grades, and forms completed by nurses for interns, should be 70%.

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, which 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: Understanding the history, basic concepts, roles, responsibilities, and ethical and legal dimensions of the nursing profession Understand the importance of protecting and promoting the bio-psycho-social integrity of the individual To know the physiological and anatomical structure of the human body and understand how it functions Understand communication skills Be able to use information systems and technology 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 Fostering personal and professional development
Third-Year Goals 1. To provide nursing care in situations involving health promotion, health maintenance, and health deviations 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 Possessing knowledge of nursing management Fostering personal and professional development

2.4. Program Outcomes (POs)

KNOWLEDGE PO1. Possess the knowledge necessary to fulfill the roles and functions of nursing in meeting the health care needs of individuals, families, and communities
SKILL PO2. Possess the basic psychomotor skills of nursing. PO3. Possess basic communication skills.
COMPETENCY PO 4. Be able to apply acquired theoretical knowledge to nursing practice using a holistic approach. PO5. Learning Outcome 5. Be able to meet the health education and counseling needs of individuals, families, and the community. PO6. 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 (POs)	Program Outcome Performance Indicators (PIs)

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) 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 at least one case study demonstrating critical thinking, problem-solving, research, and evidence-based decision-making skills 6. 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.	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 portfolios demonstrate participation in at least three webinars, conferences, or seminars 3. 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.	1. 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 2. The percentage of students whose portfolios demonstrate participation in at least three webinars, conferences, or seminars 3. 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.	1. The percentage of students who achieve Program Outcomes 11, 12, and 13, as indicated in the Program Outcomes Achievement Level Form 2. The percentage of students whose portfolios demonstrate participation in at least three webinars, conferences, or seminars 3. The percentage of students nearing graduation who have taken on roles in committees, communities, events, projects, or research 4. 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. ("European Language Portfolio Global Scale," Level B1)	1. 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 2. The percentage of students participating in at least one activity in a foreign language 3. 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

Compulsory 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

3.1.2 First-Year Spring Semester

Compulsory 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

3.2.2. Second-Year Program

3.2.2.1. Second-Year Fall Semester

Compulsory 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

3.2.2.2. Second Year, Spring Semester

Compulsory 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	Professionalism in Nursing	2	0	0	3	1 Semester

3.3.3. Third-Year Program

3.3.3.1. Third-Year Fall Semester

Compulsory Courses

Prerequisite	Code	Course Title	T	L	P	ECTS	Semester
HEF 2090	HEF 3061	Women's Health and Diseases Nursing	6	0	10	15	1 Semester
HEF 2090	HEF 3063	Child Health and Diseases Nursing	6	0	10	15	1 Semester

3.3.3.2. Third Year Spring Semester

Compulsory 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

3.4.4. Fourth-Year Program

3.4.4.1. Fourth Year, Fall Semester

Compulsory 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

3.4.4.2. Fourth Year Spring Semester

Compulsory 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

3.5.5. Elective Courses

3.5.5.1. 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
-	HEF2068	Nursing English II	2	0	0	2	1 Semester
	HEF 2070	Emergency Nursing					
-	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

3.5.5.2. 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 FORM

4.1. FIRST YEAR SPRING SEMESTER COURSE DESCRIPTION FORM Compulsory Courses

4.1.1. HEF 1052 Fundamentals of Nursing

HEF 1052 FUNDAMENTALS OF NURSING 2025-2026 SPRING 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: Fundamentals of Nursing	
Course Level: (Undergraduate)		Course Code: HEF 1052	
Revision Date: 28.01.2026		Course Type: Compulsory	
Language of the course: Turkish		Instructor(s) of the course: Prof. Dilek Özden Prof. Gülşah Gürol Arslan Assoc. Prof. Nurten Alan Asst. Prof. İlkin Yılmaz Assoc. Prof. Cahide Ayık Asst. Prof. Gizem Göktuna Lecturer, PhD. F. Yelkin Alp	
Prerequisite of the course: None		Prerequisite course for: HEF 2036 Internal Medicine Nursing HEF 2038 Surgical Diseases Nursing	
Weekly course hours: 22		Course Coordinator: Asst. Prof. Gizem Göktuna	
Theory	Practice	Laboratory	National Credit of the Course: 14
6	10	6	ECTS Credit of the Course: 18
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2/127-130	12/14-28	10/25	257
Course Objective: The purpose of this course is to gain the student the basic knowledge and skills regarding healthy/ill individual's care used in nursing practices in accordance with relevant basic concepts and principles and, in this context, the required knowledge and skills to diagnose health problems and plan, implement and evaluate appropriate interventions.			
Course Learning Outcomes: LO1.The student can evaluate the vital signs correctly using proper techniques. LO2.The student knows and can use asepsis, antisepsis, disinfection and sterilization methods. LO3.The student acts in accordance with patient care requirements and professional ethical principles and values. LO4.The student has general knowledge regarding drug administration and can administrate drugs orally, parenteral and locally in accordance with eight principles of correct administration. LO5.The student can perform nursing practices to meet the individual's respiratory, nutritional, and fluid needs. LO6.The student can perform nursing practices to meet individual's excretory need. LO7.The student can make nursing interventions regarding patient's pain and sleep problems. LO8.The student can collect data regarding individual's care requirements and determine, plan and evaluate appropriate interventions.			
Learning and Teaching Methods: Lectures, questions and answers, case discussion, brainstorming, demonstration, video display, mini tests			
Assessment Methods:			
	Mark as (X) If Available		Percentage (%)
Semester Requirements			

1 st Midterm exam	X	%12.5	
Clinical Practice	X	%25	
Projects			
Laboratory work	X	%12.5	
Final Exam	X	%50	
Explanations Concerning the Assessment Methods: 1st Step: Calculation of the intra-semester grade 50% of Midterm and % 50 of Laboratory Exam Grades (Midterm Exam X 0.50) + (Lab Exam X 0.50) = (A) Clinical Practice grade X 0.50 = (B) 2nd Step: Calculation of the end of semester grade (A + B) X 0.50 = (C) Final grade X 0.50 = (D) End of Semester Achievement = 50% intra-semester grade + 50% final grade = C + D (Must be at least 60 over 100 full grades) Minimal Final grade: Must be at least 50 over 100 full grades Resit ExamGrade = 50% intra-semester grade + 50% of the make-up grade (Must be at least 60 over 100 full grades) Minimal make-up grade: Must be at least 50 over 100 full grades			
Assessment Criteria (What dimensions of learning outputs are assessed and by which assessment criteria are they assessed? Assessment criteria shall be associated with learning methods.) In the exams; Interpretation, remembering, decision-making, explanation, classification, information gathering skills will be evaluated.			
Recommended Resources for the Course: 1. Atabek Aştı T, Karadağ A (Ed). Hemşirelik Esasları Hemşirelik Bilimi ve Sanatı. Akademi Basın ve Yayıncılık, İstanbul, 2014. 2. Atabek Aştı T, Karadağ A (Ed). Klinik Uygulama Becerileri ve Yöntemleri. Nobel Tıp Kitabevleri, Adana, 2011. 3. Sabuncu N, Ay F (Ed). Klinik Beceriler, Sağlığın Değerlendirilmesi, Hasta Bakım ve Takibi. Nobel Tıp Kitabevleri, İstanbul, 2010. 4. Perry AG, Potter PA. Fundamentals of Nursing, 7th Edition, Mosby, 2009. Babadağ K, Atabek Aştı T. (Ed). Hemşirelik Esasları Uygulama Rehberi, İstanbul Medikal Yayıncılık, İstanbul, 2008. 5. Berman A, Snyder S, Kozier B et al. Kozier & Erb's Fundamentals of Nursing. Concepts, Process and Practice, 8th ed., St. Louis, 2008. 6. Craven RF, Hirnle CJ. Fundamentals of Nursing Human Health and Function. 3rd Ed., Lippincott Co., Philadelphia, 2000. 7. Kozier B, Erb G, Berman AJ, Snyder S, Berman A. Fundamentals of Nursing: Concepts, Process, and Practice, Seventh Edition Prentice Hall, 2003. 8. Roper N, Logan W, Thierney AJ. The Elements of Nursing. Churchill Livingstone, London, 1996. 9. Taylor C, Lillis C, Lemore P ve ark. Fundamentals of Nursing – The Art and Science of Nursing Care. 6th ed. Philadelphia: J.B. Lippincott Company, 2008. 10. Birol L. Hemşirelik Süğreci. XX. Baskı, Etki Matbaacılık Yayıncılık Ltd.Şti., İzmir, 2004.			
Policies and Rules concerning the Course: In the calculation of the attendance status, clinical practice and laboratory practice are evaluated separately; a) Should be at least 80% of the clinical application time. b) Participate in at least 80% of laboratory practices.			
Contact Details: Asst. Prof. Gizem GÖKTUNA 0232 412 47 79 gizem.goktuna@deu.edu.tr			
Course Instructor Consultation Days and Hours: Friday 13:00-14:00			
Course content: Exam dates will be specified in the course schedule. Once the exam dates are finalized, they may be subject to change.			
Week	Topics	Lecturer	Learning and Teaching Strategies
1.	Healthy Hospital Environment, Patient Admission and Discharge, Infection Prevention Methods and Practices	Prof. Gülşah Gürol Arslan Assoc. Prof. Nurten Alan Lecturer, Dr. F. Yelkin Alp	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display

2.	Vital Signs	Asst. Prof. İlkin Yılmaz Assoc. Prof. Cahide Ayık	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
3.	Movement requirement Personal Hygiene Practices	Asst. Prof. Gizem Göktuna Assoc. Prof. Cahide Ayık Lecturer, Dr. Yelkin Alp	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
4.	Oral and Local Drug Administration Hot and cold application	Asst. Prof. İlkin Yılmaz Lecturer, Dr. Yelkin Alp	Ders anlatımı, soru ve cevaplar, beyin fırtınası, demonstrasyon, video gösterimi, kısa testler
5.	Parenteral Drug Administration Intravenous blood specimen collection, vascular access	Prof. Dilek Özden Prof. Gülşah Gürol Arslan Assoc.Prof.Nurten Alan Lecturer, Dr. Yelkin Alp	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
6.	Liquid Requirements and Nursing Practices Care of Patient with Pain Problems	Prof. Dilek Özden Asst. Prof. İlkin Yılmaz Lecturer, Dr. Yelkin Alp	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
7.	Care concept in Nursing Practices Blood transfusions	Assoc.Prof.Nurten Alan Assoc. Prof. Cahide Ayık Asst. Prof. Gizem Göktuna Lecturer, Dr. Yelkin Alp	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
8.	Midterm Exam	Asst. Prof. Gizem Göktuna	
9.	Maintenance of Tissue Integrity Sleep and rest	Prof. Gülşah Gürol Arslan Assoc. Prof. Cahide Ayık Assoc. Prof. Nurten Alan Lecturer, Dr. Yelkin Alp	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
10.	Nutritional Requirements and Nursing Practices (Enteral nutrition) Loss, death, grief	Prof. Gülşah Gürol Arslan Assoc.Prof.Nurten Alan Asst. Prof. Gizem Göktuna	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
11.	Central Venous Catheter Care and blood specimen Parenteral Nutrition	Assoc. Prof. Nurten Alan Asst. Prof. İlkin Yılmaz Lecturer, Dr. Yelkin Alp	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
12.	Respiratory System Requirements and Nursing Practices	Assoc.Prof. Nurten Alan Asst. Prof. İlkin Yılmaz	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
13.	Excretory System Requirements and Nursing Practices Perioperative Care Requirements	Prof.Dilek Özden Assoc. Prof. Cahide Ayık Asst. Prof. Gizem Göktuna Lecturer, Dr. Yelkin Alp	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
14.	Urinary System Requirements and Nursing Practices	Prof.Dilek Özden Asst. Prof. Gizem Göktuna Asst. Prof. İlkin Yılmaz	Lectures, questions and answers, case discussion, brainstorming,

		Lecturer, Dr. Yelkin Alp	demonstration, video display
15.	Stoma care Evaluation	Asst. Prof. Gizem Göktuna Assoc. Prof. Cahide Ayık	Lectures, questions and answers, case discussion, brainstorming, demonstration, video display
	Final exam	Assoc. Prof. Nurten Alan	
	Resit exam	Asst. Prof. Gizem Göktuna	

ECTS Table:			
Course Activities	Number	Duration (hour)	Total Work Load (hour)
In Class Activities			
Lectures	14	6	84
Laboratory	14	6	84
Clinical Practice	14	10	140
Exams			
Final	1	2	2
Mid-term	1	2	2
Laboratory	1	2	2
Activities outside of the course			
Preparation before/after weekly lectures	14	2	28
Preparation for Mid-term Exam	1	16	16
Preparation for Final Exam	1	18	18
Preparation for Laboratory Exam	1	18	18
Preparation for Laboratory	14	2	28
Preparation for Clinical Practice	14	2	28
Independent study	0	0	0
Total Work Load (hour)			450/25
ECTS Credits of Course			18

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 1052 Fundamentals of Nursing	3	3	3	3	2	3	3	3	3	3	2	0	3

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 1052 Fundamentals of Nursing	LO 1-8	LO 1-8	LO 1-8	LO 1-8	LO 1-8	LO 1-8	LO 1-8	LO 1-8	LO 1-8	LO 1-8	LO 1-8	LO 1-8	LO 1-8

Table 3. HEF 1052 Fundamentals of Nursing Course Contents and Learning Outcomes Matrix									
Week	Weekly Course Contents	Learning Outcomes of the Course							
		1.Ability to accurately assess vital signs using the correct technique	2.Ability to know and apply asepsis, antisepsis, disinfection, and sterilization methods	3.Ability to behave in accordance with professional ethical principles and values in line with patient care needs	4.Ability to perform oral, parenteral, and local medication administrations in accordance with the eight rights principle by having general knowledge about medication administrations	5.Ability to perform nursing practices related to meeting the individual's respiration, nutrition, and fluid needs	6.Ability to perform nursing practices related to meeting the individual's elimination needs	7.Ability to perform nursing interventions related to the patient individual's pain and sleep problems	8.Ability to collect, plan, determine appropriate interventions, and evaluate data related to the implementation of the individual's care needs
1	Healthy Hospital Environment Patient Admission and Discharge Infection Prevention Methods and Practices		X	X					
2	Vital Signs	X	X	X				X	X
3	Movement requirement Personal Hygiene Practices	X	X	X		X	X		X
4	Oral and Local Drug Administration Hot and cold application	X	X	X	X				X
5	Parenteral Drug Administration Intravenous blood specimen collection, vascular access		X	X	X	X			X
6	Liquid Requirement	X	X	X	X	X		X	X

Table 3. HEF 1052 Fundamentals of Nursing Course Contents and Learning Outcomes Matrix									
	s and Nursing Practices Care of Patient with Pain Problems								
7	Care concept in Nursing Practices Blood transfusions	X	X	X	X	X		X	X
8	Maintenance of Tissue Integrity Sleep and Rest	X	X	X					X
9	Nutritional Requirements and Nursing Practices (Enteral Nutrition) Loss, Death, Grief	X	X	X		X			X
10	Central Venous Catheter Care and blood specimen Parenteral Nutrition	X	X	X		X		X	X
11	Respiratory System Requirements and Nursing Practices	X	X	X		X			X
12	Excretory System Requirements and Nursing Practices Perioperative Care Requirements	X	X	X			X		X
13	Urinary System Requirements and Nursing Practices	X	X	X			X		X
14	Stoma Care Evaluation	X	X	X			X		X

4.1.2. HEF 1054 Pathophysiology

HEF 1054 PATHOPHYSIOLOGY 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Name of the Department: Nursing		Course Name: Pathophysiology	
Course Level: Bachelor		Course code: HEF 1054	
Form Submitting/Renewal Date: 30.12.2026		Course Status: Compulsory	
Language of Instruction: Turkish		Instructor/s: Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Hatice MERT Prof. Özlem BİLİK Prof. Fatma VURAL Prof. Aylin DURMAZ EDEER	
Prerequisite: None		Prerequisite to: None	
Weekly Course Hours: 2		Course Coordinator: Prof. Özlem Küçükgüçlü	
Theory	Practice	Laboratory	National Credit: 2
2	0	0	ECTS Credit: 3
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2/214-217	-	-	431
Course Objective: This course aims for students to acquire knowledge about the causes of changes that may occur in cells, tissues, organs, and systems during disease conditions, as well as the signs and symptoms of diseases.			
Course Learning Outcomes: LO1: To explain homeostasis and the body's responses when homeostasis is disrupted. LO2: To understand theoretical knowledge related to the physiopathological processes of cells, tissues, organs, and systems. LO3: To explain the clinical characteristics caused by physiopathological processes in common acute and chronic diseases.			
Teaching and Learning Methods: Visual-supported presentations, Case / group discussions, Brainstorming Question and answer, Video animations			
Assessment Methods: If needed, other assessment methods can be added to the table given below.			
		If used, check as (X)	Grading (%)
Semester Requirements			
Midterm exam		X	50
Clinical Practice			
Homework Assignments/ Presentation			
Projects			
Laboratory work			
Final exam		X	50
Explanations on Assessment Methods: 1-Midterm Exam 2-Final Exam			
Assessment Criteria In the course assessment, 50% of the midterm exam grade and 50% of the final grade will determine the course success grade. Course Success Grade: 50% midterm grade (Midterm exam) + 50% final grade. Minimum Course Success Grade: 60 out of 100 full marks. Minimum final or Resit Exam Grade: 50 out of 100 full marks In exams; interpretation, remembering, decision making, explanation, classification, gathering skills will be evaluated.			
Textbook /References/Materials: Main material 1. McCance KL, Huether SE. (2005). Pathophysiology The Biologic Basis For Disease in Adults and Children, The C.V. Mosby Company, StLouis. 2. Çevikbaş U (Çev. Ed). (2002). Temel Patoloji, Kumar V, Cortran RS., Robbins SL. Basic Pathology, Yüce Yayınları A.Ş., İstanbul. Auxiliary material 3. Porth MC. (1998). Pathophysiologic Concepts of Altered Health States, 5th Ed., Lippincott Comp., Philadelphia.			

4. Guyton CA, Hall J. (1996). Tıbbi Fizyoloji Çev: Hayrunisa Çavuşoğlu, 10th. Ed., W.B. Saunders Comp., Philadelphia.
5. Kumar V, Abbas A, Fousta N, Mitchell R. Robbins (2008). Basic Pathology, 8th Ed., Saunders Book Company, Philadelphia.
6. Carrier-Kohlman V. (2003). Pathophysiological Phenomena in Nursing: Human Responses to Illness, 2nd ed., WB Saunders Company, Philadelphia.

Week	Subjects	Lecturer	ning Method and Material Used
1.	Cell injury and cellular adaptation to injury	Prof. Özlem Bilik Prof. Hatice Mert	Visual supported presentation, Brainstorming, Question answer, Discussion
2.	Alteration of the immune system	Prof. Özlem Bilik Prof. Fatma Vural	Visual supported presentation, Brainstorming, Question answer, Discussion
3.	Alteration of fluid and electrolytes / Alteration of acid-base balance	Prof. Aylin Durmaz Edeer Prof. Özlem Bilik	Visual supported presentation, Brainstorming, Question answer, Discussion
4.	Alteration of the hematologic system	Prof. Hatice Mert Prof. Özlem Küçükgülü	Visual supported presentation, Brainstorming, Question answer, Discussion
5.	Alteration of the cardiovascular system	Prof. Hatice Mert Prof. Özlem Küçükgülü	Visual supported presentation, Brainstorming, Question answer, Discussion
6.	Alteration of the pulmonary system	Prof. Aylin Durmaz Edeer Prof. Fatma Vural	Visual supported presentation, Brainstorming, Question answer, Discussion
7.	Alteration of the musculoskeletal system	Prof. Özlem Bilik Prof. Hatice Mert	Visual supported presentation, Brainstorming, Question answer, Discussion
8.	Midterm Exam	Prof. Aylin Durmaz Edeer Prof. Özlem Bilik	
9.	Alteration of the nervous system	Prof. Özlem Küçükgülü Prof. Özlem Bilik	Visual supported presentation, Brainstorming, Question answer, Discussion
10.	Alteration of the renal system	Prof. Özlem Küçükgülü Prof. Aylin Durmaz Edeer	Visual supported presentation, Brainstorming, Question answer, Discussion
11.	Alteration of the gastrointestinal system	Prof. Fatma Vural Prof. Özlem Bilik	Visual supported presentation, Brainstorming, Question answer, Discussion
12.	Alteration of the endocrine system	Prof. Fatma Vural Prof. Hatice Mert	Visual supported presentation, Brainstorming, Question answer, Discussion
13.	Cell differentiation and oncogenes Cell damage and death/necrosis	Prof. Fatma Vural Prof. Aylin Durmaz Edeer	Visual supported presentation, Brainstorming, Question answer, Discussion
14.	Case study according to many systems	Prof. Aylin Durmaz Edeer Prof. Fatma Vural	Visual supported presentation, Brainstorming, Question answer, Discussion
15.	Pathophysiology of aging	Prof. Özlem Küçükgülü Prof. Aylin Durmaz Edeer	Visual supported presentation, Brainstorming, Question answer, Discussion
	Final Exam	Prof. Aylin Durmaz Edeer	
	Resit Exam	Prof. Özlem Bilik	

ECTS Table			
Course Activities	Number	Duration(hour)	Total Work Load (hour)
In Class Activities			
Lectures	14	2	28
Exams			
Mid-term	1	2	2
Quiz			
Final	1	2	2
Out Class activities			
Preparation before/after weekly lectures	14	1	14
Independent study			
Preparation for Mid-term Exam	1	12	12
Preparation for Final Exam	1	17	17
Preparation for Quiz etc.			
Preparing Presentations			
Others			
Total Work Load (hour)			75/25
ECTS Credits of Course			3

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 1054 Pathophysiology	3	0	0	3	3	0	1	0	3	1	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 1054 Pathophysiology	LO1,2,3	LO3		LO 1,2,3	LO 1,2,3	-	LO 3	-	1,2, 3	LO 1,2,3	-	-	-

Table 3. HEF 1054 Pathophysiology Course Contents and Learning Outcomes Matrix				
Week	Weekly Course Contents	Learning Outcomes		
		1. Homeostasis and explain the reaction of the organism in the case disrupts homeostasis	2. Understanding the theoretical knowledge about the pathophysiological processes in the cell, tissue, organ, and system	3. Explaining the clinical features caused by pathophysiological processes in the case of common acute and chronic diseases.
1.	Cell injury and cellular adaptation to injury	X	X	X
2.	Alteration of the immune system		X	X
3.	Alteration of fluid and electrolytes, Alteration of acid-base balance	X	X	X
4.	Alteration of the hematologic system		X	X
5.	Alteration of the cardiovascular system		X	X
6.	Alteration of the pulmonary system		X	X
7.	Alteration of the musculoskeletal system		X	X

Table 3. HEF 1054 Pathophysiology Course Contents and Learning Outcomes Matrix

8.	Alteration of the nervous system		X	X
9.	Alteration of the renal system		X	
10.	Alteration of the gastrointestinal system		X	X
11.	Alteration of the endocrine system		X	X
12.	Cell differentiation and oncogenes, Cell damage and death/necrosis	X	X	X
13.	Case study according to many systems	X	X	X
14.	Pathophysiology of aging	X	X	

4.1.3. HEF 1056 Pharmacology in Nursing

HEF 1056 PHARMACOLOGY IN NURSING 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Section name:		Course Title: Pharmacology in Nursing	
Level of Course: License		Course Code: HEF 1056	
Date / Date of Revision: 14.02.2026		Type of Course: Compulsory	
Date / Date of Revision: Turkish		Course Lecturer (s): Prof. Hatice Mert Prof. Özlem Bilik Prof. Fatma Vural Prof. Dilek Büyükkaya Besen Assoc. Prof. Nurten Alan Asst. Prof. Dilek Sezgin Assoc. Prof. Eda Ayten Kankaya	
Prerequisite: None		Prerequisite: None	
Weekly Course Hours: -		Course Coordinator: Assoc. Prof. Eda Ayten Kankaya	
Theory	Practice	Laboratory	Course Credits: 2
2	-	-	ECTS Credits of the course: 3
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2/173-188	-	-	361
The aim of the course: The purpose of this course is to provide the student with information about effects, side effects, interactions, pharmacodynamic and pharmacokinetic properties of drugs used to treat various systemic diseases in application fields and responsibilities of nurses in pharmaceutical applications.			
Course Learning Outcomes: LO1. The student knows the basic concepts of pharmacology; drug administration routes, drug types, pharmacokinetic and pharmacodynamic properties of drugs LO2. The student can discuss the effects and side effects of drugs used in treatment. LO3. The student can monitor the effects and side effects of drugs given to the patient LO4. The student can give training to the patient and the patient's family regarding drug treatment LO5. The student knows the responsibilities of nurses in drug administration. LO6. The student can follow new developments in pharmacology.			
Learning and Teaching Methods: Visual-aided presentation, Brainstorming, Question and answer, Discussion			
Assessment Methods:			

	If any, mark as (X)	Percent (%)	
Semester / End Studies			
Midterm Exam	X	50	
Final Exam	X	50	
Explanations on Assessment Methods: Course Success Grade: 50% of the midterm exam + 50% of the final exam.			
Evaluation Criteria: The exams assess skills in interpretation, recall, decision-making, explanation, classification, and the integration of knowledge.			
Recommended Reading: Main Source: 1.Harun, A. L. P. (Ed.). (2019). Rational drug use and clinical pharmacology. Akademisyen Kitabevi. 2.Frandsen, G., & Pennington, S. S. (2014). Abrams' clinical drug therapy: Rational drug practices for nurses. Akademisyen Medical Bookstore.			
Supplementary resources: 1.Vural, F., Çiftçi, S., & Vural, B. (2014). Common drug administration errors and drug safety. Acıbadem University Journal of Health Sciences, 5(4), 271-275. 2.Akın, D. (Ed.). (2021). Pharmacology for health sciences. Akademisyen Kitabevi. 3.Keskin Kızıltepe, S. (Ed.). (2020). Drug dose calculations. Akademisyen Kitabevi. 4.Sağır, M., & Parlakpınar, H. (2014). Rational drug use. Annals of Health Sciences Research, 3(2), 32-35. 5.Ulupinar, s., & Akici, A. (2015). Rational drug use in nursing practices. Türkiye Klinikleri Pharmacology-Special Topics, 3(1), 84-93.			
Course Policies and Rules: -			
Contact Details for the Instructor: Prof. Hatice Mert. Tel. No: 02324124786. e-mail: hatice.mert@deu.edu.tr Prof. Özlem Bilik. Tel. No: 02324126962. e-mail: ozlem.bilik@deu.edu.tr Prof. Fatma Vural. Tel. No: 02324124780. e-mail: fatma.vural@deu.edu.tr Prof. Dilek Büyükkaya Besen. Tel. No: 02324126963. e-mail: dilek.buyukkaya@deu.edu.tr Assoc. Prof. Nurten Alan. Tel. No: 02324124771. e-mail: nurten.alan@deu.edu.tr Asst. Prof. Dilek Sezgin Tel. No: 02324124793. e-mail: dilek.sezgin@deu.edu.tr Assoc.Prof. Eda A. Kankaya. Tel. No: 02324126985. e-mail: edaayten.kankaya@deu.edu.tr			
Course Content: (Examination dates will be specified in the course period)			
Weeks	Topics	Lecturer	Training Method and Material Used
1.	Introduction to Pharmacology, General Pharmacology, Pharmacokinetics, Pharmacodynamick	Assoc. Prof. Nurten Alan Assoc. Prof. Eda A. Kankaya	Visual-aided presentation, Brainstorming, Question and answer, Discussion
2.	Drug administration routes and pharmaceutical forms / Drug toxicity, side effects, and drug interactions (Drug-Drug, Drug-Food)	Assoc. Prof. Nurten Alan Prof.Dilek Büyükkaya Besen	Visual-aided presentation, Brainstorming, Question and answer, Discussion
3.	Drugs Affecting Kidney Functions and Electrolyte Metabolism	Prof. Özlem Bilik Prof. Hatice Mert	Visual-aided presentation, Brainstorming, Question and answer, Discussion
4.	Anticoagulant drugs / thrombolytic agents	Prof. Dilek Büyükkaya Besen Prof. Hatice Mert	Visual-aided presentation, Brainstorming, Question and answer, Discussion
5.	Cardiovascular System Drugs	Prof. Hatice Mert Prof. Özlem Bilik	Visual-aided presentation, Brainstorming, Question and answer, Discussion
6.	Respiratory System Drugs	Asst. Prof. Dilek Sezgin Assoc. Prof. Eda Kankaya	Visual-aided presentation, Brainstorming, Question and answer, Discussion
7.	Case study	Assoc. Prof. Eda Kankaya Asst. Prof. Dilek Sezgin	Visual-aided presentation, Brainstorming, Question and answer, Discussion
8.	Midterm exam	Asst. Prof. Dilek Sezgin	

9.	Musculoskeletal System Drugs Drugs used in treatment of inflammation and pain	Assoc. Prof. Eda Kankaya Assoc. Prof. Nurten Alan	Visual-aided presentation, Brainstorming, Question and answer, Discussion
10.	Central Nervous System Medications	Prof. Fatma Vural Prof. Özlem Bilik	Visual-aided presentation, Brainstorming, Question and answer, Discussion
11.	Autonomic Nervous System Drugs	Prof. Hatice Mert Prof. Fatma Vural	Visual-aided presentation, Brainstorming, Question and answer, Discussion
12.	Digestive System Drugs	Prof. Fatma Vural Assoc. Prof. Nurten Alan	Visual-aided presentation, Brainstorming, Question and answer, Discussion
13.	Endocrine System Drugs	Asst. Prof. Dilek Sezgin Prof. Özlem Bilik	Visual-aided presentation, Brainstorming, Question and answer, Discussion
14.	Drugs Used in Treatment of Infectious Diseases Other Chemotherapeutics	Prof. Dilek Büyükkaya Besen Prof. Fatma Vural	Visual-aided presentation, Brainstorming, Question and answer, Discussion
15.	Case study Evaluating of lesson	Assoc. Prof. Eda Kankaya Asst. Prof. Dilek Sezgin	Visual-aided presentation, Brainstorming, Question and answer, Discussion
Midterm Exam Responsible: Asst. Prof. Dilek Sezgin			
Final Exam Responsible: Assoc. Prof. Eda Kankaya			

ECTS Tables			
Number of activities	Number	Time (Hours)	Total Workload (Hours)
In-class activities			
Lecture	14	2	28
Exams:			
Midterm exam	1	2	2
Other Quiz / Quiz	-	-	-
Final exam	1	2	2
Extracurricular activities			
Preparations before/after weekly lessons (reading course materials, articles, etc.)	14	2	28
Preparation for the midterm exam	1	7	7
Preparation for final exam	1	8	8
Other Quiz / Quiz			
Preparing homework			
Preparing presentations			
Other (please specify)			
Total Workload (Hours)			75

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
HEF56 Pharmacology in Nursing	3	2	1	3	3	2	3	2	3	2	1	0	0

Table 2. Relationship between Course Learning Outcomes and Program Outcomes													
Learning Outcomes	PO 1	PO 2	P O	PO 4	PO 5	P O	PO 7	PO 8	PO 9	PO 10	P O	P O	P O

			3			6					11	12	13
HEF56 Pharmacology in Nursing	LO1,2 , 3,4,5, 6	LO 1,3, 4	LO 4	LO 2,3, 4	LO 2,3, 4	LO 4,6	LO1, 2 3,4,5	LO 3,4, 5	LO1,2 , 3,4,5, 6	LO1,2 , 3,4,5, 6	LO 6	-	-

Table 3. HEF 1056 Pharmacology in Nursing Course Content and Learning Outcomes Matrix							
Weekly Course Contents	Learning Outcomes of the Course						
	1.The student knows the basic concepts of pharmacology; drug administration routes, drug types, pharmacokinetic and pharmacodynamic properties of drugs	2.The student can discuss the effects and side effects of drugs used in treatment .	3. The student can monitor the effects and side effects of drugs given to the patient	4.The student can give training to the patient and patients family regarding drug treatment	5.The student knows the responsibilities of nurses in drug administration .	6. The student can follow new developments in pharmacology .	
Introduction to Pharmacology, General Pharmacology, Pharmacokinetics, Pharmacodynamic	X	X			X	X	
Drug administration routes and pharmaceutical forms / Drug toxicity, side effects, and drug interactions (Drug-Drug, Drug-Food)	X	X	X	X	X	X	
Drugs Affecting Kidney Functions and Electrolyte Metabolism	X	X	X	X	X	X	
Anticoagulant drugs / thrombolytic agents	X	X	X	X	X	X	
Cardiovascular System Drugs	X	X	X	X	X	X	
Respiratory System Drugs	X	X	X	X	X	X	
Musculoskeletal System Drugs Drugs used in the treatment of	X	X		X	X	X	

Table 3. HEF 1056 Pharmacology in Nursing Course Course Content and Learning Outcomes Matrix						
inflammation and pain						
Autonomic Nervous System Drugs	X	X	X	X	X	X
Central Nervous System Drugs	X	X	X	X	X	X
Digestive System Drugs	X	X	X	X	X	X
Endocrine System Drugs	X	X	X	X	X	X
Drugs Used in Treatment of Infectious Diseases Other Chemotherapeutics	X	X	X	X	X	X
Discussion with cases	X	X	X	X	X	X
Evaluating of lesson	X					

4.1.4. ATA 1002 Principles of Ataturk and History of The Turkish Revolution II

ATA 1002 PRINCIPLES OF ATATURK AND HISTORY OF THE TURKISH REVOLUTION II 2025-2026 SPRING 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 II	
Course Level: First Cycle Programs		Course Code: ATA 1002	
Issuance/Renewal Date of the Form: 03.02.2026		Course type: Compulsory	
Language of the course: Turkish		Instructor(s) of the course: Dr. İbrahim ŞAHİN	
Prerequisite of the course: None		Prerequisite course for: None	
Weekly course hours: 2		Course Coordinator: Dr. İbrahim ŞAHİN	
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: To help students comprehend development stages of the Turkish community in transition from empire to nation-state			
Course Learning Outcomes: LO1.To be able to explain the general concepts that compose the fundamentals of the Turkish revolution LO2.To be able to explain the aims, methods, and outcomes of westernization movements of the Ottoman Empire LO3.To be able to comprehend developments that happened in domestic and foreign policies during the last period of the Ottoman Empire LO4.To be able to understand the impacts of the Great War on the Ottoman Empire LO5.To be able to explicate political, economic, military, and social events that happened during the National Struggle process			
Learning and Teaching Methods: Presentation, expression			

Assessment Methods: (Assessment method shall correspond to learning outputs and teaching techniques being used during the course)			
		Mark as (X) If Available	Percentage (%)
Intra-Semester / Semester-End Studies			
1 st Midterm Exam		X	%40
Application			
Project			
Laboratory			
Final Exam		X	%60
Explanations Concerning the Assessment Methods: In the course evaluation, 50% of the midterm grade and 50% of the final grade will be used to determine the course success grade for semester calculations.			
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, and information-combining skills will be evaluated.			
Recommended Resources for the Course: 1. Mustafa Kemal Atatürk, Nutuk 2. Kemal Arı, Başlangıçtan Günümüze Türk Devrim Tarihi 3. Ahmet Mumcu, Atatürk İlkeleri ve İnkılâp Tarihi-1 4. Ergun Aybars, Türkiye Cumhuriyeti Tarihi 5. Türkiye Cumhuriyeti Tarihi-I (Komisyon), Atatürk Araştırma Merkezi Yay. 6. İlber Ortaylı, İmparatorluğun En Uzun Yüzyılı 7. Ahmet Mumcu, Tarih Açısından Türk Devriminin Temelleri ve Gelişimi 8. Şerafettin Turan, Türk Devrim Tarihi 9. Niyazi Berkes, Türkiye'de Çağdaşlaşma Sina Akşin, Kısa Türkiye Tarihi 10. Bülent Tanör, Kurtuluş Kuruluş 11. Sabahattin Selek, Anadolu İhtilali 12. Erik Jan Zürcher, Modernleşen Türkiye'nin Tarihi 13. Bernard Lewis, Modern Türkiye'nin Doğuşu 14. Stefanos Yerasimos, Azgelişmişlik Sürecinde Türkiye 15. Tevfik Çavdar, Türkiye'nin Demokrasi Tarihi 1839-1950 16. 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 the right to make practical quizzes. Quiz scores will be added directly 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	Dr. İbrahim ŞAHİN	Presentation, expression
2.	Feudalism, Crusades, Age of Geography, Renaissance and Reformation Movements, French Revolution, Industrial Revolution	Dr. İbrahim ŞAHİN	Presentation, expression
3.	Ottoman Modernization	Dr. İbrahim ŞAHİN	Presentation, expression
4.	Competition that happened in the international arena from 19th century to 20th century and its reflection to the Ottoman Empire	Dr. İbrahim ŞAHİN	Presentation, expression
5.	Imperialism, colonialism, nationalism and formation of blocs in the process which goes to the Great War	Dr. İbrahim ŞAHİN	Presentation, expression
6.	Tripoli and Balkan Wars	Dr. İbrahim ŞAHİN	Presentation, expression

7.	Midterm Exam	Dr. İbrahim ŞAHİN	
8.	Great War and the Ottoman Empire	Dr. İbrahim ŞAHİN	Presentation, expression
9.	Moudros Armistice Treaty and occupation process	Dr. İbrahim ŞAHİN	Presentation, expression
10.	Glance of Mustafa Kemal to the existing situation	Dr. İbrahim ŞAHİN	Presentation, expression
11.	Developments that happened during the National Struggle period	Dr. İbrahim ŞAHİN	Presentation, expression
12.	Mudanya Armistice Treaty	Dr. İbrahim ŞAHİN	Presentation, expression
13.	Lausanne Peace Treaty	Dr. İbrahim ŞAHİN	Presentation, expression
14.	Evaluation	Dr. İbrahim ŞAHİN	Presentation, expression
	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

Table 1. Contribution of Course Learning Outcomes to Program Outcomes													
Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
ATA 1002 Principles of Ataturk and History of The Turkish Revolution II	2	2	2	1	2	3	1	1	3	2	2	2	2

Table 2. Matrix of Course Learning Outcomes Versus Program Outcomes													
Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
ATA 1002 Principles of Ataturk and History of The Turkish Revolution II	LO 1	LO 5	LO 1	LO 2,3	LO 2	LO 1	LO 1-5	LO 1	LO 2	LO 2	LO 1,2	LO 2	LO 4,5

Table 3. ATA 1002 Principles of Atatürk and History of The Turkish Revolution II Course Contents and Learning Outcomes Matrix

Week	Topic	Learning Outcomes of the Course				
		1.To be able to explain general concepts that compose fundamentals of Turkish revolution	2. To be able to explain aims, methods and outcomes of westernization movements of the Ottoman Empire	3. To be able to comprehend developments that happened in domestic and foreign policies during the last period of the Ottoman Empire	4. To be able to understand impacts of the Great War to the Ottoman Empire	5. To be able to explicate political, economic, military and social events that happened during the National Struggle process
1.	State, Monarchy, Oligarchy, Republic, Laicism, Democracy, Insurrection, Revolution, NationState	X				
2.	Feudalism, Crusades, Age of Geography,	X	X			
3.	Renaissance and Reformation Movements, French Revolution, Industrial Revolution					
4.	Ottoman Modernization	X	X	X		
5.	Competition that happened in international arena from 19th century to 20th century and its reflection to the Ottoman Empire				X	X
6.	Imperialism, colonialism, nationalism and formation of blocs in the process which goes to the Great War		X			X
7.	Tripoli and Balkan Wars		X			X
8.	Great War and the Ottoman Empire	X	X	X	X	X
9.	Moudros Armistice Treaty	X	X	X	X	X

Table 3. ATA 1002 Principles of Atatürk and History of The Turkish Revolution II Course Contents and Learning Outcomes Matrix

	and occupation process					
10.	Glance of Mustafa Kemal to the existing situation	X	X	X	X	X
11.	Developments that happened during the National Struggle period					X
12.	Mudanya Armistice Treaty					X
13.	Lausanne Peace Treaty					X
14.	Evaluation	X	X	X	X	X

4.1.5. TDL 1002 Turkish Language II

TDL 1002 TURKISH LANGUAGE II 2025-2026 SPRING 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 II
Course Level: First Cycle Programs			Course Code: TDL 1002
Issuance/Renewal Date of the Form: 03.02.2026			Course type: Compulsory
Language of the course: Turkish			Instructor(s) of the course: Lecturer Gülece Bilen
Prerequisite of the course: None			Prerequisite course for: None
Weekly course hours: 2			Course Coordinator: Lecturer Gülece Bilen
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
1/242	-	-	242
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.			
Course Learning Outcomes:			
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	%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: In exams, interpretation, recall, decision making, explanation, classification, and 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	Subjects	Lecturer	Training Method and Material Used
1.	Introduction to the objective, principles and subjects of the Turkish Language Course	Lecturer Gülece Bilen	Presentation, expression
2.	The significance of language in society	Lecturer Gülece Bilen	Presentation, expression
3.	The significance of the Turkish Language among the world languages.	Lecturer Gülece Bilen	Presentation, expression
4.	The historical eras of the Turkish Language.	Lecturer Gülece Bilen	Presentation, expression
5.	The current situation of Turkish Language and the regions of spread.	Lecturer Gülece Bilen	Presentation, expression
6.	Spelling rules and implementation.	Lecturer Gülece Bilen	Presentation, expression
7.	Midterm Exam	Lecturer Gülece Bilen	
8.	Punctuation marks and implementation.	Lecturer Gülece Bilen	Presentation, expression
9.	Turkish Phonetics and classification.	Lecturer Gülece Bilen	Presentation, expression
10.	Turkish Phonology.	Lecturer Gülece Bilen	Presentation, expression
11.	The Features Turkish Phonetics.	Lecturer Gülece Bilen	Presentation, expression
12.	General information about essay writing.	Lecturer Gülece Bilen	Presentation, expression
13.	Expression styles in essay writing.	Lecturer Gülece Bilen	Presentation, expression
14.	General evaluation of term topics.	Lecturer Gülece Bilen	Presentation, expression

ECTS Table:

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

Table 1. Contribution of Course Learning Outcomes to Program Outcomes

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
TDL 1002 Turkish Language II	2	2	2	1	2	3	1	1	3	2	2	2	2

Table 2. Matrix of Course Learning Outcomes Versus Program Outcomes

Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
TDL 1002 Turkish Language II	LO 1	LO 5	LO 1	LO 2,3	LO 2	LO 1	LO 1-5	LO 1	LO 2	LO 2	LO 1,2	LO 2	LO 4,5

Table 3. TDL 1002 Turkish Language II Course Contents and Learning Outcomes Matrix

Week	Topic	Learning Outcomes of The Course				
		1.Comprehending the bond between language and culture	2. Explaining the historical eras of Turkish Language	3. Using Turkish as a written and spoken tool with fluency and efficiency.	4. Explaining the structural and operational features of Turkish Language	5. Developing a more sensitive and conscious point a view towards his/her language
1.	Introduction to the objective, principles and subjects of the Turkish Language Course	X				
2.	The significance of language in society	X	X			
3.	The significance of the Turkish Language among the world languages.	X	X	X		
4.	The historical eras of the Turkish Language.				X	X
5.	The current situation of Turkish Language and the regions of spread.		X			X
6.	Spelling rules and implementation.		X			X

Table 3. TDL 1002 Turkish Language II Course Contents and Learning Outcomes Matrix						
7.	Punctuation marks and implementation.	X	X	X	X	X
8.	Turkish Phonetics and classification.	X	X	X	X	X
9.	Turkish Phonology.	X	X	X	X	X
10.	The Features Turkish Phonetics.					X
11.	General information about essay writing.					X
12.	Expression styles in essay writing.					X
13.	General evaluation of term topics.	X	X	X	X	X

4.1.6 YDI 1006 Foreign Language II (English)

YDI 1006 FOREIGN LANGUAGE II (ENGLISH) 2025-2026 SPRING 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 II (English)	
Course Level: First Cycle Programs		Course Code: YDI 1006	
Issuance/Renewal Date of the Form: 03.02.2026		Course type: Compulsory	
Language of the course: Turkish		Instructor(s) of the course: Melike ÖZBEYLİ	
Prerequisite of the course: None		Prerequisite course for: None	
Weekly course hours: 2		Course Coordinator: Melike ÖZBEYLİ	
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
1/41	-	-	41
Course Objective: This course will enhance students' writing, reading, speaking and listening skills with the help of Communicative Approach.			
Course Learning Outcomes: 1. Reading and comprehension of English texts at basic level. 2. Learning vocabulary needed in their field at basic level. 3. Providing effective use of foreign language in the field at basic level 4. Writing in target language in the field at basic level 5. Using target language in their daily life effectively at basic level			
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		%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: 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: Melike ÖZBEYLİ		
Course Content:		
Week	Topics	Training Method and Material Used
1.	Unit7A- 7 B Voc: state verbs, business and trade Gr: simple and continuous aspects; activity and state verbs	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	Lectures, Communicative approach, Question-answer
3.	Unit 8A- 8B Voc: dealing with money, phrasal verbs: money Gr: wishes1; I hope....; it is time....	Lectures, Communicative approach, Question-answer
4.	Unit 8C -Unit 8D Voc: synonymy, Gr: wishes2; should have. Ls: UK and USA tipping habits	Lectures, Communicative approach, Question-answer
5.	Unit 9A-B Voc: the cinema, entertainment adjectives, Gr: the passive, as, like, such as, so, such	Lectures, Communicative approach, Question-answer
6.	Unit 9C-D Voc: homonyms Gr: review of the units Ls: arranging an evening out.	Lectures, Communicative approach, Question-answer
7.	Midterm Exam	
8.	Unit 10A-B Voc: household jobs Gr: have/get sth done, get somebody to do sth, do sth yourself	Lectures, Communicative approach, Question-answer
9.	Unit 10C-D Voc: compound nouns and adjectives Gr: quantifiers Ls: why men lie and women cry	Lectures, Communicative approach, Question-answer
10.	Unit 11A-B Voc: work collocations, business collocations Gr: describing future events; future perfect	Lectures, Communicative approach, Question-answer
11.	Unit 11C-D Voc: reporting verbs, advertising Gr: reported speech Ls: two friends arranging to meet.	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	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	Melike ÖZBEYLİ	Lectures,Communicative approach, Question-answer
14.	General review	Melike ÖZBEYLİ	Lectures,Communicative approach, 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

Table 1. Contribution of Course Learning Outcomes to Program Outcomes													
Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
YDI 1006 Foreign Language II	2	2	2	1	2	3	1	1	3	2	2	2	2

Table 2. Matrix of Course Learning Outcomes Versus Program Outcomes													
Learning Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
YDI 1006 Foreign Language II	LO 1	LO 5	LO 1	LO 2,3	LO 2	LO 1	LO 1-5	LO 1	LO 2	LO 2	LO 1,2	LO 2	LO 4,5

Table 3. YDI 1006 Foreign Language II (English) Course Contents and Learning Outcomes Matrix						
Week	Topic	Learning Outcomes of The Course				
		1. Reading and comprehension of English texts at basic level.	2. Learning vocabulary needed in	3. Providing effective use of	4. Writing in target language in	5. Using target language in their daily life

Table 3. YDI 1006 Foreign Language II (English) Course Contents and Learning Outcomes Matrix						
			their field at basic level	foreign language in the field at basic level	the field at basic level	effectively at basic level
1.	Unit7A- 7 B Voc: state verbs, business and trade Gr: simple and continious aspects; activitiy and stare verbs	X				
2.	Unit 7C- 7D Voc: the internet; prefixes, on the phone Gr: present perfect simple and present perfect continious Ls: making plans onthe phone	X	X			
3.	Unit 8A- 8B Voc: dealing with money, phrasal verbs: money Gr: wishes1; I hope....; it is time.....	X	X	X		
4.	Unit 8C -Unit 8D Voc: synonymy, Gr: wishes2; should have. Ls: UK and USA tipping habits				X	X
5.	Unit 9A-B Voc: the cinema, entertainment adjectives, Gr: the passive, as, like,such as, so, such		X			X
6.	Unit 9C-D Voc: homonyms Gr: review of the units Ls: arranging an evening out.		X			X
7.	Unit 10A-B Voc: household jobs Gr:	X	X	X	X	X
8.	have/get sth done, get somebody to do sth, do sth yourself					
9.	Unit 10C-D Voc: compound nouns and adjectives Gr: quantifiers Ls: why men lie and women	X	X	X	X	X

Table 3. YDI 1006 Foreign Language II (English) Course Contents and Learning Outcomes Matrix						
	cry					
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
12.	Unit 12A-B Voc: colloquial words/ phrases, news collocations Gr: modal verbs2, deduction in the present and the past					X
13.	Unit 12C Voc. things and places at an airport Gr. positive and negative, have you ever... questions and short answers Ls: questions on phone					X
14.	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

SECOND YEAR SPRING SEMESTER

COMPULSORY COURSES

4.2. SECOND YEAR SPRING SEMESTER COURSE DESCRIPTION FORM

4.2.1. HEF 2090 Surgical Nursing

HEF 2090 SURGICAL NURSING 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing			Department(s) Taking the Course: Faculty of Nursing
Name of the Department: Nursing			Course Name: Surgical Nursing
Course Level: Bachelor			Course Code: HEF 2090
Form Submitting/Renewal Date: 02.01.2026			Course Status: Compulsory
Language of Instruction: Turkish			Instructor/s: Prof. Özlem Bilik Prof. Fatma Vural Prof. Yaprak Sarıgöl Ordin Assoc. Prof. Aklime Sarıkaya Prof. Aylin Durmaz Edeer Assoc. Prof. Eda Ayten Kankaya Asst. Prof. Nazife Gamze Özer Özlü
Prerequisite: HEF 1052 NURSING PRINCIPLES HEF 2091 INTERNAL MEDICINE NURSING			Prerequisite to: HEF 3066 MENTAL HEALTH AND PSYCHIATRY NURSING HEF 3061 WOMEN HEALTH AND DISEASES NURSING HEF 3063 CHILDREN'S HEALTH AND DISEASES NURSING HEF 3064 PUBLIC HEALTH NURSING
Weekly Course Hours:			Course Coordinator: Assoc. Prof. Eda A. Kankaya
Theory	Practice	Laboratory	National Credit: 5
6	10	0	ECTS Credit: 13
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
3/77-79-109	11/15-38	7/37-38	265
Objective of this course: This course aims to gain the student the knowledge and skills to provide care for the surgery patient using the holistic and evidence-based approach before, during and after the surgery.			
Course Learning Outcomes: LO1. The student knows the basic concepts and principles concerning surgical diseases (homeostasis, tissue damage, wound healing, stress, shock, sepsis, sterilization, disinfection, acute pain management). LO2. The student can explain the psychological and spiritual aspect of surgery. LO3. The student can explain the care requirements of the individual/family/community before, during and after the operation in diseases requiring surgical intervention. LO4. The student can provide nursing care for the patient before, during and after the surgical intervention. LO5. The student can explain the ethical and legal issues of surgery.			
Learning and Teaching Strategies: Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle			
Assessment Methods: If needed, other assessment methods can be added to the table given below.			
	If used, check as (X).		Grading (%)
Semester Requirements			
Mid-term exam	X		%50

Practice	X	%50
Homework Assignments/		
Presentation		
Projects		
Laboratory	X	%50
Assessment Criteria Mid-term Grade: 50% of the midterm exam + 50% of the application grade Course Success Grade: 50% of the semester grade + 50% of the final or Resit Examgrade Minimum course grade: 60 out of 100 full grades Minimum final and Resit Examgrade: 50 out of 100 full grades		
Evaluation Criteria: In exams, interpretation, remembering, decision making, explanation, classification, gathering skills will be evaluated. In practice, the ability to perform the evidence-based care of the surgical patient, the patient-specific care plan, and concept map will be evaluated. In practice, the ability to perform the evidence-based care of the surgical patient, the patient-specific care plan, will be evaluated with the concept map.		
Recommended Resources for the Course: Main source: 1. Karadakovan A, Eti Aslan F (Editörler) (2022). Dahili ve cerrahi hastalıklarda bakım. Güncellenmiş 6. Baskı, Akademisyen Tıp Kitabevi, Ankara. 2. Eti Aslan F, Olgun N. (Editörler) (2021). Erişkinlerde Acil Bakım. Güncellenmiş ve Geliştirilmiş 4. Baskı, Akademisyen Tıp Kitabevi, Ankara. 3. Eti Aslan F (Editör) (2024). Cerrahi Bakım Vaka Analizleri ile Birlikte. 3.Baskı, Akademisyen Tıp Kitabevi, Ankara 4 Akbayrak N, Erkal İlhan S, Ançel G, Albayrak AS (Editörler) (2007). Hemşirelik Bakım Planları (Dahiliye-Cerrahi Hemşireliği ve Psiko-sosyal Boyut). 1. Baskı, Akademisyen Tıp Kitabevi, Ankara Auxiliary sources: 1. Lewis SL, Dirksen SR, Heitkemper MM, Bucher L (2013) Medical-surgical nursing: Assessment and management of clinical problems. 9 th Ed. Mosby Elsevier, St. Louis Missouri. 2. Smeltzer SC, Bare B, Hinkle JL, Cheever KH. (2010) Medical Surgical Nursing 20 th Ed.: Lippincott, Philadelphia 3. Aksoy G, Kanan N., Akyolcu N. (2021) Cerrahi Hemşireliği. 4. Baskı. Nobel Tıp Kitabevi, İstanbul. 4. McCance, K., Huether, SE. (2013). Pathophysiology the Biologic Basis for Disease in Adults and Children. 7 th Ed., Elsevier Mosby, USA. 5. Akyolcu N, Aksoy G, Kanan N. (2011). Cerrahi hemşireliği uygulama rehberi. 1. Baskı, İstanbul Tıp Kitabevi, İstanbul. 6. Woods SL. (2010). Medical Surgical Nursing: A Pathophysiological Approach. 1 st Ed. Lippincott Williams &Wilkins. Philadelphia 7. Erdil F, Özhan Elbaş N. (2008). Cerrahi Hastalıklar Hemşireliği. Genişletilmiş 5. Baskı, Aydoğdu Ofset Matbaacılık, Ankara 8. Guyton AC, Hall JE. (2007). Tıbbi Fizyoloji 11.Basım, Çavuşoğlu H., Çağlayan Yeğen B. (Çev. Edt.), 9.Aydın Z., Alican İ. (Ed. Yard.) Nobel Tıp Kitabevi, İstanbul. 10. Değerli Ü., Erdil Y. (2006). Genel Cerrahi Genişletilmiş 8. Baskı, Nobel Tıp Kitabevi, İstanbul. 11.Eti Aslan F (Ed) (2016). Yoğun Bakım Seçilmiş Semptom Bulguların Yönetimi. 1. Baskı, Akademisyen Tıp Kitabevi, Ankara 12.Kennedy L. (2014). Implementing AORN recommended practices for a safe environment of care, part II. AORN journal, 100(3), 280–293. https://doi.org/10.1016/j.aorn.2014.05.013 Surgical site infections: prevention and treatment. London: National Institute for Health and Care Excellence (NICE); 2020 Aug 19. (NICE Guideline, No. 125.) Available from: https://www.ncbi.nlm.nih.gov/books/NBK542473/		
References: Other course materials: Stoma bags and adapters used in the patient communication laboratory who refuses treatment First Aid applications performed in the laboratory include bandages, elastic bandages, splints, tongue depressors, rulers, pens, etc.		
Policy and Rules Regarding the Course: (If faculty member wishes to explain, they can use this title)		
Course Faculty Member Contact Information:		
Prof. Özlem Bilik	Phone: 0232412 6962	ozlem.bilik@deu.edu.tr
Prof. Fatma Vural	Phone: 0232412 4780	fatma.vural@deu.edu.tr
Prof. Yaprak Sarıgöl Ordin	Phone: 0232412 4787	yaprak.sarigol@deu.edu.tr

Assoc. Prof. Aklime Sarıkaya Prof. Aylin Durmaz Edeer Assoc. Prof. Eda Ayten Kankaya Asst. Prof. Nazife Gamze Özer Özlü		Phone: 0232412 9716 Phone: 0232412 4764 Phone: 0232412 6985 Phone: 0232412 6980	aklime.sarikaya@deu.edu.tr aylin.durmaz@deu.edu.tr edaayten.kankaya@deu.edu.tr nazifegamze.ozerozlu@deu.edu.tr
Course Instructor Meeting Days and Hours:			
Course Outline: Exam dates will be specified in the course program. Exam dates can be changed even after finalized			
Week	Topics	Faculty Member	Training Method and Material Used
1.	Historical process of surgery, responsibilities, roles and duties of a surgical nurse, Basic concepts in surgical nursing Wound healing and wound care Burn and nursing care	Prof. Aylin Durmaz Edeer Assoc. Prof. Eda Ayten Kankaya Prof. Özlem Bilik	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
2.	Surgical site infections and nursing interventions Stress response, shock (hypovolemic shock) Surgical asepsis, antisepsis, sterilization and disinfection methods and the role of the nurse	Prof. Özlem Bilik Asst. Prof. Nazife Gamze Özer Özlü Assoc. Prof. Aklime Sarıkaya	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
3.	Patient employee safety in surgery Evidence-based applications of acute and postoperative pain method and pain management in surgical patients Nutrition in the surgical patient Perioperative nursing approaches	Prof. Fatma Vural Prof. Fatma Vural Prof. Yaprak Sarıgöl Ordin Prof. Özlem Bilik	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
4.	Perioperative nursing approaches -Preoperative nursing care -Intraoperative care - Postoperative care Ethical and legal issues in surgery	Prof. Aylin Durmaz Edeer Prof. Özlem Bilik Prof. Fatma Vural Assoc. Prof. Eda A. Kankaya	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
5.	Ethical and legal issues in surgery Respiratory system diseases requiring surgical intervention and nursing care	Prof. Aylin Durmaz Edeer Assoc. Prof. Eda A. Kankaya Assoc. Prof. Aklime Sarıkaya	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
6.	Standard patient breathing exercise laboratory - (3 hours) Cardiovascular system diseases requiring surgical intervention and nursing care Arterial vascular diseases, treatment and nursing care	Prof. Aylin Durmaz Edeer Assoc. Prof. Eda A. Kankaya Asst. Prof. Nazife Gamze Özer Özlü	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
7.	Cardiovascular system diseases requiring surgical intervention and nursing care Arterial vascular diseases, treatment and nursing care Gastrointestinal system diseases requiring surgical intervention and nursing care	Assoc. Prof. Eda A. Kankaya Assoc. Prof. Aklime Sarıkaya Prof. Özlem Bilik Prof. Fatma Vural	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
8.	MİDTERM EXAM		

9.	Gastrointestinal system diseases requiring surgical intervention and nursing care Diagnostic methods and nursing care Surgical intervention of the esophagus and nursing care Surgical intervention of the stomach and nursing care Bariatric surgery and nursing care Surgical intervention of the colon and rectum and nursing care Structure, functions, diagnostic tests used in the pancreas, liver and gallbladder Diseases of the pancreas requiring surgical treatment and nursing care Diseases of the liver requiring surgical treatment and nursing care Diseases of the gallbladder and bile duct requiring surgical treatment and nursing care	Asst. Prof. Nazife Gamze Özer Özlü Prof. Fatma Vural Prof. Yaprak Sarıgöl Ordin	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
10.	Patient communication laboratory who refuses treatment Common ear, nose and throat diseases requiring surgical intervention and nursing care management Organ transplant, history of organ transplantation, nursing care before/after organ transplantation	Prof. Yaprak Sarıgöl Ordin Assoc. Prof. Eda A. Kankaya Assoc. Prof. Aklime Sarıkaya	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
11.	Organ transplant, history of organ transplantation, nursing care before/after organ transplantation Nursing care management in endocrine surgery and breast surgery, thyroid and breast surgery Risk factors, epidemiology, incidence, diagnostic methods, stages, treatment, preoperative and postoperative patient care in breast cancer Nervous system diseases requiring surgical intervention and nursing care	Prof. Yaprak Sarıgöl Ordin Assoc. Prof. Eda A. Kankaya Prof. Özlem Bilik Prof. Fatma Vural	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
12.	Nervous system diseases requiring surgical intervention and nursing care	Prof. Özlem Bilik Prof. Fatma Vural Asst. Prof. Nazife Gamze Özer Özlü Prof. Aylin Durmaz Edeer	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
13.	Traumas- diseases of the musculoskeletal system requiring surgical intervention and nursing care Amputation	Asst. Prof. Nazife Gamze Özer Özlü Prof. Yaprak Sarıgöl Ordin Assoc. Prof. Eda A. Kankaya Assoc. Prof. Aklime Sarıkaya	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
14.	Common eye diseases requiring surgical intervention and nursing care management	Prof. Özlem Bilik Prof. Fatma Vural	Visually supported presentation, case analysis, brainstorming,

	Urinary system diseases requiring surgical intervention and nursing care Surgical treatment and nursing care for testicular tumors	Asst. Prof. Nazife Gamze Özer Özlü Assoc. Prof. Aklime Sarıkaya	question answer, video supported presentation, discussion, puzzle
15.	Emergency nursing Surgical care of the patient with special needs First Aid	Prof. Özlem Bilik Asst. Prof. Nazife Gamze Özer Özlü Prof. Aylin Durmaz Edeer	Visually supported presentation, case analysis, brainstorming, question answer, video supported presentation, discussion, puzzle
	Final Exam		
	Resit Exam		

ECTS Table			
Course Activities	Number	Duration (hour)	Total Workload (hour)
In Class Activities			
Lectures	14	6	84
Clinical Practice	14	10	140
Exams (If the exam is held during class hours, the exam duration must be reduced from the in-class activities)			
Final	1	2	2
Mid-term	1	2	2
Other quizzes etc.			
Out Class activities			
Preparation before/after weekly lectures	14	8	112
Independent study	-	-	-
Preparation for Mid-term Exam	1	13	13
Preparation for Final Exam	1	22	22
Preparing homework	-	-	-
Preparing presentations			
Other (please indicate)			375
Total Workload (hour) Total Workload (hour) / 25 1 ECTS Credits = 25 hours workload		375/25	15

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 2090 Surgical Nursing	3	3	3	3	3	2	3	3	3	2	0	0	1

Table 2. Relationship between Course Learning Outcomes and Program Outcomes													
Learning Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2090 Surgical Nursing	ÖÇ 1,2,3,4,5	ÖÇ 1,3,4	ÖÇ 1,2,3,4,5	ÖÇ 1,2,3,4,5	ÖÇ 1,2,3,4,5	ÖÇ 1,2,3,4,5	ÖÇ 1,2,3,4,5	ÖÇ 3,4,5	ÖÇ 3,4	ÖÇ 1,2,3,4,5	-	-	ÖÇ 3,4,5

Table 3. HEF 2090 Surgical Nursing Course Course Content and Learning Outcomes Matrix

Week	Course Content	Learning Gains of the Course				
		1.The student knows the basic concepts and principles concerning surgical diseases (homeostasis, tissue damage, wound healing, stress, shock, sepsis, sterilization, disinfection, acute pain management).	2.The student can explain the psychological and spiritual aspect of surgery.	3. The student can explain the care requirements of the individual/family/community before, during and after the operation in diseases requiring surgical intervention	4. The student can provide nursing care for the patient before, during and after the surgical intervention.	5. The student can explain the ethical and legal issues of surgery.
1.	Historical process of surgery, responsibilities, roles and duties of a surgical nurse, Basic concepts in surgical nursing Wound healing and wound care Burn and nursing care	X	X	X		X
2.	Surgical site infections and nursing interventions Stress response, shock (hypovolemic shock) Surgical asepsis, antisepsis, sterilization and disinfection methods and the role of the nurse	X	X	X	X	
3.	Patient employee safety in surgery Evidence-based applications of acute and postoperative pain method and pain management in surgical patients Nutrition in the surgical patient	X	X	X	X	X

Table 3. HEF 2090 Surgical Nursing Course Course Content and Learning Outcomes Matrix

	Perioperative nursing approaches - Preoperative nursing care					
4.	Perioperative nursing approaches - Preoperative nursing care - Intraoperative care - Postoperative care Ethical and legal issues in surgery	X	X	X	X	X
5.	Ethical and legal issues in surgery Respiratory system diseases requiring surgical intervention and nursing care	X	X	X	X	X
6.	Cardiovascular system diseases requiring surgical intervention and nursing care	X	X	X	X	X
7.	Gastrointestinal system diseases requiring surgical intervention and nursing care	X	X	X	X	X
8.	Patient communication laboratory who refuses treatment Common ear, nose and throat diseases requiring surgical intervention and nursing care management	X	X	X	X	X
9.	Organ transplant, history of organ transplantation, nursing care before/after organ transplantation Nursing care management in endocrine	X	X	X	X	X

Table 3. HEF 2090 Surgical Nursing Course Course Content and Learning Outcomes Matrix

	surgery and breast surgery, thyroid and breast surgery					
10.	Nursing care management in endocrine surgery and breast surgery, thyroid and breast surgery Nervous system diseases requiring surgical intervention and nursing care	X	X	X	X	X
11.	Nervous system diseases requiring surgical intervention and nursing care Urinary system diseases requiring surgical intervention and nursing care	X	X	X	X	X
12.	Traumas-diseases of the musculoskeletal system requiring surgical intervention and nursing care	X	X	X	X	X
13.	Common eye diseases requiring surgical intervention and nursing care management Emergency nursing Surgical care of the patient with special needs	X	X	X	X	X
14.	Surgical care of the patient with special needs First Aid	X	X	X	X	X

4.2.2. HEF 2092 First Aid

HEF 2092 FIRST AID 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing			Department(s) Taking the Course: Faculty of Nursing
Name of the Department: Nursing			Course Name: First Aid
Course Level: Bachelor			Course code: HEF 2092
Form Submitting/Renewal Date: 26.01.2026			Course Status: Compulsory
Language of Instruction: Turkish			Instructor/s: Prof. Hatice MERT Prof. Murat Bektaş Prof. Özlem Bilik Prof. Aylin DURMAZ EDER Asst Prof. Dilek Sezgin Asst Prof. Nazife Gamze Özer Özlü Asst Prof. Merve Erüenal
Prerequisite: None			Prerequisite to: None
Weekly Course Hours: 2			Course Coordinator: Prof. Aylin DURMAZ EDEER
Theory	Practice	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
2/120-124	-	-	244
Course Objective: The aim of this course is to provide students with current information about first aid practices and precautions to be taken at the time and place of events in order to save the lives of individuals or groups who are injured in sudden situations that may be encountered at any moment in everyday life by taking into consideration the ethical principles and patient safety principles.			

Course Learning Outcomes:

LO1: Explain the basic concepts and principles related to first aid.

LO2: Can make decisions about first aid in line with the process of diagnosis, implementation and evaluation

LO 3: Explain the types of injuries

LO4: Know the principles of first aid in injuries

LO 5: Has the knowledge to evaluate the injured in the first aid and to determine the priorities.

LO 6: Know the ethical rules in every kind of first aid application.

Learning and Teaching Strategies: Visual presentation support, Case analysis, Group discussion, Brainstorm, Question&Answer, Video/Animation, Demonstration-Using a model

Assessment Criteria

In the assessment of the course, 50% of the midterm exam grade and 50% of the final grade will be determined as the course success grade.

Course Success Grade: 50% midterm grade (Midterm exam) + 50% final grade

Minimum Course Success Grade: 60 out of 100 full marks.

Minimum final or Resit ExamGrade: 50 out of 100 full marks

In exams; interpretation, remembering, decision making, explanation, classification, gathering skills will be evaluated.

Assessment Methods: If needed, other assessment methods can be added to the table given below.

	If used, check as (X)	Grading (%)
Semester Requirements		
Midterm exam	X	50
Clinical Practice		
Homework Assignments/ Presentation		
Projects		
Laboratory work		
Final exam	X	50

Explanations on Assessment Methods: in exams; interpretation, remembering, decision making, explanation, skills will be evaluated.

Textbook(s)/References/Materials:

Main material

1. McCance KL, Huether SE. (2005). Pathophysiology The Biologic Basis For Disease in Adults and Children, The C.V. Mosby Company, StLouis.

2. Çevikbaş U (Çev. Ed). (2002). Temel Patoloji, Kumar V, Cortran RS., Robbins SL. Basic Pathology, Yüce Yayınları A.Ş, İstanbul.

Auxiliary material

1. Porth MC. (1998). Pathophysiolog Concepts of Altered Health States, 5th Ed., Lippincott Comp., Philadelphia.

2. Guyton CA, Hall J. (1996). Tıbbi Fizyoloji Çev: Hayrunisa Çavuşoğlu, 10th. Ed., W.B. Saunders Comp., Philadelphia.

3. Kumar V, Abbas A, Fousta N, Mitchell R. Robbins (2008). Basic Pathology, 8th Ed., Saunders Book Company, Philadelphia.

4. Carrier-Kohlman V. (2003). Pathophysiological *Phenomena in Nursing: Human Responses to Illness*, 2nd ed., WB Saunders Company, Philadelphia.

References

Pathophysiology; The Official Journal of the International Society for Pathophysiology

Other course materials: Discussion questions, case analysis, videos and animations.

Contact Details for the Instructor:

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Prof. Ö. BİLİK Tel: 0 232 412 6962 e-mail: bilikorama@gmail.com

Prof. F. VURAL Tel: 0232 412 47 80 e-mail: fatma.vural@deu.edu.tr

Prof. A. DURMAZ EDEER Tel: 0232 412 4764 e-mail: aylin.durmaz@deu.edu.tr

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.	Basic Concepts of First Aid / General First Aid InformationIntroduction to first aid (importance, definition)Evaluation of the Patient / Injured	Asst. Prof. Gamze Özer Özlü Prof. Özlem Bilik	Visual supported presentation,Brainstorming,Question answer,Discussion
2.	Basic Life Support-adult	Asst. Prof. Dilek Sezgin Prof. Murat Bektaş	Visual supported presentation,Brainstorming,Question answer,Discussion
3.	Basic Life Support-child	Asst. Prof. Dilek Sezgin Prof. Murat Bektaş	Lab practice
4.	First Aid in Bleeding and Shock	Prof. Aylin Durmaz Edeer Prof. Hatice Mert	Visual supported presentation,Brainstorming,Question answer,DiscussionVideo
5.	Foreign body removal	Prof. Özlem Bilik Prof. Hatice Mert	Visual supported presentation,Brainstorming,Question answer,Discussion
6.	First Aid in head and spine injuries	Prof. Aylin Durmaz Edeer Prof. Özlem Bilik	Visual supported presentation,Brainstorming,Question answer,Discussion
7.	First Aid for thorax, abdomen, eye and ear injuries (blunt and penetrating)	Asst. Prof. Merve Erüna Dilek Sezgin	Visual supported presentation,Brainstorming,Question answer,Discussion
8.	Midterm Exam	Asst. Prof. Merve Erüna	Gamze Özer Özlü
9.	First Aid in Fractures, Dislocations	Asst. Prof. Gamze Özer Özlü Prof. Aylin Durmaz Edeer	Visual supported presentation,Brainstorming,Question answer,Discussion
10.	SprainsBandages	Asst. Prof. Merve Erüna Prof. Aylin Durmaz Edeer	Visual supported presentation,Brainstorming,Question answer,Discussion
11.	Recovering/Removing and Transporting the Casualty from the Accident Environment	Asst. Prof. Gamze Özer Özlü Asst. Prof. Merve Erüna	Visual supported presentation,Brainstorming,Question answer,Discussion
12.	First Aid in PoisoningFirst Aid in Animal Bites	Prof. Hatice Mert Asst. Prof. Merve Erüna	Visual supported presentation,Brainstorming,Question answer,Discussion
13.	First aid in disorders of consciousness (syncope, coma)Other emergencies (Chest pain, abdominal pain, headache, hypo / hyperglycemia, epilepsy, referral, hypo / hypertension attacks, etc.)	Asst. Prof. Dilek Sezgin Asst. Prof. Gamze Özer Özlü	Visual supported presentation,Brainstorming,Question answer,Discussion
14.	First Aid in Freezing and Heat StrokesFirst Aid in Drowning	Asst. Prof. Dilek Sezgin Prof. Hatice Mert	Visual supported presentation,Brainstorming,Question answer,Discussion
15.	First Aid in Burns	Prof. Özlem Bilik Asst. Prof. Merve Erüna	Visual supported presentation,Brainstorming,Question answer,Discussion
	Final Exam	Prof. Aylin Durmaz Edeer	
	Exam		

ECTS Table			
Course Activities	Number	Duration (hour)	Total Work Load (hour)
In Class Activities			
Lectures	14	2	28
Exams			
Mid-term	1	2	2
Quiz			
Final	1	2	2
Out Class activities			
Preparation before/after weekly lectures	14	1	14
Independent study			
Preparation for Mid-term Exam	1	12	12
Preparation for Final Exam	1	17	17
Preparation for Quiz etc.			
Preparing Presentations			
Others			
Total Work Load (hour)			75/25
ECTS Credits of Course			3

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 2092 First Aid	3	0	0	2	2	0	2	2	2	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 2092 First Aid	LO1,2,3,4,5			LO 2,4,5	LO 3,4,5		LO 2,5,6	LO 2,5,6	LO 2,5,6	LO 2,5			

Table 3. HEF 2092 First Aid Course Contents and Learning Outcomes Matrix							
Week	Weekly Course Contents	Learning outcomes					
		1.Explain the basic concepts and principles related to first aid.	2. Can make decisions about first aid in line with the process of diagnosis, implementation and evaluation	3. Explain the types of injuries	4. Know the principles of first aid in injuries	5. Has the knowledge to evaluate the injured in the first aid and to determine the priorities	6: Know the ethical rules in every kind of first aid application .
1.	Basic Concepts of First Aid / General First Aid Information Introduction to first aid (importance, definition) Evaluation of the Patient / Injured	X			X		X

Table 3. HEF 2092 First Aid Course Contents and Learning Outcomes Matrix							
2.	Basic Life Support-adult	X	X			X	X
3.	Basic Life Support-child	X	X			X	X
4.	First Aid in Bleeding and Shock	X	X	X	X	X	X
5.	Foreign body removal		X	X	X	X	X
6.	First Aid in head and spine injuries	X	X	X	X	X	X
7.	First Aid for thorax, abdomen, eye and ear injuries (blunt and penetrating)	X	X	X	X	X	X
9.	First Aid in Fractures, Dislocations and	X	X	X	X	X	X
10.	Sprains Bandages		X		X	X	
11.	Recovering/Removing and Transporting the Casualty from the Accident Environment	X	X	X	X	X	X
12.	First Aid in Poisoning First Aid in Animal Bites	X	X	X	X	X	X
13.	First aid in disorders of consciousness (syncope, coma) Other emergencies (Chest pain, abdominal pain, headache, hypo / hyperglycemia, epilepsy, referral, hypo / hypertension attacks, etc.)	X	X			X	X
14.	First Aid in Freezing and Heat Strokes First Aid in Drowning	X	X	X	X	X	X

4.2.3. HEF 2094 Research in Nursing

HEF 2094 RESEARCH IN NURSING 2025-2026 SPRING 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: Research in Nursing
Course Level: Undergraduate	Course Code: HEF 2094
Issuance/Renewal Date of the Form: 26.01.2026	Course type: Compulsory
Language of the course: Turkish	Instructor(s) of the course: Prof. Güldam KARADAĞ Prof. Merlinda ALUŞ TOKAT Prof. Meryem ÖZTÜRK HANEY Prof. Yaprak SARIGÖL ORDİN

			Prof. Aylin DURMAZ EDEER Assoc. Prof. Merve Aliye AKYOL Assoc. Prof. Üyesi Cahide AYİK
Prerequisite of the course: None			Prerequisite course for: None
Weekly course hours:4			Course Coordinator (Responsible for registers to the course): Assoc. Prof. Cahide AYİK
Theory	Practice	Laboratory	National Credit of the Course: 3
3	0	0	ECTS Credit of the Course: 4
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
4/64-65-80-92	-	-	301
Course Objective: The purpose of this course is to allow students to understand the importance of scientific research in the profession of nursing and ethical principles of research and gain the basic knowledge and skills for critically evaluating research, participating in research process and using research results in order to improve nursing care.			
Course Learning Outcomes: LO 1. The student understands the importance and role of research in nursing. LO 2. The student can identify the basic steps of research process. LO 3. The student can use the ways of reaching professional and scientific information. LO 4. The student can explain research types and their characteristics. LO 5. The student can evaluate research papers in accordance with basic principles. LO 6. The student knows the ethical principles of research.			
Learning and Teaching Methods: Presentation, question-answer, discussion, article critique, student presentations, 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			
1 st 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			
Explanations on Assessment Criteria: Midterm grade: Midterm grade Course Success Grade: 50% of the semester grade + 50% of the final or Resit Examgrade Minimum course grade: 60 out of 100 full grades Minimum final and Resit Examgrade: 50 out of 100 full marks In the exams, skills such as interpreting, remembering, making decisions, explaining, classifying and combining information will be evaluated.			
Recommended Resources for the Course: 1. Erefe İ.Hemşirelikte Araştırma: İlke, Süreç ve Yöntemler.Odak Ofset,Ankara, 2002. 2.Polit DF., Beck CT., Hungler BP.Essentials of Nursing Research: Methods, Appraisal, and Utilization. Fifth Ed Lippincott, USA,2001. 3.Sümbüloğlu K ve Sümbüloğlu V. Biyoistatistik. Somgür Yayıncılık, Ankara, 2003. 4. Alpar R. Spor, Sağlık ve Eğitim Bilimlerinden Örneklerle uygulamalı istatistik ve geçerlik-güvenirlilik. Detay Yayıncılık, Ankara, 2010. 5. Wood GL, Haber J: Nursing Research, Methods and Critical Appraisal For Evidence-Bese Practice. Mosby Elseiver. 2006 6. Erdoğan, S., Nahcivan, N., Esin, N. Hemşirelikte Araştırma: Süreç, Uygulama ve Kritik. Nobel Tıp Kitabevleri, İstanbul, 2014.			

Policies and Rules concerning the Course:(Instructor can use this title if an explanation is needed):

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Assoc.. Prof. Cahide AYİK	Tel: 0 232 412 47 71	cahide.ayik@deu.edu.tr

Lecturer

Week	Topics	Branch-1 09.30-12.00 MÖH GK	Branch-2 09.30-12.00 CA MAT	Branch-3 14.00-16.30 ADE MAA	Branch-4 14.00-16.30 YSO	Training Method and Material Used
1.	Introduction to the course What is science? What is research? The importance and use of research in nursing (GK)	GK	MAT	MAA	YSO	Lecture, question and answer, discussion, Power point presentation
2.	Literature review Information sources and access to information sources (YSO)	GK	MAT	ADE	YSO	Explanation, question and answer, discussion, sample article critique, Power point presentation
3.	Evidence-based nursing What is evidence? Where can guidelines be found? How is it translated into practice? (ADE)	GK	CA	ADE	YSO	Lecture, question and answer, discussion, evidence guide review, Power point presentation
4.	Planning the research process Starting from the literature review, deciding on the topic, institution permissions, ethics committee permission, designing the research (MAT)	GK	CA	ADE	MAA	Explanation, question and answer, discussion, sample article critique, Power point presentation
5.	Ethical issues in research (MÖH)	GK	MAT	ADE	YSO	Explanation, question and answer, discussion, sample article critique, Power point presentation
6.	What is included in the abstract of a research article?	GK	CA	ADE	YSO	Explanation, question and answer,

	What does the introduction offer to the reader? What does the definition and significance of the problem mean? How to write the Purpose, Hypothesis and Research Question (YSO)					discussion, sample article critique Power point presentation
7.	Midterm Exam Responsible: Assoc. Prof. Merve Aliye AKYOL Assoc. Prof. Cahide AYIK, Prof. Güleendam Karadağ					
8.	Method 1. Which sections and subheadings are included in the method section? Type of research, time of research, Universe sample, Power analysis, Data types, What are dependent and independent variables? (CA)	MÖH	MAT	MAA	CA	Explanation, question and answer, discussion, sample article critique Power point presentation
9.	Method 2. Data collection tools Data collection process Ethical permissions What does a valid and reliable scale mean? Data collection process Why is it important? (MAA)	MÖH	CA	MAA	ADE	Sample article critique (An article will be selected and a group discussion will be held)
10.	Method 3. Research designs Assessment and analysis of data What are descriptive and qualitative research designs? How to decide on a research design? What to consider? (CA)	MÖH	MAT	MAA	ADE	Explanation, question and answer, discussion, sample article critique Power point presentation
11.	Method 4. What are experimental and quasi-experimental research designs? How are decisions made? What are the things to consider? (ADE)	MÖH	CA	MAA	CA	Explanation, question and answer, discussion, sample article critique Power point presentation
12.	How to present findings in the findings section? How to read tables and graphics? What do figures represent? Features of writing findings (MÖH)	MÖH	CA	MAA	CA	Explanation, question and answer, discussion, sample article critique Power point presentation, puzzle
13.	What is included in the discussion and conclusion	MÖH	MAT	MAA	CA	Explanation, question and

	section? How do readers benefit? Source writing rules Conflict of interest / acknowledgment writing Presentation of the research (preparation of a paper) (MAA)					answer, discussion, sample article critique, Power point presentation
14.	Paper presentation (Students will present the research article they determined in the 4th week as a paper)	GK	CA	MAA	YSO	Student paper presentations will be presented in line with the checklists.
	FINAL EXAM	Responsible Faculty Member: Assoc. Prof Cahide AYİK Assoc. Prof. Merve Aliye AKYOL				
	RESIT EXAM	Responsible Faculty Member: Assoc. Prof. Cahide AYİK				

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

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

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

Table 3. HEF 2094 Research in Nursing Course Contents and Learning Outcomes Matrix

Week	Topic	Learning Outcomes of The Course					
		1. The student understands the importance and role of research in nursing.	2. The student can identify the basic steps of research process.	3. The student can use the ways of reaching professional and scientific information.	4. The student can explain research types and their characteristics.	5. The student can evaluate research papers in accordance with basic principles.	6. The student knows the ethical principles of research.
1.	Introduction to the course What is science? What is research? The importance and use of research in nursing	X					
2.	Literature review Information sources and access to information sources		X	X			
3.	Evidence-based nursing What is evidence? Where can guidelines be found? How is it translated into practice?	X		X			
4.	Planning the research process Starting from the literature review, deciding on the topic, institution permissions, ethics committee permission, designing the research	X	X	X			X
5.	Ethical issues in research						X
6.	What is included in the abstract of a research article? What does the introduction offer to the reader? What does the definition and significance of the problem mean? How to write the Purpose, Hypothesis and Research Question	X	X			X	

Table 3. HEF 2094 Research in Nursing Course Contents and Learning Outcomes Matrix

7.	Method 1. Which sections and subheadings are included in the method section? Type of research, time of research, universe sample, power analysis, data types, what are dependent and independent variables?		X		X	X	
8.	Method 2. Data collection tools Data collection process Ethical permissions What does a valid and reliable scale mean? Data collection process Why is it important?		X		X	X	
9.	Method 3. Research designs Assessment and analysis of data What are descriptive and qualitative research designs? How to decide on a research design? What to consider?	X	X		X	X	X
10.	Method 4. What are experimental and quasi-experimental research designs? How are decisions made? What are the things to consider?		X		X	X	
11.	How to present findings in the findings section? How to read tables and graphics? What do figures represent? Features of writing findings		X		X	X	
12.	What is included in the discussion and conclusion section? How do readers benefit? Source writing rules Conflict of interest / acknowledgment writing Presentation of		X			X	

Table 3. HEF 2094 Research in Nursing Course Contents and Learning Outcomes Matrix							
	research (preparing a paper)						
13.	Review of the discussion and conclusion section Clinical relevance acknowledgement writing of the reference Presentation of research (preparing a paper)	X	X	X		X	X
14.	Review of the discussion and conclusion section Clinical relevance acknowledgement writing of the reference Presentation of research (preparing a paper)	X	X	X		X	X

4.2.4. HEF 2096 Geriatrics Nursing

HEF 2096 GERIATRICS NURSING 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Name of the Department: Nursing		Course Name: Geriatrics Nursing	
Course Level: Bachelor		Course code: HEF 2096	
Form Submitting/Renewal Date: 23.01.2026		Course Status: Compulsory	
Language of Instruction: Turkish		Instructor/s: Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Güldam KARADAĞ Prof. Burcu AKPINAR SÖYLEMEZ Assoc. Prof. Merve Aliye AKYOL	
Prerequisite: None		Prerequisite to: None	
Weekly Course Hours: 2		Course Coordinator: Prof. Özlem Küçükgüçlü	
Theory	Practice	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
2/93-165	-	-	278
Course Objective: In the course of Geriatrics Nursing, it is aimed to enable the student to comprehend the importance, roles and responsibilities of Geriatrics nursing and obtain the knowledge and skills that would render the services of Geriatrics nursing in every area, where healthcare services are rendered.			
Course Learning Outcomes: LO1.The student can comprehend the needs caused by social changes and the aging society LO2.The student can define the concepts regarding Geriatrics nursing LO3.The student can explain the bio-psycho-social changes that affect the health of the aged individual LO4.The student can make a comprehensive geriatric assessment LO5.The student can be acquainted with approaches that protect and develop the health of the aged individual LO6.The student can determine the health education needs of the aged individual, in line with the needs of the individual, family and society			

LO7.The student can plan the care of the aged individual		
Learning and Teaching Strategies: Presentation, discussion, brainstorming, homework, question answer.		
Assessment Methods: If needed, other assessment methods can be added to the table given below.		
	If used, check as (X)	Grading (%)
Semester Requirements		
Midterm exam	X	50
Clinical Practice		
Homework Assignments/ Presentation		
Projects		
Laboratory work		
Final exam	X	50
Attending lesson / PBE lesson		
Explanations on Assessment Criteria: In the assessment of the course, 50% of the midterm grade and 50% of the final grade shall determine the semester grade. Course Success Grade: 50% of the midterm exam + 50% of the final exam		
Assessment Criteria: The exams assess the skills of; interpretation, recall, decision-making, explanation, classification and combination of knowledge.		
Textbook(s)/References/Materials: 1.Phipps WJ, Sands JK, Marek JF, Medical Surgical Nursing Concept and Clinical Practice, Mosby Year Book, Philadelphia, 1999. 2.Yaşlı Bakımı Hemşireliği, Çeviri editörü: Ayfer Karadakovan 2015. 3.Lacroix A. Therapeutic Education of Patients. 2nd edition, Mosby, 2003. 4.Birol L, Akdemir N, İç Hastalıkları ve Hemşirelik Bakımı, 1. Baskı, Vehbi Koç Vakfı, İstanbul, 2003. 5.Kızılcı S., Küçükgüçlü Ö, H. Mert, Akpınar Söylemez B. (2013) Examination of Nursing Students Attitudes Towards Older People in Turkey, HealthMED, Vol.7, No.2, pp:544-552 6.Akpınar B., Küçükgüçlü Ö. (2012). The Validity and Reliability of The Turkish Version of The Quality of Life Scale for Patients with Alzheimer's Disease (QOL-AD). Journal of Neurological Science (Turkish), Volume 29, Number 3, pp: 554-565 7.Beser A., Küçükgüçlü Ö, Bahar Z., Akpınar B. (2012) Study of Validity and Reliability of the Scale Regarding the Expectations About Aging. HealthMed, Volum 6, Number 9, pp: 3107-3113 8.Akpınar B, Küçükgüçlü Ö, Yener G (2011). Effects of Gender on Burden Among Caregivers of Alzheimer's Patients. Journal of Nursing Scholarship, 43:3, pp: 248-254. 9. Küçükgüçlü Ö, Mert H, Akpınar B (2011). Reliability and Validity of Turkish Version of Attitudes Toward Old People Scale. Journal of Clinical Nursing; 20, 3196-3203. 10.Gönen S, Küçükgüçlü Ö, Yener G (2010). Hastanede Yatan Yaşlı Bireylerde Demansla İlişkili Olabilecek İşlevsel –Bilişsel Bozukluk Sıklığının İncelenmesi. Journal of Neurological Science (Turkish) Volume 27, Number 4, Page(s) 446-456. 11.Küçükgüçlü Ö, Esen A, Yener G (2009). Bakım verenlerin Yükü Envanterinin Türk Toplumunu için Geçerlik ve Güvenirliğinin İncelenmesi. Journal of Neurological Science (Turkish) Volume 26, Number 1, Page(s) 060-073. 12. Gönen Şentürk S., Küçükgüçlü Ö., Aromaterapi Uygulamasının Demanslı Bireylerde Görülen Davranışsal Değişiklikler Üzerine Etkisi (2015), Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi http://www.deuhyoedergi.org , 8 (3), 190-194 13.Akpınar B., Gönen S., Küçükgüçlü Ö (2012) Demans Sendromu ile İlgili Türkçe Web Sayfalarının İçeriğinin İncelenmesi. Dokuz Eylül Üniversitesi Hemşirelik Yüksekokulu Elektronik Dergisi, DEUHYOED, volum 5, sayı 4, ss:150-156 http://www.deuhyoedergi.org 14.Akpınar B, Küçükgüçlü Ö (2011). Demanslı Bireylerde Yaşam Kalitesi Ölçülebilir mi? Dokuz Eylül Üniversitesi Hemşirelik Yüksekokulu Elektronik Dergisi, DEUHYO ED, 4 (3), ss:141-143. 15.Küçükgüçlü Ö, Akpınar B, Buckwalter K (2011). Demansı Olan Bireyde Davranışsal Problemleri Azaltmada Kanıtı Dayalı Bir Model: Azalmış Stres Eşiği Modeli. Dokuz Eylül Üniversitesi Hemşirelik Yüksekokulu Elektronik Dergisi, 4(1), ss: 41-47. 16. Yazıcıoğlu R, Küçükgüçlü Ö, Tekin N (2010). Yatağa Bağımlı Yaşlı Hasta Gereksinimleri: Hizmet Sunucuları ve Türkiye’de Hizmet Çeşitleri. Turkish Family Physician. Cilt:1 Sayı:3, ss: 8-19. 17.Küçükgüçlü Ö (2009). Hastanede Yatan Yaşlı Bireylerde Demansın Belirlenmesi ve Hemşirenin Rolü. Geriatri ve Geriatrik Nöropsikiyatri Dergisi, 8. Ulusal Geriatri Kongresi Özel sayısı, ss:78-80. 18.Küçükgüçlü Ö (2003). Alzheimer Hastalığı ve Hemşirelik Bakımı. Demans Dergisi, 3(3), ss:86-92.		

Contact Details for the Instructor: Prof. Özlem Küçükgüçlü ozlem.kguclu@deu.edu.tr			
Week	Subjects	Lecturer	Training Method and Materials
1.	Introduction of the course Aging community and geriatric nursing	Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Gülendam KARADAĞ	Presentation, discussion
2.	Multidimensional (bio-psycho-social) evaluation of older individuals	Prof. Burcu AKPINAR SÖYLEMEZ Prof. Özlem KÜÇÜKGÜÇLÜ	Presentation, discussion
3.	Principles of drug use in elderly people	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL	Presentation, discussion
4.	Prevention of Alzheimer's disease	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL	Presentation, discussion
5.	Geriatric Syndromes	Assoc. Prof. Merve Aliye AKYOL Prof. Gülendam KARADAĞ	Presentation, discussion
6.	Neglect and bullying in the elderly	Prof. Gülendam KARADAĞ Assoc. Prof. Merve Aliye AKYOL	Presentation, discussion
7.	Midterm Exam	Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Burcu AKPINAR SÖYLEMEZ	Presentation, discussion
8.	Care of a person with dementia	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL	Presentation, discussion
9.	Prevention of falls in the elderly	Prof. Burcu AKPINAR SÖYLEMEZ Prof. Gülendam KARADAĞ	Presentation, discussion
10.	Communication with elderly	Prof. Burcu AKPINAR SÖYLEMEZ Assoc. Prof. Merve Aliye AKYOL	Presentation, discussion
11.	Promoting health in the elderly	Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Gülendam KARADAĞ	Presentation, discussion
12.	Being a care-giver	Prof. Özlem KÜÇÜKGÜÇLÜ Prof. Gülendam KARADAĞ	Presentation, discussion
13.	Digital age and old age	Prof. Özlem KÜÇÜKGÜÇLÜ Assoc. Prof. Merve Aliye AKYOL	Presentation, discussion
14.	Nutrition and Hydration in Old Age	Prof. Burcu AKPINAR SÖYLEMEZ Assoc. Prof. Merve Aliye AKYOL	Presentation, discussion
15.	Simulation	Assoc. Prof. Merve Aliye AKYOL Prof. Burcu AKPINAR SÖYLEMEZ	Presentation, discussion
	Final Exam	Prof. Özlem Küçükgüçlü	
	Resit Exam	Assoc. Prof. Merve Aliye AKYOL	

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
Project			
Out Class activities			

ECTS Table			
Preparation before/after weekly lectures	14	1	14
Preparation for Mid-term Exam	1	10	10
Preparation for Final Exam	1	10	10
Preparation for Quiz etc.			
Preparing Group Assignments			
Preparing Presentations			
Total Work Load (hour)			
ECTS Credits of Course=			
Total Work Load (hour) / 25			3
1 ECTS Credits = 25 hours workload			66/25

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 2096 Geriatric Nursing	3	2	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	PO 11	PO 12	PO 13
HEF 2096 Geriatric Nursing	LO1,2 3,4,5,6 ,7	LO 7	LO 1,2 3,4,5, 6,7	LO 1,2 3,4,5,6 ,7	LO1, 2 3,4,5, 6,7	LO 6,7	LO 1,2 3,4,5,6, 7	LO,2 3,4,5, 6,7	LO,2 3,4,5,6 ,7	LO1, 2 3,4,5, 6,7	LO1	-	-

Table 3. HEF 2096 Geriatric Nursing Course Contents and Learning Outcomes Matrix								
Week	Subjects	Dersin Öğrenim Kazanımları						
		1.The student can comprehend the needs caused by social changes and the aging society	2. The student can define the concepts regarding Geriatric nursing	the student can explain the biopsychosocial changes that affect the health of the aged individual	4. The student can make a comprehensive geriatric assessment	5. The student can be acquainted with approaches that protect and develop the health of the aged individual	6. The student can determine the health education needs of the aged individual, in line with the needs of the individual, family and society	
1	Introduction of the course	X	X	X				
2	Multidimensional (biopsycho-	X	X	X	X	X	X	X

Table 3. HEF 2096 Geriatric Nursing Course Contents and Learning Outcomes Matrix								
	social) evaluation							
3	Geriatrics syndromes	X	X	X	X			X
4	Prevention of Alzheimer's disease	X	X	X		X		X
5	Principles of drug use in elderly people	X	X	X			X	X
6	Neglect and bullying in the elderly	X	X	X			X	X
7	Midterm Exam Nutrition and hydration in old age					X	X	X
8	Simulation	X	X	X				
10	Prevention of falls in the elderly	X	X	X			X	X
11	Communication with elderly	X	X	X				X
12	Promoting health in the elderly	X	X	X		X	X	X
13	Being a care- giver	X					X	X
14	Care of a person with dementia	X	X	X			X	X
15	Evaluation of the course							

4.2.5. HEF 2098 Professionalism in Nursing

HEF 2098 PROFESSIONALISM IN NURSING 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course:: Faculty of Nursing	
Section name: Nursing		Course Title: Professionalism in Nursing	
Level of Course: License		Course Code: HEF 2098	
Date / Date of Revision: 06.03.2026		Type of Course: Elective	
Date / Date of Revision: Turkish		Course Lecturer (s): Prof. Merlinda ALUŞ TOKAT Prof. Yaprak SARIGÖL ORDİN Prof. Gülçin ÖZALP GERÇEKER Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	
Prerequisite: None		Prerequisite: None	
Weekly Course Hours: 2		Course Coordinator: Prof. Merlinda ALUŞ TOKAT	
Theory	Practice	Laboratory	Course Credits: 2
28	-	-	ECTS Credits of the course: 4

Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/123	-	-	123
The aim of the course: The student taking this course is expected to know the concept and principles of professionalism, to evaluate the nursing profession in terms of professionalism criteria, to recognize and question the nursing profession by comparing these characteristics with universal criteria.			
Course Learning Outcomes:			
LO1: To be able to discuss the concept of professionalism			
LO2: To be able to list the principles of professionalism			
LO3: To be able to discuss the factors affecting the development of professionalism			
LO4: To be able to question nursing in our country in the light of professionalism principles			
LO5: Learning to establish professional behaviors			
Learning and Teaching Methods: Presentation, Discussion on case studies, Project			
Assessment Methods:			
	If any, mark as (X)	Percent (%)	
Semester / End Studies	-	-	
Midterm Exam	X	%50	
Final Exam	X	%50	
Explanations on Assessment Methods: -			
Evaluation Criteria:			
Midterm exam grade: 50% of the average of homework grades + 50% of the exam grade			
Semester grade: Midterm Exam grade			
Course Success grade: 50% of the semester grade + 50% of the final or Resit Examgrade			
Minimum course grade: 60 out of 100			
Minimum final and Resit Examgrade: 50 out of 100			
Recommended Reading: -			
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:			
Lecturer: Prof. Merlinda ALUS TOKAT. Tel. No: 0232 47 70. E-mail: merlinda_alus@yahoo.com			
Course Content: (Examination dates will be specified in the course period)			
Weeks	Topics	Lecturer	Training Method and Material Used
1.	Introduction Course Description	Prof. Merlinda ALUŞ TOKAT Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Lecture, question and answer, discussion Power point presentation
2.	Nursing Education and Development Process of the Profession	Prof. Merlinda ALUŞ TOKAT Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Lecture, question and answer, discussion Power point presentation
3.	Characteristics of Being a Professional (Body language, Speech language etc.)	Prof. Merlinda ALUŞ TOKAT Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Lecture, question and answer, discussion Power point presentation
4.	Nursing Values	Prof. Merlinda ALUŞ TOKAT Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Lecture, question and answer, discussion Power point presentation
5.	Thinking like a Nurse: Intuition, Sixth Sense or Experience?	Prof. Merlinda ALUŞ TOKAT Prof. Yaprak SARIGÖL ORDİN	Lecture, question and answer, discussion Power point presentation
6.	Roles of the Professional Nurse and ICN Code of Ethics	Prof. Merlinda ALUŞ TOKAT Prof. Yaprak SARIGÖL ORDİN	Lecture, question and answer, discussion Power point presentation
7.	Developing Holistic Perspective in Nursing	Prof. Merlinda ALUŞ TOKAT Prof. Yaprak SARIGÖL ORDİN	Lecture, question and answer, discussion Power point presentation
8.	Midterm Exam	Prof. Merlinda ALUŞ TOKAT Prof. Yaprak SARIGÖL ORDİN	

9.	Knowledge generation, utilization and professional nursing	Prof. Yaprak SARIGÖL ORDİN Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Lecture, question and answer, discussion Power point presentation
10.	National/International organization in nursing and its importance for professionalism	Prof. Yaprak SARIGÖL ORDİN Prof. Gülçin ÖZALP GERÇEKER	Lecture, question and answer, discussion Power point presentation
11.	Transcultural nursing and cultural care	Prof. Gülçin ÖZALP GERÇEKER Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Lecture, question and answer, discussion Power point presentation
12.	Developing Decision Making Skills through Critical Thinking in Nursing	Prof. Gülçin ÖZALP GERÇEKER Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU	Lecture, question and answer, discussion Power point presentation
13.	Professionalism and Power Relationship	Prof. Yaprak SARIGÖL ORDİN Prof. Gülçin ÖZALP GERÇEKER	Lecture, question and answer, discussion Power point presentation
14.	Nurse competencies	Prof. Yaprak SARIGÖL ORDİN Prof. Gülçin ÖZALP GERÇEKER	Lecture, question and answer, discussion Power point presentation
15.	Nursing and Patient-Centered Care Course Evaluation	Prof. Merlinda ALUŞ TOKAT Prof. Gülçin ÖZALP GERÇEKER	Lecture, question and answer, discussion Power point presentation

ECTS Tables			
Number of activities	Number	Time (Hours)	Total Workload (Hours)
In-class activities			
Lecture	14	2	28
Exams:			
Midterm exam	1	2	2
Other Quiz / Quiz	-	-	-
Final exam	1	2	2
Extracurricular activities			
Preparations before / after weekly lessons (ders materyallerinin, makalelerin okunması vb.)	14	1	14
Preparation for midterm exam	1	2	2
Preparation for final exam	1	2	2
Other Quiz / Quiz	-	-	-
Preparing homework	-	-	-
Preparing presentations	-	-	-
Other (please specify)	-	-	-
Total Workload (Hours)			50/2

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 2098 Professionalism In Nursing	3	3	3	0	2	0	0	1	2	2	0	0	0

Table 2. Relationship between Course Learning Outcomes and Program Outcomes					
Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
HEF 2098 PROFESSIONALISM IN NURSING	PO1,3,5,8,9,13	PO2,3,5,8,9,10,13	PO2,5,8,9,10,13	PO9,10,13	PO2,5,8,9

Table 3. Hef 2098 Professionalism In Nursing Course Contents and Learning Outcomes Matrix

Week	Weekly Course Contents	Learning Outcomes				
		1.To be able to discuss the concept of professionalism	2.To be able to list the principles of professionalism	3.Discuss the factors affecting the development of professionalism	4. To be able to question nursing in our country in the light of professionalism principles	5.Learn to establish professional behaviors
1	Introduction Course Description	X	X	X	X	X
2	Nursing Education and Development Process of the Profession	X				
3	Characteristics of Being a Professional (Body language, Speech language etc.)	X	X	X	X	X
4	Nursing Values				X	X
5	Thinking like a Nurse: Intuition, Sixth Sense or Experience?			X	X	
6	Roles of the Professional Nurse and ICN Code of Ethics	X		X		X
7	Developing Holistic Perspective in Nursing			X	X	
8	Knowledge generation, utilization and professional nursing	X	X		X	
9	National/International organization in nursing and its importance for professionalism		X	X	X	
10	Transcultural nursing and cultural care		X	X	X	X
11	Developing Decision Making Skills through Critical Thinking in Nursing	X	X			X
12	Professionalism and Power Relationship		X	X	X	
13	Nurse competencies				X	X
14	Nursing and Patient-Centered Care Course Evaluation	X			X	X

SECOND YEAR SPRING SEMESTER

ELECTIVE COURSES

4.2.6. Elective Courses

4.2.6.1. HEF 2060 Sexual and Reproductive Health

HEF 2060 SEXUAL AND REPRODUCTIVE HEALTH 2025-2026 SPRING SEMESTER			
Teaching Staff (s): Faculty Of Nursing			Course Unit (s): Faculty Of Nursing
Section name:			Course Title: Sexual and Reproductive Health
Level of Course: License			Course Code: 2060
Date / Date of Revision: 20.02.2026			Type of Course: Elective
Date / Date of Revision: Turkish			Course Lecturer (s): Prof. Merlinda ALUS TOKAT Prof. Dilek BİLGİÇ Assoc. Prof. Hande YAĞCAN Assist. Prof. Hülya ÖZBERK
Prerequisite: -			Prerequisite:-
Weekly Course Hours: 2			Course Coordinator: Assoc. Prof. Hande YAĞCAN
Theory	Application	Laboratory	Course Credits: 2
2	0	0	ECTS Credits of the course: 2
The aim of the course: This course aims to enable students to understand current concepts related to sexual and reproductive health (CS/US), to recognize priority CS/US problems and factors affecting them, and to examine the responsibilities of nurses in this field.			
Learning Outcomes of the Course: LO1. Defining the concepts of CS/US, sex, gender and explaining their importance LO2. To know the political, economic and cultural factors affecting CSUS health LO3. Ranking priority CS/US issues in Turkey and around the world LO4. List CSUS issues specific to life stages LO5. To know appropriate nursing approaches to CSUS problems LO6. To know appropriate nursing approaches to CSUS problems			
Learning and Teaching Methods: Presentation preparation and delivery, brainstorming, small group discussions, debate, role play, question and answer, group work, games			
Assessment Methods:			
	If any, mark as (X)	Percent (%)	
Semester / End Studies			
Midterm Exam	X	%50	
Final Exam	X	%50	
Explanations on Assessment Methods: In the evaluation of the course, 50% of the midterm exam grade and 50% of the final grade will be determined as course success grade. Course Success Grade: 50% midterm grade 1st midterm exam + 50% final grade			
Evaluation Criteria: Mini quizzes, questionnaires applied through sakai program, in-class role play, debate, group discussion presentation activities and scales and exams; skills of acquiring knowledge, gaining awareness, interpreting, remembering, evaluating, analyzing, deciding, problem solving, critical thinking, explaining, classifying, combining information will be evaluated.			
Recommended Reading: 1. Taşkın L. Obstetrics and Gynecology Nursing, 13th Edition, Ankara, 2016. 2. Gökmen O., Çiçek N. Contraception Today. Nobel Medical Bookstores, Istanbul, 2001. 3. Şirin, A, Kavlak O Women's Health, Bedray Publishing, 2nd edition, Istanbul, 2016. 4. Okumuş H., Mete S., Yenal K., Aluş Tokat M., Şerçekuş P. Preparation for Childbirth, Deomed, 2nd edition, Istanbul, 2014. 5. Beji, NK. Women's Health and Diseases for Nurses and Midwives. Nobel Medical Bookstore, Istanbul, 2015.			

6. Youngkin E.Y., Davis M.S., Women's Health a Primary 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, 6th 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 Policies and Rules: Instructors in charge of the course are required to plan the in-class activities in detail. During the lecture, the lecturer in charge of the course will be able to read the materials they have provided through the deuzem sakai system and give a short 10-minute briefing to the incoming students and then proceed to the in-class activities they have planned in advance.			
Contact Details for the Instructor: Lecturer: Assoc. Prof. Hande YAĞCAN Tel. No: 0 (232) 412 4776 e-mail: hande.yagcan@gmail.com			
Course Content: Each semester varies according to the schedule of the lecturers, an interview appointment can be made by contacting them via e-mail in advance.			
Weeks	Topics	Lecturer	Training Method and Material Used
1.	-Introduction of the course -Introduction to sexual and reproductive health - Sexual and reproductive health rights	Assoc. Prof. Hande YAĞCAN	Presentation Group Discussion
2.	-Laws Affecting Sexual and Reproductive Health	Prof. Dilek BİLGİÇ	Presentation Group Discussion
3.	-Fertility Awareness	Prof. Merlinda ALUŞ TOKAT	Presentation Group Discussion Case Discussion
4.	-Reproductive Health Problems	Assoc. Prof. Hande YAĞCAN	Presentation Group Discussion Case Discussion
5.	-Sexual Health Problems	Prof. Dilek BİLGİÇ	Presentation Group Discussion
6.	-Current Approaches in Family Planning	Assist. Prof. Hülya ÖZBERK	Presentation Group Discussion
7.	-Reproductive Health in Extraordinary Situations	Assist. Prof. Hülya ÖZBERK	Presentation Group Discussion Case Discussion
8.	MIDTERM EXAM	Prof. Merlinda ALUŞ TOKAT	
9.	-Health Literacy in Sexual and Reproductive Health	Prof. Dilek BİLGİÇ	Presentation Group Discussion Case Discussion
10.	-Most Common Reproductive System Infections and STIs	Assoc. Prof. Hande YAĞCAN	Presentation Group Discussion Case Discussion
11.	-Sexual Health in Vulnerable Groups	Assist. Prof. Hülya ÖZBERK	Presentation Group Discussion Case Discussion
12.	-Violence and Reproductive Health	Assoc. Prof. Hande YAĞCAN	Presentation Group Discussion Case Discussion
13.	-Use of Technology in Sexual and Reproductive Health	Prof. Merlinda ALUŞ TOKAT	Presentation Group Discussion Case Discussion
14.	-Working Life and Glass Ceiling Syndrome -Course Evaluation	Assist. Prof. Hülya ÖZBERK	Presentation Group Discussion Case Discussion
Midterm Exam Responsible: Prof. Merlinda ALUŞ TOKAT Final Exam Responsible: Assoc. Prof. Hande YAĞCAN			

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 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 Program Outcomes						
Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6
HEF 2060 Sexual and Reproductive Health	PO 1,3,5,10,12	PO 4,8,10	PO 1,5,7	PO 3,4,10	PO 1,4,9,10	PO 1,9,10

ECTS Tables			
Number of activities	Number	Time (Hours)	Total Workload (Hours)
In-class activities			
Lecture	14	1	14
Exams:			
Midterm exam	1	2	2
Other Quiz / Quiz			
Final exam	1	2	2
Extracurricular activities			
Preparations before / after weekly lessons (ders materyallerinin, makalelerin okunması vb.)	14	1	14
Preparation for midterm exam	2	2	4
Preparation for final exam			
Other Quiz / Quiz			
Preparing homework	1	4	4
Preparing presentations			
Other (please specify)	12	1	12
Total Workload (Hours)			52/26=2

Table 3. HEF 2060 Sexual and Reproductive Health CourseContents and Learning Outcomes Matrix

Week	Weekly Course Contents	Learning Outcomes					
		1. Defining the concepts of CS/US, sex, gender and explaining their importance	2. To know the political, economic and cultural factors affecting CSUS health	3. Ranking the priority CS/US issues in Turkey and the world	4. List CSUS issues specific to life stages	5. To know appropriate nursing approaches to CSUS problems	6. To know appropriate nursing approaches to CSUS problems
1	-Introduction of the course -Introduction to sexual and reproductive health - Sexual and reproductive health rights	X	X	X			X
2	-Laws Affecting Sexual and Reproductive Health		X				
3	-Fertility Awareness					X	X
4	-Reproductive Health Problems			X	X	X	X
5	-Sexual Health Problems	X	X		X		X
6	-Current Approaches in Family Planning					X	X
7	-Reproductive Health in Extraordinary Situations	X	X	X			X
8	-Health Literacy in Sexual and Reproductive Health		X	X		X	X
9	-Most Common Reproductive System Infections and STIs			X		X	X
10	-Sexual Health in Vulnerable Groups	X	X	X			X
11	-Violence and Reproductive Health	X	X				X
12	-Use of Technology in Sexual and			X		X	

	Reproductive Health						
13	-Working Life and Glass Ceiling Syndrome		X	X		X	
14	-Course Evaluation		X	X		X	

4.2.6.2. HEF 2066 Quality in Nursing and Patient Safety

HEF 2066 QUALITY IN NURSING AND PATIENT SAFETY 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Name of The Department: Nursing		Course Name: Quality in Nursing and Patient Safety	
Course Level: Bachelor		Course Code: HEF 2066	
Form Submitting/Renewal Date: February 2026		Course Status: Elective	
Language of Instruction: Turkish		Instructor/s: Prof. Şeyda SEREN İNTEPELER Asst. Prof. Hasan Fehmi DİRİK	
Prerequisite: None		Prerequisite to: None	
Weekly Course Hours: 2		Course Coordinator: Prof. Şeyda SEREN İNTEPELER	
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
1/27	-	-	27
Course Objective: In this course, it is aimed to enable the student to explain the concepts regarding the quality in healthcare services and nursing services, discuss about the quality indicators and usages in nursing services, present the mistakes made in nursing practices, determine the risk factors that pose a risk for patient security, state and classify the medical mistakes, and discuss about the changes/innovations made in patient security.			
Course Learning Outcomes: LO1. The student can define the role of quality in health services and nursing. LO2. The student can transfer the importance and usage of quality instruments for patient security. LO3. The student can recognize the quality indicators and standards in nursing care. LO4. The student can comprehend the factors preventing quality studies in health and nursing services and discuss about the ways of developing strategies. LO5. The student can comprehend the fact that patient security is a part of quality and it develops culturally. LO6. The student can examine the international patient security objectives. LO7. The student can associate the mistakes made in nursing practices and their reasons. LO8. The student can discuss the problems in employee safety.			
Learning and Teaching Strategies: Presentation, discussion, research, question-answer, group 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	X		%50
Quiz			
Homework Assignments/ Presentation			
Projects			

Laboratory work			
Final Exam		X	%50
Clinical Practice			
Further Notes about Assessment Methods: If the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. Mid-term frage: Midterm grade will consist of 50% of midterm exam Semester grade: Midterm exam Course Success Grade: Course success grade is the sum of 50% of semester grade and 50% of final or resit exam grade. Minimum Course Success Grade: It is 60 points out of 100. Minimum Final and Resit Exam Grade: It is 50 points out of 100			
Textbook(s)/References/Materials: 1. Dlugacz Y.D., Restifo A., Greenwood A., The Quality Handbook for Health Care Organizations, First Edition, Jossey-Bass a Wiley Imprint, 2004. 2. Evans J.R., Total Quality, Fourth Edition, Thomas-South Western, 2005. 3. Farley O., D. (2005). Assessment of the National Patient Safety Initiative: Context and Baseline, Rand Corporation. 4. Graham N.O., Quality in Health Care, Aspen Pub., 1992. 5. Hoyle D., ISO 9000 Quality Systems Handbook, Fifth Edition, Elsevier Butterworth-Heinemann, 2006. 6. McLaughlin C.P., Kaluzny A.D., Countinuous Quality Improvement in Health Care, Aspen Pub., 1994 7. Nelson A. (2006). Safe Patient Handling And Movement: A Guide for Nurses And Other Health Care Providers, Springer Publishing. 8. Parsley K., Corrigan P., Quality Improvement in Nursing and Health Care , Chapman & Hall, 1994. 9. White V.S, Byers F.J. (2004). Patient Safety: Principles and Practice, Springer Publishing.			
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. Şeyda SEREN İNTEPELER, Tel: 0 232 412 47 84, Mail: seydaseren@gmail.com			
Office Hours: It varies according to the personal program that is formed every semester.			
Course Outline:			
Week	Subjects	Lecturer	Training Method and Material Used
1.	Meet, Introduction and Publicity of the Course Planning.	Prof. Şeyda SEREN İNTEPELER	Presentation and discussion
2.	Quality in Health Services and Nursing Services.	Asst. Prof. Hasan Fehmi DİRİK	Presentation, discussion, mentimeter questionnaire
3.	Quality Indicators in Nursing Care.	Asst. Prof. Hasan Fehmi DİRİK	Researching and discussion
4.	ISO and Accreditation Standards.	Prof. Şeyda SEREN İNTEPELER	Reading article, teamwork, discussion
5.	Magnet Hospitals	Prof. Şeyda SEREN İNTEPELER	Presentation, discussion
6.	Development of Patient Safety by Using the Quality Instruments and Techniques.	Prof. Şeyda SEREN İNTEPELER	Reading article, teamwork, discussion
7.	Midterm Exam	Prof. Şeyda SEREN İNTEPELER	
8.	International Patient Safety Goals	Prof. Şeyda SEREN İNTEPELER	Reading article, researching, discussion
9.	Improving Patient Safety with Six Thinking Hats: Innovative Solutions	Prof. Şeyda SEREN İNTEPELER	teamwork, discussion
10.	Development of Patient Safety Culture and Error Reporting	Prof. Şeyda SEREN İNTEPELER	Video, teamwork, discussion

11.	Medication Mistakes and Prevention Strategies	Prof. Şeyda SEREN İNTEPELER	Video, teamwork, discussion, Power point presentation
12.	Patient Safety and Hospital Infections	Prof. Şeyda SEREN İNTEPELER	Video, teamwork, discussion
13.	Patient Fallings and Nursing Practices	Prof. Şeyda SEREN İNTEPELER	Question answer, discussion, Power point presentation
14.	Employee Safety	Prof. Şeyda SEREN İNTEPELER	Presentation and discussion
15.	Evaluation of the course	Prof. Şeyda SEREN İNTEPELER	Presentation and discussion
	Final Exam	Prof. Şeyda SEREN İNTEPELER	
	Resit Exam	Asst. Prof. Hasan Fehmi DİRİK	

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.			
Out Class activities			
Preparation before/after weekly lectures	14	1	14
Preparation for Mid-term Exam	1	2	2
Preparation for Final Exam	1	3	3
Preparation for Quiz etc.			
Preparing Individual Assignments			
Preparing Group Assignments			
Preparing Presentations			
Other (please indicate)			
Total Work Load (hour)			51
ECTS Credits of Course=	51/25=		
Total Work Load (hour) / 25			
1 ECTS Credits = 25 hours workload	2 ECTS		

Table 1. Contribution of course learning outcomes to program outcomes													
Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2066 Quality in Nursing and Patient Safety	1	0	0	0	0	0	3	1	2	1	0	0	1

Table 2. Relation of Course Learning Outcomes and Program Outcomes													
Öğrenme Kazanımı	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2066 Quality in Nursing and Patient Safety	LO1						LO1,2,3,4,5,6,7,8	LO1	LO4,7,8	LO 6,7			LO,6

Table 3. HEF 2066 Quality in Nursing and Patient Safety Course Contents and Learning Outcomes Matrix

Week	Subjects	Learning Outcomes							
		1. The student can define the role of quality in health services and nursing.	2. The student can transfer the importance and usage of quality instruments for patient security.	3. The student can recognize the quality indicators and standards in nursing care.	4. The student can comprehend the factors preventing quality studies in health and nursing services and discuss about the ways of developing strategies.	5. The student can comprehend the fact that patient security is a part of quality and it develops culturally.	6. The student can examine the international patient security objectives.	7. The student can associate the mistakes made in nursing practices and their reasons.	8. The student can discuss the problems in employee safety.
1	Meet, Introduction and Publicity of the Course Planning.	X	X	X	X	X	X	X	X
2	Quality in Health Services and Nursing Services.	X				X			
3	Quality Indicators in Nursing Care.	X		X		X		X	X
4	ISO and Accreditation Standards.	X	X	X	X	X	X	X	X
5	Magnet Hospitals	X	X	X	X	X	X	X	X
6	Development of Patient Safety by Using the Quality Instruments and Techniques.	X	X	X	X	X	X		
7	International Patient	X		X		X	X	X	X

Table 3. HEF 2066 Quality in Nursing and Patient Safety Course Contents and Learning Outcomes Matrix

	Safety Goals								
8	Improving Patient Safety with Six Thinking Hats: Innovative Solutions		X		X	X	X	X	X
9	Development of Patient Safety Culture and Error Reporting		X	X	X	X		X	
10	Medication Mistakes and Prevention Strategies		X	X	X	X	X	X	
11	Patient Safety and Hospital Infections		X	X	X	X	X	X	
12	Patient Fallings and Nursing Practices		X	X	X	X	X	X	
13	Employee Safety				X	X			X
14	Evaluation of the course	X	X	X	X	X	X	X	X

4.2.6.3. HEF 2068 Nursing English II

HEF 2068 NURSING ENGLISH II 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Name of The Department: Nursing		Course Name: Nursing English II	
Course Level: Bachelor		Course Code: HEF 2066	
Form Submitting/Renewal Date: February 2026		Course Status: Elective	
Language of Instruction: Turkish		Instructor/s: Prof. Merlinda ALUŞ TOKAT Assoc. Prof. Hande YAĞCAN	
Prerequisite: None		Prerequisite to: None	
Weekly Course Hours: 2		Course Coordinator: Assoc. Prof. Hande YAĞCAN	
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
1/27	-	-	20
Course Objective: This course aims at developing students medical vocabulary, listening, writing, reading and speaking skills			
Course Learning Outcomes: 1 Being able to understand medical texts. 2 Having sufficient communication skills to use in the field. 3 Being able to write texts properly			
Learning and Teaching Strategies: Lecture, translation, discussion and comprehension, listening			
Assessment Methods: If needed, other assessment methods can be added to the table given below.			
	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	
	Mark as (X) If Available	Percentage (%)	
Further Notes about Assessment Methods: If the instructor needs to add some explanation or further note, In the assessment of the course, 50% of the midterm grade and 50% of final exam grade shall determine the semester grade.			
Textbook(s)/References/Materials: Allum, V., McGarr, P. (2008). Cambridge English for Nursing. Cambridge University Press, The Edinburgh Building.			
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: Contact Details for The Instructor: Prof. Merlinda ALUŞ TOKAT 02324124770 merlinda_alus@yahoo.com Assoc. Prof. Hande Yağcan 02324124776 hande.yagcan@gmail.com			
Office Hours: It varies according to the personal program that is formed every semester.			
Course Outline:			
Week	Subjects	Lecturer	Training Method and Material Used
1.	Introduction	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
2.	Taking a Patient History	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
3.	Charting and Documentation	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
4.	Respiratory Problems	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
5.	Medical Focus: The Respiratory System	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
6.	Taking Part in CPD	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
7.	Medication Specimens	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
8.	Midterm Exam	Merlinda Aluş Tokat	
9.	Medical Focus: Metabolism of Medication	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
10.	Pre-operative Patient Assessment	Merlinda Aluş Tokat	

11.	Blood Circulation	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
12.	Post-operative Patient Assessment	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
13.	Medical Focus: Pain Receptors	Hande Yağcan	Lecture, translation, discussion and comprehension, listening
14.	Wound Care	Merlinda Aluş Tokat	Lecture, translation, discussion and comprehension, listening
15.	Final Evaluation	Hande Yağcan	
	Final Exam	Merlinda Aluş Tokat	
	Resit Exam	Hande Yağcan	

ECTS Table			
Course activities	Number	Duration (Hour)	Total Work Load (Hour)
In Class Activities			
Lectures	14	2	28
Practice	0	0	
Exams			
Midterm Exam	1	2	2
Final Exam	1	2	2
Other Quiz etc.	0	0	
Activities outside of the course			
Preparation before/after weekly lectures (reading course materials, essays etc.)	14	1	14
Preparation for midterms exam	1	2	2
Preparation for final exam	1	2	3
Preparation for Quiz etc.	0	0	
Preparing Assignments	0	0	
Preparing presentation	0	0	
Other (please indicate)			
Total Workload (hour)			
ECTS Credits of Course			51
Course activities	Number		

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 2068 Nursing English II	3	3	3	0	2	0	0	1	2	2	0	0	3

Table 2. Relationship between Course Learning Outcomes and Program Outcomes													
Learning Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2068 Nursing English II	LO1,2,3	LO1,2,3	LO1,2,3	0	LO1,2,3	0	0	LO1,2,3	LO1,2,3	LO1,2,3	0	0	LO1,2,3

4.2.6.4. HEF 2074 Oncology Nursing

HEF 2074 ONCOLOGY NURSING 2025- 2026 SPRING 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: February 2026		Course Status: Compulsory	
Language of Instruction: Turkish		Instructor/s: Prof. Ezgi KARADAĞ Prof. Özlem UĞUR Assoc. Prof. Nurten Alan	
Prerequisite: None		Prerequisite to: None	
Weekly Course Hours: 2		Course Coordinator: Prof. Ezgi Karadağ	
Theory	Practice	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
1/14	-	-	14
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.			
Course Learning Outcomes: 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:

Prof. Özlem Uğur 0 232 412 4181 ozlem.ugur@deu.edu.tr

Prof. Ezgi Karadağ 0 232 4124762 ezgikaradag44@gmail.com

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

Week	Topics	Lecturer	Teaxhing Strategies
1.	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	Assoc. Prof. Nurten ALAN	Presentation, argument, question-answer
3.	Cancer Occurrence Mechanism	Prof. Özlem UĞUR	Presentation, argument, question-answer
4.	Cancer Prevention and Early Detection Methods	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
5.	Pain in Cancer Patients and Nursing Approaches	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
6.	Treatment Methods I: Chemotherapy, Radiotherapy, Surgical Treatment	Prof. Özlem UĞUR	Presentation, argument, question-answer
7.	1st Midterm	Assoc. Prof. Nurten ALAN	Presentation, argument, question-answer
8.	Treatment Methods II: Biotherapies (Interferons, Interleukins, Hormones), Bone Marrow and Stem Cell Transplantation	Prof. Özlem UĞUR	
9.	Most Common Cancer Types in Turkey I: Breast Cancer, Lung Cancer	Prof. Özlem UĞUR	Presentation, argument, question-answer
10.	Most Common Cancer Types in Turkey II: Colon Cancer, Prostate and Bladder Cancer	Assoc. Prof. Nurten ALAN	Presentation, argument, question-answer
11.	Symptom Management in Cancer Patients (Neutropenic Patient and Care, Mucositis and Nursing Approaches)	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
12.	Fatigue in Cancer Patients and Nursing Approaches	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
13.	Cancer and Complementary Applications	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
14.	Evalaluation of the lesson	Prof. Ezgi KARADAĞ	Presentation, argument, question-answer
	Final Exam		
	Resit Exam		

ECTS Table			
Course Activities	Numbers	Duration	Total work load
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			50
In Class Activities			2
			50/25

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					
		1. The student knows the historical development, role and responsibilities, standards and application fields of oncology nursing.	2. The student can describe the biology and affecting factors of cancer.	3. The student knows the cancer prevention and early detection methods.	4. The student can describe the methods used in the treatment of cancer.	5. The student knows the most common cancer types in Turkey and prevention methods	6. The student can identify the problems and requirements of the patient and family in the process.
1	History of Oncology Nursing, Role and Responsibilities of Oncology Nurses, Oncology	X					

Table 3. HEF 2074 Oncology Nursing Course Course Content and Learning Outcomes Matrix

	Nursing Standards Associations related to oncology nursing (Objectives of European Oncology Nursing Society, American Oncology Nursing Society, Turkish Oncology Nursing Society)						
2	Cancer epidemiology and etiology in the world and in our country					X	
3	Cancer Occurrence Mechanism		X				
4	Treatment Methods-1 -Chemotherapy, Radiotherapy, Surgical treatment				X		
5	Cancer prevention and early detection methods			X			
6	Treatment Methods-2 Biotherapies (interferons, interleukins, hormones), Bone marrow and stemcell transplantation				X		
7	The most common types of cancer in Turkey-1 Breast cancer, Lung cancer		X			X	
8	The most common types of cancer in Turkey-1 Breast cancer, Lung cancer		X			X	

Table 3. HEF 2074 Oncology Nursing Course Course Content and Learning Outcomes Matrix							
9	Pain in cancer patients and nursing approach						X
10	Fatigue and Nursing Approach in Cancer Patients						X
11	Symptom Control in Cancer Patients (Neutropenic Patient and Care, Mucositis and Nursing Approach)						X
12	Cancer and Complementary Applications				X		
13	The most common types of cancer in Turkey-2 Colon cancer, prostate and bladder cancer, Cervix cancer		X				X
14	Evalaluation of the lesson						

4.2.6.5. HEF 2080 Assertiveness

HEF 2080 ASSERTIVENESS 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Name Of the Department: Nursing		Course Name: Assertiveness	
Course Level: Bachelor		Course Code: HEF 2080	
Form Submitting/Renewal Date: 15.02.2026		Course Status: Elective	
Language of Instruction: Turkish		Instructor/s: Prof. Zekiye Ç. Duman Prof. Neslihan Günüşen Associate Prof. Sibel Coşkun Asst. Prof. Gülsüm Zekiye Tuncer Dr. Abdurrahman Yakışır	
Prerequisite: None		Prerequisite to: None	
Weekly Course Hours: 2		Course Coordinator: Prof. Neslihan Günüşen	
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
1/19	-	-	19
Course Objective: This course helps the student know himself or herself in his or her personal and professional development and develop his or her assertiveness skills.			
Course Learning Outcomes:			

LO1.The student knows the forms of behavior in interpersonal relations. LO2.The student knows the feelings and thoughts related to assertiveness. LO3.The student realizes his or her own barriers to assertiveness. LO4.The student can express his or her feeling in an appropriate manner. LO5.The student learns to say no. LO6.The student acts with confident.		
Learning and Teaching Strategies: Discussion, presentations, role plays, concept map. All visual materials used in the lessons are provided with audio description / subtitles. (It uses audio-depicted forms of visual-based educational materials such as movies and videos, upon request of disabled students).		
Assessment Methods: If needed, other assessment methods can be added to the table given below.		
	If used, check as (X).	Grading (%)
Semester Requirements		
Mid-term exam	X	%50
Quiz		
Homework Assignments/ Presentation		
Projects		
Laboratory work		
Final Exam	X	%50
Clinical Practice		
Further Notes about Assessment Methods: If the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu. Course with 1 midterm exam and 1 final or supplementary homework throughout the semester. evaluation will be made. Midterm exam grade: Your 1 midterm exam homework grade will create the semester grade. Midterm grade: Midterm exam grade Course Success Grade: 50% of the semester grade + 50% of the final or Resit Exam homework grade Minimum course grade: 60 out of 100 full grades. Minimum final and supplementary exam grade: 50 out of 100 full grades.		
Assess Criteria In exams, interpretation, recall, decision making, explanation, classification, skills of combining information will be evaluated.		
Textbook(s)/References/Materials: 1. Haddou. M. (2018). Hayır Demeyi Bilmek. 11. Baskı İletişim Yayınları 2. Yaman Efe, Ş. (2007). Hemşirelikte atılacaklık. Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi, 10: 3. http://dergipark.gov.tr/download/article-file/29374 4. Gürüz,D., Eğinli, AT. (2016). İletişim Becerileri. Nobel Kitap Evi. 5. Temel, M. (2017). Sağlık örgütlerinde çatışma: nedenleri, yönetimi ve çözüm önerileri. İ.Ü. Sağlık Hizmetleri Meslek Yüksekokulu Dergisi, ISSN:2147-7892, Cilt 5, Sayı 2. 6. http://dergipark.gov.tr/download/article-file/351577 7. Fennel, M.J.V. (2009) Overcoming Low Self-Esteem: A Self-Help Guide Using Cognitive Behavioral Techniques. USA. 8. Baltaş, A., Baltaş, Z. Stres ve Başa Çıkma Yolları. Remzi Kitabevi, 2000, İstanbul. 9. Onbaşıoğlu, M. (2004). Stresle Baş etmede zihinsel yöntemler. Türk Psikoloji Bülteni. 34-35: 103-127. 10. Özer, K. (2000). Ben Değeri Tiryakiliği Duygusal Gerilimle Baş Edebilme. Sistem Yayıncılık. 11. Psikiyatri Hemşireliği Dergisi 12. www.psikiyatridizini.org 13. www.phdernegi.org 14. http://www.turkhemsirelerdernegi.org.tr 15. Atatürk Üniversitesi Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi 16. http://e-dergi.atauni.edu.tr/index.php/HYD 17. İstanbul Üniversitesi Hemşirelik Fakültesi Dergisi 18. 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. Neslihan GÜNÜŞEN neslihan.partlak@deu.edu.tr 0 232 412 47 81		
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	Prof. Neslihan Günüşen	Question answer, Discussion, Power point presentation
2.	Concept of assertiveness and Self-awareness	Prof. Neslihan Günüşen	Question answer, role play, discussion Power point presentation
3.	Concept of assertiveness and self-awareness exercises	Prof. Neslihan Günüşen	Question answer, role play, discussion Power point presentation
4.	Behavior types; passive, aggressive, manipulative and assertive	Asst. Prof Gülsüm Zekiye Tuncer	Question answer, role play, discussion Power point presentation, short video demonstration
5.	Behavior types: passive, aggressive, manipulative and assertive behaviors exercises	Asst. Prof Gülsüm Zekiye Tuncer	Question answer, role play, discussion Power point presentation, short video demonstration
6.	Being able to say no and exercises	Prof. Zekiye Çetinkaya Duman	Question answer, role play, discussion
7.	Mid exam	Asst. Prof Gülsüm Zekiye Tuncer	
8.	Giving and receiving feedback	Assoc. Prof. Sibel Coşkun	Question answer, role play, discussion Power point presentation, role play
9.	Giving and receiving feedback exercises	Assoc. Prof. Sibel Coşkun	Question answer, role play, discussion Power point presentation, role play
10.	Factors affecting assertiveness (cognitive distortions, performance anxiety etc.) and exercises	Prof. Zekiye Çetinkaya Duman	Question answer, role play, discussion Power point presentation
11.	Factors affecting assertiveness (cognitive distortions, performance anxiety etc.)	Prof. Zekiye Çetinkaya Duman	Question answer, role play, discussion Power point presentation
12.	Making a request and assertiveness exercises	Prof. Zekiye Çetinkaya Duman	Question answer, role play, discussion Power point presentation, role play
13.	Assertiveness and nursing 1	Asst. Prof Gülsüm Zekiye Tuncer	Question answer, role play, discussion Power point presentation
14.	Assertiveness and nursing	Asst. Prof Gülsüm Zekiye Tuncer	Question answer, role play, discussion Power point presentation
15.	Evaluation of the course	Prof. Neslihan Günüşen	
Midterm Exam Responsible: Prof. Neslihan Günüşen			
Midterm Exam Responsible: Prof. Neslihan Günüşen			

ECTS Table

Course Activities	Number	Duration (hour)	Total Workload (hour)
In Class Activities			
Lectures	13	2	28
Clinical Practice			
Exams			
Final	1	2	2

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

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
HEF 2088 Assertiveness	3	0	3	1	1	0	1	3	3	3	0	0	0

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 Assertiveness	LO 1,2,3,4,5,6	LO 2,3,5	LO 1,2,3,4,5,6	LO 1,2,3,4,5,6	LO 1,2,3,4,5,6	LO 1,2,3,4,5,6	LO 1,2,3,4,5,6	LO 1,2,3,5	LO 1,2,3,4,5,6	LO 1,2,3,4,5,6	LO 4,5,6	LO 3,4,6	

Table 3. HEF 2088 Assertiveness Course Contents and Learning Outcomes Matrix							
Hafta	Topics:	Learning Outcomes of The Course					
		1.The student knows the forms of behavior in interpersonal relations.	2.The student knows the feelings and thoughts related to assertiveness.	3. The student realizes his or her own barriers to assertiveness.	4. The student can express his or her feeling in an appropriate manner.	5.The student learns to say no.	6.The student acts with confidence
1	Introduction of the course	X	X	X			
2	Concept of assertiveness and Self-awareness	X	X	X			X
3	Concept of assertiveness and self-awareness exercises	X	X	X			X
4	Behavior types; passive, aggressive, manipulative and assertive	X	X	X			X
5	Behavior types:	X	X	X			X

Table 3. HEF 2088 Assertiveness Course Contents and Learning Outcomes Matrix							
	passive, aggressive, manipulative and assertive behaviors exercise						
6	Being able to say no		X	X	X	X	
7	Giving and receiving feedback		X		X		X
8	Giving and receiving feedback exercises		X		X		X
9	Factors affecting assertiveness (cognitive distortions, performance anxiety etc.)	X	X	X			X
10	Factors affecting assertiveness (cognitive distortions, performance anxiety etc.) and exercises	X	X	X			X
11	Making a request and assertiveness exercises		X	X	X	X	X
12	Assertiveness and nursing 1		X	X	X		X
13	Assertiveness and nursing		X	X	X		X
14	Evaluation of the course	X	X	X	X	X	X

4.2.6.6 HEF 2088 Sign Language

HEF 2088 SIGN LANGUAGE 2025-2026 SPRING 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: 26.01.2026		Type of Course: Elective	
Date / Date of Revision: Turkish		Course Lecturer (s): Prof. Özlem UĞUR Assoc. Prof. Nurten Alan	
Prerequisite: None		Prerequisite: None	
Weekly Course Hours: 2		Course Coordinator: Prof. Özlem UĞUR	
Theory	Practice	Laboratory	Course Credits: 2
28	-	-	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
1/48	-	-	48
The aim of the course: In this course, students are expected to communicate with hearing impaired individuals.			
Course Learning Outcomes:			

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			
Assessment Methods:			
	If any, mark as (X)	Percent (%)	
Semester / End Studies			
Midterm Exam	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.			
Recommended Resources For The Course:			
- Turkish sign language dictionary			
- Talking hands			
- Sign language guide			
Policies and Rules Concerning The Course: (Instructor can use this title if an explanation if needed)			
Contact Information of The Course Instructor: Prof. Özlem Uğur Phone: 4124785 E-mail: ozlem.ugur@deu.edu.tr			
Week	Topics	Lecturer	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	Prof. Özlem UĞUR	Lecture, question and answer, discussion, Power point presentation
2..	Adjectives Explaining family and relatives	Prof. Özlem UĞUR	Lecture, question and answer, discussion, Power point presentation
3.	Colors - Seasons - Adjectives	Assoc. Prof. Nurten Alan	Lecture, question and answer, discussion, Power point presentation
4.	Feelings, Antonms and numbers	Assoc. Prof. Nurten Alan	Lecture, question and answer, discussion, Power point presentation
5.	Clothing and food/drinks	Assoc. Prof. Nurten Alan	Lecture, question and answer, discussion, Power point presentation
6.	School - education	Assoc. Prof. Nurten Alan	Lecture, question and answer, discussion, Power point presentation
7.	Verbs	Prof. Özlem UĞUR	Lecture, question and answer, discussion, Power point presentation
8.	Midterm exam		Written
9.	Verbs	Prof. Özlem UĞUR	Lecture, question and answer, discussion, Power point presentation
10.	Our Body - Health-related narratives	Prof. Özlem UĞUR	Lecture, question and answer, discussion, Power point presentation
11.	Our Body - Health-related narratives	Prof. Özlem UĞUR	Lecture, question and answer, discussion, Power point presentation
12.	Time and time envelopes	Prof. Özlem UĞUR	Lecture, question and answer, discussion, Power point presentation
13.	Household goods	Assoc. Prof. Nurten ALAN	Lecture, question and answer, discussion, Power point presentation
14.	Names	Assoc. Prof. Nurten ALAN	Lecture, question and answer, discussion, Power point presentation
15.	Occupations	Assoc. Prof. Nurten ALAN	Lecture, question and answer, discussion, Power point presentation
Midterm Exam Responsible: Assoc. Assoc. Prof. Nurten Alan			
Final Exam Responsible: Prof. Özlem UĞUR			

ECTS Tables			
Number of activities	Number	Time (Hours)	Total Workload (Hours)
In-class activities			
Lecture	14	2	28
Exams:			
Midterm exam	1	2	2
Other Quiz / Quiz			
Final exam	1	2	2
Extracurricular activities			
Preparations before / after weekly lessons (ders materyallerinin, makalelerin okunması vb.)	14	2	28
Preparation for midterm exam	1	4	4
Preparation for final exam	1	6	6
Other Quiz / Quiz			
Preparing homework			
Preparing presentations			
Other (please specify)			
Total Workload (Hours)			56

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 2088 Sign Language	3		2	3	3	2	3	3	2	3	3	3	2

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	LO1,2,3,4	LO 3,4	LO 2	LO 2,3,4	LO1,2,3,4	LO 4	LO 2	LO 3,4	LO	LO4	LO 4	LO 2	LO 1

Table 3. HEF 2088 Sign Language Course Contents and Learning Outcomes Matrix

Week	Weekly Course Contents	Learning Outcomes			
		1.The student realizes the importance of learning sign language in terms of nursing.	2.The student actively uses sign language.	3.The student expresses himself/herself independently using sign language.	4.The student communicates with hearing impaired individuals using sign language.
1	General characteristics of the sign language and hearing problems experienced by people with disabilities	X	X		
2	Adjectives Explaining family and relatives	X	X		
3	Colors - Seasons - Adjectives	X	X	X	
4	Feelings, Antonyms and numbers	X		X	
5	Clothing and food/drinks	X		X	
6	School - education	X	X	X	
7	Verbs	X	X	X	
8	Verbs	X	X	X	X
9	Our Body - Health-related narratives	X	X	X	X
10	Our Body - Health-related narratives	X	X	X	X
11	Time and time envelopes	X	X	X	
12	Household goods	X	X	X	
13	Names	X	X	X	
14	Occupations	X	X	X	

4.2.6.7. HEF 2089 Information Technology Addiction

HEF 2089 INFORMATION TECHNOLOGY ADDICTION 2025-2026 SPRING 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 Name: Information Technology Addiction	
Course Level: Bachelor		Course Code: HEF 2089	
Form Submitting/Renewal 05.02.2026		Course Status: Elective	
Language of Instruction: Turkish		Instructor/s: Assoc. Prof. Sibel Coşkun Assoc. Prof. Burcu Cengiz Asst. Prof. E. Zahide Özdemir	
		Prerequisite to: HEF 2089	
Weekly Course Hours: 2		Course Coordinator: Assoc. Prof. Sibel Coşkun	
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
1/60	-	-	60
Course Objective: To provide that students learn the characteristics, causes and consequences of Information Technology Addiction, and also to raise awareness about safe internet use and preventing technology addiction.			

Assessment Methods:

(Assessment method shall correspond to learning outputs and teaching techniques being used during the course)

v the characteristics of technology-related addictions.

v the causes and consequences of Information Technology Addiction.

erstand the importance of preventing technology addiction.

4. Understand methods for conscious and safe use of technology.

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	X	50%
Projects		
Laboratory work		
Final Exam		

Explanations Concerning the Assessment Methods: Students will be assessed through written exam in the semester and a final assignment at the end of the semester. The average of the midterm and final assignment will constitute the passing grade.

Assesment Criteria:

Midterm grade: It is the midterm exam grade

Course Success Grade: 50% of the mid-term grade + 50% of the final assignment / Resit Examgrade

Minimum course grade have to 60 out of 100 full grades.

Minimum final assignment or Resit Examgrade have to 50 out of 100 full grates

The final assignment will be evaluated using a rubric.

In exam; student's information will be evaluated with interpretation, recall, decision making, explanation and classification type questions

Recommended Resources For The Course:

- 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.Semerçi 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.Karaduman S. Yeni medya okuryazarlığı: Yeni beceriler/olanaklar/riskler. Erciyes İletişim Dergisi, 2019 Cilt/Volume 6, Sayı/Number 1, 683-700
- 6.Ektiricioğlu C, Arslantaş H, Yüksel R.Ergenlerde Çağın Hastalığı: Teknoloji Bağımlılığı. Arşiv Kaynak Tarama Dergisi. 2020;29(1):51-64.
- 7.Çakır Ö, Oguz E. Lise öğrencilerinin yalnızlık düzeyleri ile akıllı telefon bağımlılığı arasındaki ilişki. Mersin Üniversitesi Eğitim Fakültesi Dergisi, 2017; 13(1): 418-429
- 8.Kaşıkçı DN ve ark. Türkiye ve Avrupa'daki çocukların internet alışkanlıkları ve güvenli internet kullanımı. Eğitim ve Bilim, 2014, Cilt 39, Sayı 171
- 9.Ögel, K. (2014). İnternet bağımlılığı. İstanbul: İş Bankası Kültür Yayınları.
- 10.Lynn GT, Johnson CC. Ekran bağımlılığı (çev. F. Yolçan), Destek yayınları, İstanbul, 2018.
- 11.Mehmet Dinç, M.(2016). Teknoloji Yerinde Yeterince. Yeşilay TBM Alan Kitiği Dizisi No: 9, İstanbul
- 12.Aygül HH., Eke E. (editörler)(2020)Dijital Bağımlılık ve e-hastalıklar, Nobel Yayınevi, Ankara.
- 13.Karan G. (2006) Anne babalar için internet rehberi, Epsilon Yayıncılık, İstanbul.
- 14.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)

- 15.Yalçın B. (2019). Çocuğum Bağımlı Olmasın. Nobel Akademi Yayınları.
16.Ögel K., Tekin K. (2021) Bağımlılık Hakkında Ne Yapmalıyım? - Aile ve Yakınlar İçin Bilgiler, Uçurtma Yayınları
17.Yıldırım E, Kural H. (2017) Bağımlılık ve Değişim. İstanbul. Nobel Akademik Yayıncılık.
18.Ögel K. İnternet Bağımlılığı - İnternetin Psikolojisini Anlamak ve Bağımlılıkla Başa Çıkmak. İş Bankası Kültür Yayınları. 2014: syf:244
19.Young K. Cristiano Nabuco De Abreu. Internet Addiction: A Handbook and Guide to Evaluation and Treatment. 2011. 1st edition, Canada
20.Young K. Cristiano Nabuco De Abreu. Internet Addiction in Children and Adolescents: Risk Factors, Assessment, and Treatment. Springer publishing company. 2017:
21.Feindel H. İnternet Bağımlılığı. İletişim Yayıncılık. 2019
22.George T. Lynn,,Cynthia C. Johnson. Ekran bağımlılığı, Epsilon yayınları. 2018.
<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: Assoc. Prof. Sibel Coşkun. Phone:02324126993

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

Weeks	Topics	Instructors	teaching methods
1.	Introduction to the course, explanation of objectives, İntroduction to Information Technology Addiction course Activity and debate planning	Assoc Prof. Sibel Coşkun	Lecture, question and answer, brain storming,
2.	Addiction and Related Concepts, Basic Theories, Behavioral Addictions, Addiction and Its General Characteristics The Importance of Prevention in Addictions	Assoc Prof. Sibel Coşkun	Lecture, question and answer, brain storming,
3.	General Risk Factors for Addiction, Childhood and Adolescent Mental Health Problems and Risk Factors for Addiction	Asst. Prof. E.Zahide Özdemir	Lecture, question and answer, brain storming, case discussion, video screening
4.	Technology addiction and related risks The role of technology in our lives, its prevalence, and its future. Debate: Is technology beneficial?	Assoc. Prof. Burcu Cengiz	Lecture, question and answer, brain storming, video screening
5.	Screen addiction symptoms and diagnosis, Social media addiction symptoms and diagnosis, FOMO	Assoc. Prof. Sibel Coşkun	Lecture, question and answer, case discussion, video screening, self assesment
6.	Technology-related addictions, İnternet addiction, symptoms and diagnosis. Shopping addiction	Asst. Prof. E.Zahide Özdemir	Lecture, question and answer, case discussion, video screening, self assesment
7.	Mid exam	Assoc. Prof. Sibel Coşkun	
8.	Digital game and gambling addiction, its symptoms and diagnosis	Assoc.. Prof. Burcu Cengiz	Lecture, question and answer, case discussion,
9.	The physical, mental and social effects and consequences of technology-related addictions	Asst. Prof. E.Zahide Özdemir	Lecture, question and answer, brain storming, case discussion, video screening,

10.	Cyberbullying, protection and interventions	Asst. Prof. E.Zahide Özdemir	Lecture, question and answer, brain storming
11.	Personal data and its protection, Digital literacy Safe use of the internet/digital technology	Assoc. Prof. Sibel Coşkun	Lecture, question and answer, brain storming, case discussion
12.	Treatment and approaches for technology-related addictions Controlled use of the internet/digital technology	Assoc. Prof. Sibel Coşkun	Lecture, question and answer, brain storming,
13.	-Protective factors and prevention strategies for technology-related addictions -The role of peers and health professionals in prevention (Yeşilay student club, etc.) -National action plans and existing policies for the prevention of technology-related addictions	Assoc. Prof. Burcu Cengiz	Lecture, Question and answer, group discussion, brain storming
14.	Discussion of suggestions and expectations for preventing digital addiction Information about final assignment planning.	Assoc. Prof. Burcu Cengiz	Question and answer, group discussion, brain storming
15.	Course Evaluation	Assoc. Prof. Sibel Coşkun	Question and answer, group discussion

ECTS Table			
Course Activities	Number	Duration (hour)	Total Work Load (hour)
In Class Activities			
Lecture/presentation	14	2	28
Exams			
Final exam			
Mid-term	1	2	2
Assignments	1	1	1
Out Class activities			
Preparation before/after weekly lectures	12	1	12
Preparation for Mid-term Exam	1	4	4
Preparation for Final Assignments	1	2	2
Total Work Load (hour)/25	50		
Total ECTS Credit	2 ECTS		

Table 1. Contribution of course learning outcomes to program outcomes 0: no contribution 1: little contribution 2: moderate contribution 3: full contribution													
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2089 Information Technology Addiction	2	0	0	0	3	1	1	0	1	2	0	2	0

Table 2. Relation of Course Learning Outcomes and Program Outcomes													
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 2089 Information Technology Addiction	1,2,3,4				1,2,3,4	4	4		2,3	1,2,3,4		2,3,4	

**Table 3. HEF 2089 Information Technology Addiction
Course Contents and Learning Outcomes Matrix**

Weeks	Week contents	1.Having basic knowledge about concepts related to addiction and the characteristics of technologyrelated addictions.	2.Analyzing the causes and consequences of Information Technology Addiction	3.Understanding the importance of prevention in technology addiction	4.Understanding the conscious use of technology and safe internet usage methods	5.Understanding professional roles and functions in addiction prevention and treatment
1	Introduction of the course, Importance of prevention in addiction, Importance of Prevention Studies in Technology Addiction	X	X	X	X	X
2	Childhood mental health and disorders as risk factors for addictions, risk factors in young people's technology addiction, factors affecting addiction	X	X	X	X	X
3	Addiction and Related Concepts,	X	X	X	X	X
4	Theories. Behavioral addictions, and general characteristics of Addiction					
5	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
6	Technologyrelated addictions, Internet addiction, symptoms and diagnosis.	X	X	X	X	X

7	Digital game and gambling addiction, its symptoms and diagnosis	X	X	X	X	X
8	Screen addiction symptoms and diagnosis, Social media addiction symptoms and diagnosis	X	X	X	X	X
9.	The physical, mental and social effects and consequences of technology-related addictions	X	X	X	X	X
10.	Cyberbullying, protection and interventions	X	X	X	X	X
11.	Technologyrelated addictions prevention strategies and treatment, safe internet using	X	X	X	X	X
12.	National policies, projects and practices in the prevention of technologyrelated addictions	X	X	X	X	X
13.	Peer roles in prevention of technologyrelated addictions Policies about national action plan about technology addiction	X	X	X	X	X
14.	Is technology useful?	X	X	X	X	X

4.2.6.8. HEF 2099 Play in Childhood

HEF 2099 PLAY IN CHILDHOOD 2025- 2026 SPRING 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 Name: Evidence-Based Care in Pediatric Nursing
Course Level: Bachelor's Degree	Course Code: HEF 2099
Form Submitting/Renewal: 19.02.2026	Course Status: Elective
Language of Instruction: Turkish	Instructor/s: Prof. Murat BEKTAŞ Prof. Gülçin ÖZALP GERÇEKER Asistant Prof. Emine Zahide ÖZDEMİR

			Prerequisite to: None
Weekly Course Hours: 2			Course Coordinator: Prof. Gülçin ÖZALP GERÇEKER
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
1/13	-	-	13
Course Objective: It aims to provide children with the knowledge and ability to plan and develop daily game and activity programs.			
Course 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.			
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.			
Evaluation 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”, Anı 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: (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. Gülçin ÖZALP GERÇEKER 02324126976 gulcin.ozalp@deu.edu.tr			
Course Content: (Examination dates will be specified in the course period)			
Weeks	Topics	Lecturer	Training Method and Material Used
1.	Introduction and Course Introduction	Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer

2.	Game Definitions, Right to Play	Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer
3.	Game Theories	Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer
4.	The Place of Play in Child Development	Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer
5.	Types of Play in Childhood Periods	Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer
6.	Toy Selection for Children	Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer
7.	Therapeutic Game	Prof. Murat BEKTAŞ	Class participation, presentation, discussion, research, question-answer
8.	MIDTERM EXAM Prof. Murat BEKTAŞ		
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)	Prof. Gülçin ÖZALP GERÇEKER	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
15.	Group Studies	Prof. Gülçin ÖZALP GERÇEKER	Self-learning, group work

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		

ECTS Table	
Total ECTS Credit	2 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 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	PO 3	PO4	PO5	PO 6	PO 7	PO 8	PO9	PO10	PO 11	PO1 2	PO 13
HEF 2099 Play in Childhood	LO1,2, 3,4	LO1,2, 3,4	LO 5	LO3 ,4	LO1, 3,4		LO 4	LO 1,4	LO1,2, 3,4	LO1, 2,3	LO 4	LO3 ,4	

Table 3. HEF 2099 Play In Childhood Course Contents and Learning Outcomes Matrix						
Week	Weekly Course Contents	Learning Outcomes				
		1. Being able to define the game and comprehend its effects on child development	2. Classifying the types of games suitable for childhood periods	3. To be aware of the importance of age-appropriate toy selection, to be able to develop toys	4. To be able to define and discuss the role of play in the field of health	5. 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
7	Therapeutic Game	X	X	X	X	X
8	Traditional Children's Games and Changing Gameplay Habits	X		X	X	X
9	Information Technologies and Game Addiction	X	X	X	X	X

Table 3. HEF 2099 Play In Childhood Course Contents and Learning Outcomes Matrix						
10	Game/Toy Development Project-Group Studies (Age 0-1)	X	X	X	X	X
11	Game/Toy Development Project-Group Studies (Age 1-3)	X	X	X	X	X
12	Game/Toy Development Project-Group Studies (Age 3-6)	X	X	X	X	X
13	Game/Toy Development Project-Group Studies (Age 6-12)	X	X	X	X	X
14	Group Studies	X	X	X	X	X

4.2.6.9. HEF 2101 Integrative Approach in Health

HEF 2101 INTEGRATIVE APPROACH IN HEALTH 2025-2026 SPRING 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 care in nursing	
Course Level: (Undergraduate)		Course Code: HEF 2101	
Issuance/Renewal Date of the Form: 19.02.2025		Course type: Compulsory	
Language of the course: Turkish		Instructor(s) of the course: Prof Dr. Özlem KÜÇÜKGÜÇLÜ Prof. Özlem UĞUR Assoc. Prof. Cahide AYİK Asst. Prof. Gizem GÖKTUNA	
Prerequisite of the course: None		Prerequisite course for: None	
Weekly course hours: 2		Course Coordinator (Responsible for registering for the course): ö Prof. Özlem KÜÇÜKGÜÇLÜ	
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
1/26	-	-	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			
Course Learning Outcomes: 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.		
1. Recommended Resources for the Course:		
2. 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		
3. 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)		
4. 8, 177-184.. - Karaman E., Şenuzun Aykar F. Palyatif Bakımda Tamamlayıcı ve İntegratif Tedaviler. Türkiye Klinikleri J Anest ReanimSpecial 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.13652702.2011.03823.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, Fadiloğlu Ç.Palyatif Kanser Bakımında Tamamlayıcı Tedaviler. Ağrı 2006;18(1):26-32. - Yildirim 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. - Yildirim Y. Patterns of the use of CAM in women with metastatic cancer. Cancer Nurs 2010; 33(3): 194-200 - Yildirim Y, Parlar S, Eyigör S, Serto 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		
5. ClinNurs 2010; 19(7-8):1157-1166		
6. 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 e-mail:	
Prof. Özlem UĞUR	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.	Introduction to integrative approaches to health The underlying foundations of integrative approaches	Prof. Özlem Küçükğüçlü	Presentation, discussion
2.	Hypnosis	Prof. Özlem Uğur	Presentation, discussion

Week	Subjects	Lecturer	Training Method and Materials
3.	Conscious awareness-based approaches	Asst. Prof. Gizem GÖKTUNA	Presentation, discussion
4.	Reflexology	Asst. Prof. Gizem GÖKTUNA	Presentation, discussion
5.	Ethical and Legal Dimensions in Traditional and Complementary Medical Practices	Prof. Özlem Uğur	
6.	Integrative Methods: Energy Therapies	Prof. Özlem Küçükgüçlü	Presentation, discussion
7.	Mid-Term Exam	Asst. Prof. Gizem GÖKTUNA	Presentation, discussion
8.	Animal Assisted approaches Hydrotheaphy	Assoc. Prof. Cahide AYİK	Presentation, discussion
9.	Yoga Meditation	Prof. Özlem Küçükgüçlü	Presentation, discussion
10.	Homeopathy	Prof. Özlem Küçükgüçlü	Presentation, discussion
11.	Phytotherapy	Prof. Özlem Uğur	Presentation, discussion
12.	Other integrative approaches; Mesotherapy Music ,Cupping, Hydrotherapy, Cryotherapy	Assoc. Prof. Cahide AYİK	Presentation, discussion
13.	DEU GETAT Visit	Prof. Özlem Küçükgüçlü	Presentation, discussion
14.	Functional Nutrition	Prof. Özlem Uğur	Presentation, discussion
15.	Aromatherapy: Clinical Use of Essential Oils	Assoc. Prof. Cahide AYİK	Presentation, discussion
Final Exam		Asst. Prof. Gizem GÖKTUNA	
Resit Exam		Assoc. Prof. Cahide AYİK	

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	13
Preparation to the midterm exam	1	9	9
Preparation to the final exam	1	11	11
Preparation to other short exams			
Homework			
Making presentation			
Other (please specify)			
Total Workload (hour)			65/25
ECTS credit of the 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 2101 Integrative	3	1	3	3	3	1	3	3	3	3	1	0	0

Approach in Health													
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Table 2. Relation of Course Learning Outcomes and Program Outcome

Learning Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	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				
		1. To understand the concept of integrative approaches	2. To describe the principle of integrative care	3. To understand the basic integrative methods used in health	4. Considering the integrative approach in planning the care of the individual	5. Knowing integrative methods used in some health problems
1	Introduction to integrative approaches to health The underlying foundations of integrative approaches	X	X	X	X	X
2	Hypnosis		X	X	X	X
3	Conscious awareness-based approaches		X	X	X	X
4	Reflexology		X	X	X	X
5	Ethical and Legal Dimensions in Traditional and Complementary Medical Practices		X	X	X	X
6	Integrative Methods: Energy Therapies		X	X	X	X
7	Animal Assisted approaches Hydrotherapy		X	X	X	X
8	Yoga Meditation					
9	Homeopathy		X	X	X	X
10	Phytotherapy		X	X	X	X
11	Other integrative approaches; Mesotherapy, Music, Cupping Hydrotherapy Cryotherapy		X			X
12	DEU GETAT Visit		X	X	X	X
13	Functional Nutrition		X	X	X	X
14	Aromatherapy: Clinical Use of Essential Oils	X	X	X	X	X

4.2.6.10. HEF 2102 Communicable Diseases Nursing

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

4.2.6.11. HEF 2103 Health Protection and Promotion

HEF 2103 HEALTH PROTECTION AND PROMOTION 2025-2026 SPRING 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: January 2026			Course Status: Elective
Language of the course: Turkish			Instructor/s: Prof. Meryem ÖZTÜRK HANEY Prof. Şeyda ÖZBIÇAKÇI
Prerequisite of the course: None			Prerequisite course for: None
Weekly course hours: 2 saat			Course Coordinator: Prof. Meryem ÖZTÜRK HANEY
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
1/25	-	-	25
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.			
Course Learning Outcomes: 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 Resit Examgrade: 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: Ayaz Alkaya, S. (2017). Health Promotion. Hedef Publishing, Ankara.			

Clark C.C.(2002). Health Promotion In Communities, Holistic and Wellness Approaches, Springer Publishing Company,
Clark M (2003). Community Health Nursing Caring for Populations. Fourth Edition. Pearson Education, New Jersey.
Davies M (2005). Health Promotion Theory. Berkshire, GBR. McGraw-Hill Education.
Demirdağ, B.C. (2016). Health Protection and Development. Göktuğ Press, Amasya.
Edelman CL ve Mandle CL (2002). Health Promotion Throughout the Lifespan, Mosby, Toronto.
Fertman C.I, Işıtman, N.M, Allensworth D.D. (2012). Health Promotion Programs: From Theory to Practice. Ministry of Health, Ankara.
Güler Ç, Akın L. (2013). Public Health Basics 3. Volume. Hacettepe University Publications, Ankara.
Kaya H (2010). Nursing education to improve global health, Journal of Human Sciences, 7(1), 360-365.
Marmot M, Wilkinson RG (Edit.) (2009). Social Determinants of Health. İnsev Publications, İstanbul
Özvarış, Ş.B. (2016). Health Promotion and Health Education. Hacettepe University Publications, Ankara.
Pender N, Murgauh C, Paesons M. Health Promotion in Nursing Practice. 7.Edition.2015.
Smith C.M, Maurer F.A (2000). Community Health Nursing Theory and Practice. Second Edition. Saunders Company, USA.
Şimşek Z (2013). (The History and Strategies Based on the Samples of Health Promotion, TAF Preventive Medicine Bulletin, 12(3), 343-358.

Policies and Rules concerning the Course: (Instructor can use this title if an explanation is needed):

Contact information of the course instructor:

Prof. Meryem ÖZTÜRK HANEY 02324126964 meryem.ozturk@deu.edu.tr

Course content

Week	Topics	Lecturer	Training method and material used
1.	Introduction the Course, Health, concepts related to health	Prof. Meryem Öztürk Haney	Lecture, discussion, question and answer, ppt
2.	History of health promotion concept National and international policies and strategie in the health promotion,	Prof. Şeyda Özbıçakcı	Lecture, discussion, question and answer, ppt
3.	Factors affecting the health promotion: Individual Characteristics	Prof. Meryem Öztürk Haney	Lecture, discussion, question and answer, ppt
4.	Factors affecting the health promotion: Environment	Prof. Şeyda Özbıçakcı	Lecture, discussion, question and answer, ppt
5.	Health promotion: Media and Culture	Prof. Meryem Öztürk Haney	Lecture, discussion, question and answer, ppt
6.	Nurses' roles in improving health Holistic approach in the health promotion, social support	Prof. Şeyda Özbıçakcı	Lecture, discussion, question and answer, ppt
7.	Stress management and health promotion	Prof. Meryem Öztürk Haney	Lecture, discussion, question and answer, ppt
8.	Midterm Exam	Prof. Şeyda Özbıçakcı	
9.	Tobacco, alcohol and substance use and health promotion	Prof. Şeyda Özbıçakcı	Lecture, discussion, question and answer, ppt
10.	Health promotion for school children Health promotion during adolescent	Prof. Şeyda Özbıçakcı	Lecture, discussion, question and answer, ppt
11.	National and international health promotion organizations, examples	Prof. Şeyda Özbıçakcı	Lecture, discussion, question and answer, ppt
12.	Health promotion during newborn and baby period Health promotion during childhood	Prof. Meryem Öztürk Haney	Lecture, discussion, question and answer, ppt
13.	Health promotion during elderly period	Prof. Şeyda Özbıçakcı	Lecture, discussion, question and answer, ppt
14.	Nutrition and health promotion Physical activity, sleep and health promotion	Prof. Meryem Öztürk Haney	Lecture, discussion, question and answer, ppt
15.	Health promotion during adult and women	Prof. Meryem Öztürk Haney	Lecture, discussion, question and answer, ppt
	Final	Prof. Meryem Öztürk Haney	
	Resit Exam	Prof. Şeyda Özbıçakcı	

ECTS Table:			
Course activities	Number	Duration (Hour)	Total work load (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	LO1,2	LO 1,2,3,4	LO 5,6,7	LO 7		LO 4	

Table 3. HEF 2103 Health Protection And Promotion Course Contents And Learning Outcomes Matrix								
Course Learning Outcomes								
Week	Weekly Course Contents	1- To be able to associate health and health related concepts	2- To be able to evaluate risk factors and the factors affecting health	3 - To be able to aware of individual health behaviors and taking responsibility for their health	4 - To be able to learn healthy lifestyle behaviors and exhibiting them in their own life	5 - To be able to explain nurses role on health promotion and protection .	6 - To be able to define health promotion practices according to their life periods	7 - To be able to explain the importance of the behavior change process to gain the positive health behavior
1	Health promotion concepts	X	X	X	X	X	X	X
2	National and international policies and strategies in the health promotion,	X	X	X	X	X		

Table 3. HEF 2103 Health Protection And Promotion Course Contents And Learning Outcomes Matrix

3	Factors affecting the health promotion	X	X	X	X	X	X	X
4	Factors affecting the health promotion: Environment	X	X	X	X	X	X	X
5	Media and Culture	X	X		X	X		X
6	Nurses' roles in improving health health promotion, social support	X	X	X	X	X	X	X
7	Stress management and health promotion	X	X	X	X	X	X	X
8	Tobacco use and health promotion	X	X	X	X	X	X	X
9	Health promotion during school aged, adolescent	X	X	X	X	X	X	X
10	National and international health promotion organization s, examples	X	X	X	X	X	X	X
11	Health promotion during childhood	X	X	X	X	X	X	X
12	Health promotion during elderly	X	X	X	X	X	X	X
13	Nutrition-Physical activity and health promotion	X	X	X	X	X	X	X
14	Health promotion during adulthood	X	X	X	X	X	X	X

4.2.6.12. HEF 2104 Disadvantaged Children

HEF 2104 DISADVANTAGED CHILDREN 2025-2026 SPRING 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 Name: Disadvantaged Children
Course Level: Bachelor's Degree				Course Code: HEF 2104
Form Submitting/Renewal: 19.02.2026				Course Status: Elective
Language of Instruction: Turkish				Instructor/s: Prof. Murat BEKTAŞ Prof. Gülçin ÖZALP GERÇEKER Asst. Prof. Emine Zahide ÖZDEMİR
				Prerequisite to: None
Weekly Course Hours: 2				Course Coordinator: Asst. Prof. Emine Zahide ÖZDEMİR
Theory	Practice	Laboratory	Presentation	National Credit: 2
2	0	0	0	ECTS Credit: 2
Section/Students per Section	Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
1/14	-	-	-	14
Course Objective: The aim of this course is to raise awareness among nursing students about the concept of disadvantaged and special needs children, the situation of disadvantaged children in our country, and the services and legal regulations for these children.				
Course Learning Outcomes: LO1.Ability to define disadvantaged children LO2.Knowing the situation of disadvantaged children in the world and in Turkey LO3.Ability to identify the needs of disadvantaged children LO4.Knowing the legal regulations for disadvantaged children and their families LO5.Knowing the services for disadvantaged children and their families LO6.Knowing the growth and development process of children with special needs LO7.Ability to define the health and education needs of children with special needs LO8.Knowing the situation of children with special needs and their caregivers LO9.Knowing health policies for disadvantaged children and children with special needs				
Learning and Teaching Strategies: Class participation, presentation, discussion, self-learning ,question-answer, video presentation, watching movie and interpreting, group work,				
Assessment Methods: (Assessment method shall correspond to learning outputs and teaching techniques being used during the course)				
			If used, check as (X).	Percentage (%)
Intra-Semester / Semester-End Studies				
Midterm exam			X	50%
Clinical Practice and Case Report/presentation				
Quiz				
Homework, Assignments				
Projects			X	50%
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

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

Recommended Resources for the Course:

- 1.Yalçın H. (2021). Dezavantajlı Çocuklar. KTO Karatay Üniversitesi Yayınları. Konya.
- 2.Öcal A (2015). Dezavantajlı Gruplar ve Sosyal Bilgiler. PEGEM, Ankara.
- 3.Kahraman, F., & Kahraman, A. B. (2017). Dezavantajlılığın çocuk halleri: Dünyada ve Türkiye’de dezavantajlı gruplarda yer alan çocukların durumu.
- 4.Aykurt, A. Y. (2020). 21. Yüzyıl da Sosyal Sorunlar ve Dezavantajlı Gruplar. Journal of Awareness (JoA), 5(3), 427-448.
- 5.Şen, B. (2021). Mevcut kimliğine göre dezavantajlı çocuklar. Edt: Dilek Erol. Erken çocukluk döneminde dezavantajlı çocuklar içinde. Ankara: Eğiten Kitap.
- 6.Yüksel, M., Adıgüzel, O., & Yüksel, H. (2014). Dünyada ve Türkiye’de Sosyal Politika Temelinde Dezavantajlı Bir Grup Olarak Çocuk İşçiler Realitesi. Kastamonu Üniversitesi İktisadi Ve İdari Bilimler Fakültesi Dergisi, 6(4), 23-34.

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. Murat BEKTAŞ
02324124782 murat.bektas@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)

Week	Topics	Lecturer	Training Method and Material
1.	Course Introduction Concept of Disadvantaged Child	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion,question-answer
2.	Legal Regulations for Disadvantaged Children and Services for Disadvantaged Children	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion,question-answer
3.	The Situation of Disadvantaged Children in the World and in Türkiye	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion,question-answer
4.	Neglect, Abuse and Child Monitoring Centers	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion,question-answer
5.	Street children	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion,question-answer
6.	Legal Legislation Regarding Foster Family and Adoption	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion,question-answer
7.	Situation of Children in Institutional Care	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion,question-answer
8.	MIDTERM EXAM Asst. Prof. Emine Zahide ÖZDEMİR		
9.	Project Presentation (Social Awareness of Children with Special Needs)	Asst. Prof. Emine Zahide ÖZDEMİR	Group Work, Research, Self-Learning,
10.	Situation of Children with Special Needs and Families	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion,question-answer
11.	Health Needs of Children with Special Needs	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion, research, question-answer,

			watching movie and interpreting
12.	Educational Needs of Children with Special Needs	Asst. Prof. Emine Zahide ÖZDEMİR	Class participation, presentation, discussion, research, question-answer, watching movie and interpreting
13.	Project Presentation (Social Awareness of Children with Special Needs)	Asst. Prof. Emine Zahide ÖZDEMİR	Group Work, Research, Self-Learning
14.	Project Presentation (Social Awareness of Children with Special Needs)	Asst. Prof. Emine Zahide ÖZDEMİR	Group Work, Research, Self-Learning
15.	Project Presentation (Social Awareness of Children with Special Needs)	Asst. Prof. Emine Zahide ÖZDEMİR	Group Work, Research, Self-Learning

ECTS Table			
Course Activities	Number	Duration (Hour)	Total Work Load (hour)
In Class Activities			
Lecture/presentation	10	2	20
Exams			
Final	-	-	-
Mid-term	1	2	2
Project Final Presentation	1	2	2
Out Class activities			
Preparations before/after weekly lectures	10	1	10
Preparation for midterm exam	1	5	5
Preparation for final exam			
Project preparation	4	4	16
Total Work Load	55		
Total Work Load (hour)/25	55/25		
Total ECTS Credit	2 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 2104 Disadvantaged Children	2	2	1	2	3	0	2	3	3	1	1	2	0

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 2104 Disadvantaged Children	LO 1, 2, 3, 4	LO 1, 2, 3, 4, 6	LO 4, 5	LO 4, 5, 6	LO 4, 5, 6, 7, 8, 9	0	LO 4, 5, 7, 8, 9	LO 1, 3, 5, 7, 8, 9	LO 1, 3, 5, 6, 7, 8	LO 1, 2, 4, 5	LO 7, 8, 9	LO 5, 7, 8, 9	0

Table 3. HEF 2104 Disadvantaged Children Course Contents and Learning Outcomes Matrix

Week	Weekly Course Contents	Learning Outcomes								
		1. Ability to define disadvantaged children	2. Knowing the situation of disadvantaged children in the world and in Turkey	3. Ability to identify the needs of disadvantaged children	4. Knowing the legal regulations for disadvantaged children and their families	5. Knowing the services for disadvantaged children and their families	6. Knowing the growth and development process of children with special needs	7. Ability to define the health and education needs of children with special needs	8. Knowing the situation of children with special needs and their caregivers	9. Knowing health policies for disadvantaged children and children with special needs
	Course Introduction Concept of Disadvantaged Child	X								
	The Situation of Disadvantaged Children in the World and in Türkiye	X	X	X						
	Legal Regulations for Disadvantaged Children and Services for Disadvantaged Children	X	X	X	X	X				X
	Neglect, Abuse and Child Monitoring Centers	X	X	X	X	X				X
	Street children	X	X	X	X	X				X
	Legal Legislation Regarding Foster Family and Adoption	X	X	X	X	X			X	X
	Midterm Exam	X	X	X	X	X		X	X	X
	Situation of Children in Institutional Care	X	X	X	X	X	X			X
	Situation of Children with Special Needs and Families	X	X	X	X	X	X	X	X	X
	Health Needs of Children	X	X	X	X		X	X		X

	with Special Needs									
	Educational Needs of Children with Special Needs	X	X	X	X		X	X		X
	Project Presentation (Social Awareness of Children with Special Needs)	X	X	X	X	X	X	X	X	X
	Project Presentation (Social Awareness of Children with Special Needs)	X	X	X	X	X	X	X	X	X
	Project Presentation (Social Awareness of Children with Special Needs)	X	X	X	X	X	X	X	X	X
	Project Presentation (Social Awareness of Children with Special Needs)	X	X	X	X	X	X	X	X	X

4.2.6.13. HEF 2105 Developing Nursing Care Behavior

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

4.2.6.14. ERA 2000 Environmental Health and Sustainability

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

4.2.6.15. HEF 2112 Health Sociology

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

THIRD YEAR SPRING SEMESTER

COMPULSORY COURSES

4.3. THIRD YEAR SPRING SEMESTER COURSE DESCRIPTION FORM

4.3.1. HEF 3064 Community Health Nursing

HEF 3064 COMMUNITY HEALTH NURSING 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty of Nursing		Department(s) Taking the Course: Faculty of Nursing	
Name of the Department: Nursing		Course Name: Community Health Nursing	
Course Level: Bachelor		Course Code: HEF 3064	
Form Submitting/Renewal Date: February 2026		Course Status: Compulsory	
Language of Instruction: Turkish		Instructor/s: Prof. Gulendam KARADAG Prof. Seyda ÖZBİCAKCI Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	
Prerequisite: HEF 3061, HEF 3063		Prerequisite to: HEF 4091, HEF 4090	
Weekly Course Hours: 6		Course Coordinator: Assoc. Prof. Burcu CENGİZ	
Theory 6	Practice 10	Laboratory -	National Credit: 8
			ECTS Credit: 15
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2/75-137	6/30-31	-	212
Course Objective: In this course, it is aimed to gain students the knowledge, skills and competencies to practice nursing attempts related to health protection and development in provision of primary health services.			
Course Learning Outcomes: LO1. The student can discuss socio-economic and cultural issues that affect individual, family and community health in the world and in our country. LO2. The student knows the basic concepts and principles related to Community Health Nursing. LO3. The student provides evidence-based nursing care in accordance with cultural and ethical values in order to avoid problems, improve health and rehabilitate using risk approaches according to life periods in primary health services. LO4. The student can evaluate primary health issues as a bio-psycho-social whole and develops training programs that reduce health risks. LO5. The student makes inter-sectoral collaboration to meet health requirements.			
Learning and Teaching Strategies: Discussion, presentations, role plays, concept map, PICO, Jamboard, Kahoot, Crossword, Video, Article, Word Cloud			
Assessment Methods: If needed, other assessment methods can be added to the table given below.			
		If used, check as (X).	Grading (%)
Semester Requirements			
1. Mid-term exam		X	%50
Clinical Practice		X	%50
Projects			
Laboratory work			
Final Exam		X	%50
Assessment Criteria			

During the semester, course evaluation will be made with 1 homework, 1 midterm homework and 1 final or make-up paper. Mid- Term Exam: 50% of 1 homework grade +1 midterm exam will consist of 50% of the homework grade.

Semester grade: 50% of mid-term exam+ 50% of Clinical Practice note

Course Success Grade: 50% of semester grade note+ 50% of the final or Resit Examgrade Minimum course grade: It is 60 out of 100 full marks.

Minimum Final and Resit Examgrade: It is 50 out of 100 full marks.

Evaluation Criteria: Applied Vocational Courses- 1 (1 visa)

Textbook(s)/References/Materials:

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

Course Outline

Week	Subject	Lecturer	Training Method and Material Used
1.	Health Organization, Community Health Nursing, Health transformation program	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Article Straight Lecture Question answer Discussion
	Community Health Nursing	Prof. Güldam KARADAĞ Prof. Seyda ÖZBİCAKCI	Discussion Article Lecture Question Answer
2.	Family nursing	Prof. Güldam KARADAĞ Prof. Seyda ÖZBİCAKCI	Discussion Article Lecture Question Answer Case examples
	Family planning	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Straight Lecture Question answer Case examples
3.	Early diagnosis	Assoc. Prof. Burcu CENGİZ Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
	Society Diagnostic	Prof. Güldam KARADAĞ Prof. Meryem ÖZTÜRK HANEY	Straight Lecture Question answer Discussion
4.	School health	Prof. Güldam KARADAĞ Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
	Electronic health records	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Straight Lecture Question answer Discussion

5.	Geriatric health	Assoc. Prof. Burcu CENGİZ Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion, video
	Home accident	Prof. Gulendam KARADAG Prof.Dr.Meryem ÖZTÜRK HANEY	Straight Lecture Question answer Discussion
6.	Health literacy	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Straight Lecture Question answer Discussion
7.	Vulnerable groups	Prof. Gulendam KARADAG Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
	Occupational health	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Straight Lecture Question answer Discussion
8.	Health Promotion	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Straight Lecture Question answer Discussion
	Public nutrition	Prof. Gulendam KARADAG Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
9.	Mid term exam		
10.	Home care	Assoc. Prof. Burcu CENGİZ Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
	Global health and international institutions and organizations	Prof. Gulendam KARADAG Prof. Meryem ÖZTÜRK HANEY	Straight Lecture Question answer Discussion
11.	Transcultural nursing	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Straight Lecture Question answer Discussion
	Community Mental Health	Prof. Gulendam KARADAG Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
12.	Genetic Consultancy	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Straight Lecture Question answer Discussion
	Health Literacy	Prof. Gulendam KARADAG Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
13.	Infectious Disease	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Straight Lecture Question answer Discussion
	Immunization	Prof. Gulendam KARADAG Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
14.	Environment Health	Prof. Gulendam KARADAG Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
	Sustainability	Prof. Meryem ÖZTÜRK HANEY Assoc. Prof. Burcu CENGİZ	Straight Lecture Question answer Discussion
15.	Prison And Detention Nursing Nursing In Extraordinary Situations	Assoc. Prof. Burcu CENGİZ Prof. Seyda ÖZBİCAKCI	Straight Lecture Question answer Discussion
	Final Exam Resit Exam		

ECTS Table			
Course Activities	Number	Duration (hour)	Total Work Load (hour)
In Class Activities			
Lectures	14	6	84
Clinical Practice	14	10	140
Exams			
Mid-term	1	2	2
Final	1	2	2
Homework/Project			
Out Class activities			
Preparation before/after weekly lectures	14	4	56
Preparation for Mid-term Exam	1	36	36
Preparation for Final Exam	1	50	50
Preparation for Homework/Project			
Presentation Preparation			
Total Work Load (hour)			370
ECTS Credits of Course= Total Work Load (hour) / 25 1 ECTS Credits = 25 hours workload			370/25= 15

Table 1. Contribution of Course Learning Outcomes to Program Outcomes 0- no contribution 1-has little contribution 2-has a moderate contribution 3-has full contribution													
Program 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 3064 Community Health Nursing	3	1	3	3	3	2	3	3	3	2	1	1	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 3064 Community Health Nursing	LO 1,2,3		LO 3,4	LO 2,3,4	LO 2,4	LO 3	LO 3	LO 4,5	LO 3,4	LO 2,3,4	LO 5	LO 5	

Table 3. HEF 3064 Community Health Nursing Course Contents and Learning Outcomes Matrix						
Week	Weekly course content	Lessons outcomes				
		1.The student can discuss socioeconomic and cultural issues that affect individual, family and community health in the world and in our country.	2.The student knows the basic concepts and principles related to Community Health Nursing.	3.The student provides evidencebased nursing care in accordance with cultural and ethical values in order to avoid problems, improve health and rehabilitate using risk approaches according	4.The student can evaluate primary health issues as a biopsychosocial whole and develops training programs that reduce health risks.	5.The student makes intersectoral collaboration to meet health requirements.

				to life periods in primary health services.		
1.	Health Organization, Community Health Nursing, Health transformation program Community Health Nursing		X			
2.	Family nursing Family planning		X			
3.	Early diagnosis Society Diagnostic	X	X			
4.	School health Electronic health records	X		X		
5.	Geriatric health Home accident			X		
6.	Health literacy Vulnerable groups			X		
7.	Vulnerable groups Occupational health		X	X		
8.	Health Promotion Public nutrition	X				X
9.	Home care Global health and international institutions and organizations	X		X		
10.	Transcultural nursing Community Mental Health	X			X	X
11.	Genetic Consultancy Health Literacy				X	X
12.	Infectious Disease Immunization	X			X	

13.	Environment Health Sustainability		X		X	
14.	Prison And Detention Nursing Nursing In Extraordinary Situations	X				

4.3.2. HEF 3066 Mental Health and Psychiatric Nursing

HEF 3066 MENTAL HEALTH AND PSYCHIATRIC NURSING 2025-2026 SPRING SEMESTER			
Department(s) Giving the Course: Faculty Of Nursing		Department(s) Taking the Course: Faculty Of Nursing	
Name of the Department: NURSING		Course Name: HEF 3066 MENTAL HEALTH AND PSYCHIATRIC NURSING	
Course Level: Bachelor		Course Code: HEF 3066	
Form Submitting/Renewal Date: 24.02.2026		Course Status: Compulsory	
Language of Instruction: Turkish		Instructor/s: Prof. Zekiye Çetinkaya Duman Prof. Neslihan Günüşen Assoc. Prof. Sibel Coşkun Asst. Prof. Gülsüm Zekiye TUNCER Dr. Abdurrahman YAKIŞIR	
Prerequisite: HEF 2090 HEF 2091		Prerequisite to: HEF 4119 HEF 4098	
Weekly Course Hours: 11		Course Coordinator: Asst. Prof. Gülsüm Zekiye TUNCER	
Theory	Practice	Laboratory	National Credit: 11
6	10	-	ECTS Credit: 15
Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
2/108-110	10/20-25	-	218
Course Objective: The purpose of this course is to train nurses who can address individuals holistically by evaluating bio-psychosocial factors that affect mental health development, provide nursing care using concepts specific to mental health and psychiatric nursing in order to improving the mental health and treating to mental health problems.			
Course Learning Outcomes: LO1. The student can fulfill his or her role and responsibilities as a nurse to protect, develop and improve mental health. LO2. The student can carry out the nursing process using the knowledge and skills specific psychiatric nursing during individual, family and community care. LO3. The student can assess the individual, family and community by identifying them holistically. LO4. The student can take responsibility related to nurse's role in the mental illness treatment, adaptation to the treatment, implementation of the treatment and monitoring the effects of the treatment on the patient. LO5. The student has positive attitudes towards individuals with mental illness and psychiatric nursing.			
Learning and Teaching Strategies:			

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

Assessment Methods: If needed, other assessment methods can be added to the table given below.

	If used, check as (X).	Grading (%)
Semester Requirements		
Mid-term exam	X	%50
Quiz		
Homework Assignments/ Presentation		
Projects		
Laboratory work		
Final Exam	X	%50
Clinical Practice	X	%50

Further Notes about Assessment Methods: (If the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu)

Explanations on Evaluation Methods:

Mid-term grade: 50% of the midterm exam + 50% of the application grade

Course Success Grade: 50% of the semester grade + 50% of the final or Resit Examgrade

Minimum course grade: 60 out of 100 full grades

Minimum final and Resit Examgrade: 50 out of 100 full grades

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

Recommended Readings:

1. Carpenito JL. Hemşirelik Tanıları El Kitabı. Çev. Erdemir F., Nobel Tıp Kitabevleri, 10. Baskı, İstanbul, 2005.
2. Çam O, Engin E. Ruh Sağlığı Hastalıkları Hemşireliği Bakım Sanatı. İstanbul Tıp Kitabevi, 1. Baskı İstanbul, 2014.
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19. Barlas GÜ, Işıl Ö. Kronik şizofren hastalarda psikososyal beceri eğitiminin etkinliğinin değerlendirilmesi Maltepe Üniversitesi Hemşirelik Bilim ve Sanatı Dergisi, Sempozyum Özel Sayısı, 2010.

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26. Oflaz F. Psikiyatri kliniğinde tedavi edici ortam kavramı ve hemşirenin sorumlulukları Anadolu Psikiyatri Dergisi, 2006; 7:55-61.
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Course Policies and Rules: Optional, if the instructor needs to add some explanation or further note, this column can be selected from the DEBIS menu.

Contact Details for the Instructor: Assistant Prof. Gülsüm Zekiye TUNCER gulsum.damlarkaya@deu.edu.tr

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

Week	Topics	Instructor	Training Method and Material Used
1.	-Course Introduction -Psychosocial Diagnosis and Mental Status Assessment	Prof. Zekiye Çetinkaya Duman	Lecture, question and answer, case discussion, Kahoot application
2.	-Basic Concepts in Mental Health, Historical development, roles and responsibilities of mental health and psychiatric nursing	Assoc. Prof. Sibel Coşkun	Lecture, question and answer, interview video demonstration
3.	Therapeutic setting in psychiatric clinics, Observation Interview	Prof. Zekiye Çetinkaya Duman	Lecture, question and answer, discussion, video demonstration
4.	Mental problems in physical illnesses, crisis and CLP	Prof. Neslihan Günşen	Lecture, question and answer, case discussion
5.	Anxiety disorders and nursing approaches	Prof. Neslihan Günşen	Lecture, question and answer, case discussion, laboratory (relaxation and deep breathing exercises)
6.	Schizophrenia and psychotic disorders and nursing approaches	Prof. Zekiye Çetinkaya Duman	Lecture, question and answer, case discussion, video demonstration, laboratory (approach to the individual with delusions and hallucinations)
7.	Mood disorders and nursing approaches	Assoc. Prof. Sibel Coşkun	Lecture, question and answer, case discussion, laboratory (approach to the individual at risk of aggression)
8.	Psychotropic drugs, adherence to treatment and ECT	Prof. Neslihan Günşen	Lecture, questions and answers, case discussions, video excerpts (excerpts from individual and group counseling)
9.	Midterm Exam	Asst. Prof. Gülsüm Zekiye Tuncer	

10.	Stress and psychosomatic diseases, eating disorders and nursing approaches	Asst. Prof. Gülsüm Zekiye Tuncer	Lecture, question and answer, case discussion
11.	Psychiatric rehabilitation, Psychosocial therapeutic interventions, Family interventions Evidence-based practices	Prof. Zekiye Çetinkaya Duman	Lecture, question and answer, case discussion, video demonstration
12.	Addiction and nursing approaches Psychiatric Emergencies	Assoc. Prof. Sibel Coşkun	Lecture, question and answer, case discussion, video demonstration, Kahoot application
13.	Preventive mental health, protecting and promoting mental health, Risk groups Fighting Stigma	Asst. Prof. Gülsüm Zekiye Tuncer	Lecture, question and answer, video demonstration
14.	Nursing approaches to personality disorders Fighting Stigma	Research Asst. PhD Abdurrahman YAKIŞIR	Lecture, question and answer, video demonstration
15.	Legal and ethical dimension in psychiatry (2 hours) Child and Adolescent Mental Health (4 hours) -Course Evaluation	Prof. Neslihan Günüşen Assoc. Prof. Sibel Coşkun	Lecture, question and answer, case discussion, video demonstration,

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

Table 1. Contribution of Course Learning Outcomes to Program Gains													
Compulsory courses	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 3066 Mental Health and Psychiatric Nursing	3	2	3	3	3	1	3	2	3	3	1	2	

Table 2. The Relationship between Course Learning Outcomes and Program Outcomes													
Compulsory courses	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13

HEF 3066 Mental Health and Psychiatric Nursing	LO 1, 2, 3, 4, 5	LO 1, 2, 3, 4	LO 1, 2, 3, 4, 5	LO 1, 2, 3, 4, 5	LO 1, 2, 3, 4, 5	LO 1, 5	LO 1, 2, 3, 4, 5	LO 1, 2, 3, 4	LO 1, 2, 3, 4, 5	LO 1, 2, 3, 4, 5	LO 1, 2, 3, 4, 5	LO 5	LO 1, 2, 5	
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Table 3. HEF 3066 Mental Health and Psychiatric Nursing Course Contents and Learning Outcomes Matrix

Learning Outcomes of The Course						
Week	Topics	1. The student can fulfill his or her role and responsibilities as a nurse to protect, develop and improve mental health.	2. The student can carry out the nursing process using the knowledge and skills specific psychiatric nursing during individual, family and community care.	3. The student can assess the individual, family and community by identifying them holistically.	4. The student can take responsibility related to nurse's role in the mental illness treatment, adaptation to the treatment, implementation of the treatment and monitoring the effects of the treatment on the patient.	5. The student has positive attitudes towards individuals with mental illness and psychiatric nursing.
1	-Course Introduction -Psychosocial Diagnosis and Mental Status Assessment	X	X	X		X
2	-Basic Concepts in Mental Health, Historical development, roles and responsibilities of mental health and psychiatric nursing	X	X	X	X	
3	Therapeutic setting in psychiatric clinics, Observation Interview	X	X	X	X	X
4	Mental problems in physical illnesses, crisis and CLP	X	X	X	X	
5	Anxiety disorders and nursing approaches	X	X	X	X	X
6	Schizophrenia and psychotic disorders and nursing approaches	X	X	X	X	X
7	Mood disorders and nursing approaches	X	X	X	X	X
8	Psychotropic drugs, adherence to treatment and ECT	X	X	X	X	
9	Psychiatric rehabilitation,	X	X	X	X	X

Table 3. HEF 3066 Mental Health and Psychiatric Nursing Course Contents and Learning Outcomes Matrix

	Psychosocial therapeutic interventions, Family interventions Evidence-based practices					
10	Preventive mental health, protecting and promoting mental health, Risk groups and Elderly mental health	X	X	X	X	X
11	Stress and psychosomatic diseases, eating disorders and nursing approaches	X	X	X	X	X
12	Addiction and nursing approaches Psychiatric Emergencies	X	X	X	X	X
13	Nursing approaches to personality disorders	X	X	X	X	
14	Legal and ethical dimension in psychiatry (2 hours) Child and Adolescent Mental Health (4 hours) -Course Evaluation	X	X	X	X	X
	Clinical Practice	X	X	X	X	X

FOURTH YEAR SPRING SEMESTER

COMPULSORY COURSES

4.4. FOURTH YEAR SPRING SEMESTER COURSE DESCRIPTION FORM

4.4.1. HEF 4098 Nursing Care Management II

HEF 4098 NURSING CARE MANAGEMENT II 2025-2026 SPRING SEMESTER				
Department(s) Giving the Course: DEU Faculty of Nursing			Department(s) Taking the Course: Faculty of Nursing	
Department Name: Nursing			Course Name: Nursing Care Management II	
Course Level: Bachelor			Course Code: HEF 4098	
Form Preparation/Renewal Date: 09.02.2026			Course Type: Compulsory	
Language of Instruction: Turkish				
Course Prerequisite: HEF 3061 HEF 3063 HEF 3064 HEF 3066			Course Instructor(s): Faculty members related to the course	
Weekly Class Hours: 28 Hours			Course Coordinator: Asst. Prof. Emine Zahide ÖZDEMİR	
INTERN	Theory	Clinical Practice	Lab	Course National Credit: 4+30
	4	30	0	Course ECTS Credits: 23
	Section/Students per Section	Section/Students per Section	Section/Students per Section	Number of Students Enrolled in the Course
	10/11-31	-	-	
1. HEF 1052 Fundamentals of Nursing	1/31	-	-	
2. Internal Medicine Nursing	2/15-16	-	-	
3. Surgical Nursing	2/14-15	5/ 5-10	4/7-8 (Simülasyon)	
4. Women's Health and Diseases Nursing	2/14-15	-	-	
5. Child Health and Diseases Nursing	2/14-16	5/5-7	2/14-16	
6. Mental Health and Psychiatric Nursing	1/27		-	
7. Public Health Nursing	2/14-14	-	-	
8. Oncology Nursing	1/24	-	-	

9. Nursing Education	1/33	-	-	
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.				
Course 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 analyze health policies and legal obligations in nursing practices produce solutions to ethical problems encountered.. LO7. The student can review and use health care information systems and technological developments in the execution of care. LO8. The student can put his or her evidence-based practice knowledge into practice.				
Learning and Teaching Methods: Participation in course, presentation, discussion, question-answer, reflection, selflearning, case study, reflection, concept map, clinical practice.				
Evaluation Methods: (The assessment method should be consistent with the learning outcomes and teaching techniques used in the course.)				
			If applicable, mark with (X).	Percentage (%)
Midterm/Final Assignments				
Midterm Exam			X	
Application (Case presentation, portfolio, clinical practice evaluations, etc.)			X	70%
Final Exam			X	30%
Explanations Regarding Evaluation Methods: Midterm Exam Grade: Case Presentation Grade Midterm grade: 20% of the midterm exam grade + 80% of the practical application grade (nurse grade 5%, instructor grade 50%, case presentation grade 30%, practical portfolio evaluation 15%) Course Success Grade: 70% of the midterm grade + 30% of the final or Resit Examgrade The minimum passing grade for the course is 60 out of 100. The minimum passing grade for the final and make-up exams is 50 out of 100.				
Evaluation Criteria: (Which dimensions of learning outcomes are measured using which evaluation criteria? Evaluation criteria should be linked to learning methods.) In their assignments/case presentations, students are assessed on their ability to describe, analyze, plan, make decisions, implement initiatives, evaluate, collaborate, access information, and create change. Exams assess skills such as interpretation, recall, decision-making, explanation, classification, and combining information. This course is part of the Applied Vocational Courses-1 (1 midterm exam). Evaluation will be based on rubrics and assessment criteria prepared for the activities included in the portfolio. Case presentations will be evaluated using the Case Presentation Evaluation Form.				
Recommended Resources for the Course: 1. Akçakaya A (Ed). Palliative Care and Medicine. Istanbul Medical Bookstore, 2019. 2. Aksayan, S. et al. Public Health Nursing Handbook, Vehbi Koç Foundation Publications, No:14, 1998. 3. Aştı TA; Karadağ A. Fundamentals of Nursing 1, Akademi Publishing, 2014. 4. Ay FA (Ed). Fundamental Concepts and Skills in Healthcare Practice. 4th edition, Nobel Medical Bookstore, 2014. 5. Çam O, Engin E (Eds). Mental Health and Psychiatric Nursing. Istanbul Medical Bookstore, 2014. 6. Can G (Ed.), Evidence-Based Symptom Management in Oncology Nursing, Mavi İletişim Danışmanlık AŞ Medical Publishing, 2007. 7. Can G (Ed.) Oncology Nursing, Nobel Medical Bookstore, 2014. 8. Can G. Evidence-Based Palliative Care in Cancer Patients. Consensus, 2017.				

- 9.Güler Ç., Akın A. Basic Information on Public Health, Hacettepe University Publications. 2006
- 10.Littleton YL Maternity Nursing Care . Thompson Delmar Learning, New York , 2005.
- 11.Moyet C. Handbook of Nursing Diagnoses (Translated by F. Erdemir), Nobel Medical Bookstore, 2012.
- 12.Öztürk O, Uluşahin A. Mental Health and Disorders. Nobel Medical Bookstores. Ankara, 2018.
- 13.Sellman D. Becoming a Good Nurse (Translated by N. Kanan, Ö. Anđ), Güneş Medical Bookstore, Ankara, 2016.
- 14.Stuart GW. Principles and Practice of Psychiatry Nursing . Mosby Elsevier , Missouri, USA. 2012.
- 15.Taşkın L. Obstetrics and Women's Health Nursing, Academic Medical Bookstore, 13th Edition, 2016.
- 16.Üstün B, Demir S. Communication in Nursing. Akademi, 2019.
- 17.Yıldırım Y, Fadiloğlu Ç (Eds). Palliative Care Symptom Management and End-of-Life Care, Nobel Kitabevi, 2017.
- 18.Wilkinson JM. Pearson Nursing Diagnoses Handbook (Translated and edited by S. Kapucu , İ. Akyar, F. Korkmaz), Pelikan Publishing House , 2018.
- 19.Özçelik et al. Rights and Responsibilities in Nursing, THD publication, 2006.
- 20.Karadakovan A, Aslan FE. Care in Internal and Surgical Diseases, 1st Edition, Nobel Bookstore, 2011.

Course Policies and Rules: (Instructors can use this heading if they wish to provide clarification)

Course Content: (Exam dates will be finalized and announced during the course period)

Weeks	Topics	Instructor who teaches the class Employee*	Learning and Teaching Methods
1.	Presentation, discussion, course application.	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
2.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
3.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
4.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
5.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
6.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
7.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
8.	Midterm Exam		

9.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
10.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
11.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
12.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
13.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
14.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning
15.	Department related case presentations, Discussion, Clinical practice Lecture, presentation, question and answer, discussion, case report, concept map, self learning	Related Department's Instructor	Lecture, presentation, question and answer, discussion, case report, concept map, self learning

ECTS Table			
Course Activities	Number	Duration (Hours)	Total Workload (Hours)
In Class Activities			
Lectures	14	4	56
Clinical Practice	14	30	420
Group work	1	4	4
Exams			
Final Exam	1	2	2
Midterm Exam	1	2	2
Activities			
Web Search and library research.	14	1	14
Preparation before/after weekly lectures	14	1	14
Preparing a case presentation	1	14	14
Midterm exam preparation	1	20	20
Final exam and final exam preparation	1	26	26
Webinar (participation in panels)	1	3	3
Total Workload			575
Total ACTS			23 ECTS

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

0: no contribution 1: slight 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 4098 Nursing Care Management II	3	3	2	3	3	1	3	3	3	3	2	3	1

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

Learning Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HEF 4098 Nursing Care Management II	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 6,7,8,9	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 1,2,3,4,5,10

4.4.2. HEF 4121 Nursing Education

HEF 4121 NURSING EDUCATION 2025–2026 Academic Year, Spring Semester			
Unit(s) Offering the Course: Faculty of Nursing		Unit(s) Taking the Course: Faculty of Nursing	
Department: Nursing		Course Title: Nursing Education	
Course Level: Undergraduate		Course Code: HEF 4121	
Date of Preparation/Revision: 10.02.2026		Course Type: Compulsory	
Language of Instruction: Turkish		Course Instructor(s): Prof. Fatma VURAL Prof. Şeyda SEREN İNTEPELER Assoc. Prof. Havva ARSLAN YÜRÜMEZOĞLU Assist. Prof. Hasan Fehmi DİRİK Res. Assist. Dr. Taner ONAY	
Course Prerequisite: -		Course for Which This Course Is a Prerequisite: -	
Weekly Course Hours: 10		Course Coordinator (responsible for course entries): Prof. Fatma VURAL	
Theory	Practice	Laboratory	National Course Credit: 7
4	6	0	ECTS Credit: 7
Section / Number of Students	Section / Number of Students	Section / Number of Students	Number of Students Enrolled:
2/118-140	15/-	-	258
Course Objective: This course aims to equip students with the knowledge and skills required to plan, implement, and evaluate educational processes in nursing effectively; assess educational needs; and use appropriate teaching methods, tools, and materials throughout these processes.			
Course Learning Outcomes: LO1. Define the fundamental approaches, theories, and models of educational sciences. LO2. Analyse teaching methods used in health education and prepare a needs assessment report. LO3. Design effective and creative instructional materials appropriate for nursing education. LO4. Critically evaluate teaching methods and select appropriate tools. LO5. Design, implement, and evaluate a comprehensive health education program.			
Learning and Teaching Methods: Visually supported lectures, case discussions, group discussions, brainstorming, question-and-answer sessions, and video-assisted instruction.			
Assessment Methods: (The assessment methods must be aligned with the course learning outcomes and the teaching methods used in the course.)			
		Mark with an X, if applicable	Percentage (%)

In-Semester / End-of-Semester Activities		
Midterm Examination	X	20%
Quiz		
Assignment/Presentation	X	25%
Project		
Practice	X	25%
Final Examination	X	30%
Course Participation		
Explanations Regarding the Assessment Methods: 1. Midterm examination 2. Final examination 3. Practice 4. Assignment/Presentation The final course grade is calculated as follows: 20% midterm examination, 25% assignment/presentation, 25% practice, and 30% final examination.		
Assessment Criteria: Examinations, assignments, presentations, and practical activities assess students' abilities to acquire knowledge, interpret, recall, make decisions, solve problems, think critically, explain, classify, and integrate information.		
Recommended Course Resources: Core resources: 1. Hacıalioğlu, N. (2011). Teaching, Learning and Education in Nursing. Nobel Medical Bookstores, Istanbul. 2. Arslan, S., & Kuzu Kurban, N. (Trans. Eds.). (2015). Teaching and the Role of the Educator in Nursing. Anı Publishing, Ankara. 3. Akyüz, A., Tosun, N., Yıldız, D., & Kılıç, A. (2007). Reflection of the nurses on their responsibilities and the students' working system during clinical teaching. TAF Preventive Medicine Bulletin, 6(6), 459–464. 4. Karaöz, S. (2003). A general overview of clinical teaching in nursing and recommendations for effective clinical teaching. Journal of Nursing Research and Development, 5(1), 15–21.		
Course Policies and Rules: Students are expected to review the course materials in advance, attend the course prepared, and participate actively in classroom and practical activities. Examination dates are specified in the course schedule and may be updated when necessary.		
Course Instructor Contact Information: Res. Assist. Dr. Taner ONAY Tel.: +90 (232) 412 69 62 Email: taner.onay@deu.edu.tr		
Course Instructor Office Days and Hours: These vary according to the individual schedule prepared each semester. An appointment must be arranged in advance by email.		
Course Content: Examination dates will be stated in the course schedule. Once finalized, the dates may be subject to change.		
Week	Course Content	Instructor
1	Course introduction Scenario-based questioning and discussion	Res. Assist. Dr. Taner ONAY
2	Scenario-based learning approaches The learning process and approaches to learning Concepts, theories, and models related to learning and teaching	Res. Assist. Dr. Taner ONAY
3	Needs assessment in nursing education Why do we learn? Learning methods Andragogy and pedagogy	Res. Assist. Dr. Taner ONAY
4	Learning and the brain, learning domains, 21st-century competencies, and lifelong learning	Res. Assist. Dr. Taner ONAY
5	Educational program design	Res. Assist. Dr. Taner ONAY
		Teaching Methods
		Presentation, discussion
		Lecture, question-and-answer, discussion, case study
		Lecture, question-and-answer, discussion, case study
		Lecture, question-and-answer, discussion, case study
		Lecture, question-and-answer, discussion, case study

6	A positive learning environment and factors affecting learning Learners and learning styles; learner readiness Educator characteristics, educational content, instructional materials, and the learning environment	Res. Assist. Dr. Taner ONAY	Lecture, question-and-answer, discussion, case study
7	Educational technologies Use of technology in education Selection of educational technology tools	Res. Assist. Dr. Taner ONAY	Lecture, question-and-answer, discussion, case study
8	Digital learning platforms Gamification and microlearning Use of artificial intelligence in education	Res. Assist. Dr. Taner ONAY	Lecture, question-and-answer, discussion, case study
9	MIDTERM EXAMINATION I	Res. Assist. Dr. Taner ONAY	Written examination
10	Preparation of educational content and instructional materials	Res. Assist. Dr. Taner ONAY	Lecture, question-and-answer, discussion, case study
11	Preparation of educational content and instructional materials	Res. Assist. Dr. Taner ONAY	Lecture, question-and-answer, discussion, case study
12	Measurement and assessment in educational programs	Res. Assist. Dr. Taner ONAY	Lecture, question-and-answer, discussion, case study
13	Program evaluation in educational programs	Res. Assist. Dr. Taner ONAY	Lecture, question-and-answer, discussion, case study
14	Preparation of educational content and instructional materials In-class workshop	Res. Assist. Dr. Taner ONAY	Lecture, question-and-answer, discussion, case study
	FINAL EXAM	Res. Assist. Dr. Taner ONAY	Written examination
	RESIT EXAM	Res. Assist. Dr. Taner ONAY	Written examination

ECTS Workload Table:

Course-Related Activities	Number	Duration (hours)	Total Workload (hours)
In-Class Activities			
Lecture	14	4	56
Practice	14	6	84
Examinations (If an examination is administered during course hours, its duration must be deducted from the in-class activities.)			
Final Examination	1	2	2
Midterm Examination	1	2	2
Other short examinations, etc.	-	-	-
Assignment/Presentation	1	10	10
Out-of-Class Activities			
Weekly pre-/post-course preparation (e.g., reading course materials and articles)	14	1	14
Independent study (e.g., reading course materials and reviewing the literature)	-	-	-
Preparation for the midterm examination	1	4	4
Preparation for the final examination	1	4	4
Preparation for other short examinations	-	-	-

Assignment preparation	-	-	-
Presentation preparation	-	-	-
Other (please specify)	-	-	-
Total Workload (hours)			176
ECTS Credit			7
Total Workload (hours) / 25			
* A workload of 25 hours is equivalent to 1 ECTS credit.			

Table 1. Contribution of Course Learning Outcomes to Program Outcomes
0: no contribution, 1: very low, 2: low, 3: moderate, 4: high, 5: very high

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 4121 Nursing Education	4	0	4	5	5	5	3	3	5	4	0	4	0

Table 2. Relationship between Course Learning Outcomes and Program Outcomes

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 4121 Nursing Education	LO1,2,5	-	LO2,5	LO2,3,5	LO2,3,5	LO3,5	LO4,5	LO5	LO2,4,5	LO1,4	-	LO2,5	-

Table 3. HEF 4121 Nursing Education Course Content and Learning Outcomes Matrix

Week	Weekly Course Content	Course Learning Outcomes				
		1. Define the fundamental approaches, theories, and models of educational sciences.	2. Analyse teaching methods used in health education and prepare a needs assessment report.	3. Design effective and creative instructional materials appropriate for nursing education.	4. Critically evaluate teaching methods and select appropriate tools.	5. Design, implement, and evaluate a comprehensive health education program.
1	Course introduction; scenario-based questioning and discussion	X			X	
2	Learning process, learning approaches, theories, and models	X			X	
3	Needs assessment in nursing education; andragogy and pedagogy	X	X			
4	Learning and the brain, learning domains, 21st-century competencies, and lifelong learning	X			X	

5	Educational program design		X			X
6	Learning environment, learning styles, readiness, educator characteristics, content, and instructional materials		X	X	X	X
7	Educational technologies; technology tools and their selection			X	X	
8	Digital learning platforms, gamification, microlearning, and artificial intelligence			X	X	
10	Preparation of educational content and instructional materials			X	X	
11	Preparation of educational content and instructional materials			X	X	
12	Measurement and assessment in educational programs				X	X
13	Program evaluation in educational programs				X	X
14	Preparation of educational content and instructional materials: in-class workshop			X	X	X

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 - ∞