DOKUZ EYLUL UNIVERSITY

FACULTY OF NURSING

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ACADEMIC AND ADMINISTRATIVE STAFF



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HEMŞİRELİK FAKÜLTESİ GENEL TANITIM



Message from Our Dean

Dear Students, Esteemed Colleagues, and Valued Stakeholders,

As the Faculty of Nursing at Dokuz Eylul University, we are proud to carry the nursing profession-one of the most dynamic and foundational elements of the healthcare sector-into the future with a vision for education and research that meets universal standards. Today, healthcare services are rapidly transforming in line with digitalization, technological innovations, and global health needs. Our vision is not merely to keep pace with this transformation but to be a pioneering educational institution that shapes healthcare through nursing education, research, and practice. In line with this goal, we are resolutely continuing our international accreditation application processes to validate the quality of our education on a global scale. Our faculty's greatest strength lies in our deep-rooted and robust academic heritage. Under the guidance of our faculty of experts in their fields, we prepare our students for the future by integrating theory with practice in our modern simulation laboratories and professional skills laboratories. Our students have the opportunity to hone their clinical skills to the highest level in a safe environment, free from risks, before entering clinical settings. Our students are able to fulfill their roles and responsibilities with a holistic perspective toward the individuals in their care, in accordance with ethical principles, to communicate effectively with the team, patients, and their families; to work collaboratively; to provide care based on scientific principles; to utilize leadership and decision-making skills; and to uphold the responsibility of lifelong learning-we offer a boundary-transcending educational environment as part of our mission to train such nurses. Through the international exchange programs we actively run, we provide our students and faculty with the opportunity to learn about global healthcare systems, engage with different cultures, and broaden their horizons on a global scale. Additionally, thanks to our extensive practical training opportunities that complement theoretical education, we ensure our students gain the most up-to-date and comprehensive clinical experience in the field. Our faculty, which focuses on innovation in education, excellence in research, and social contribution, is building the health vision of the future today with all these strong resources. I would like to thank all our faculty members, administrative staff, students, and stakeholders with whom we share this vision and shape the future together, and I extend my love and respect to all of you.

Our Faculty in Numbers

As of the 2026-2027 academic year, there are 1,031 undergraduate students enrolled in our faculty. The School of Nursing produced its first graduates in the 1997-1998 academic year; 654 students graduated between 1997 and 2011, and 3352 students have graduated since its transition into a faculty, between 2012 and 2026. Consequently, a total of 4006 nurses have graduated by 2026, including those from the period when it functioned as a School of Nursing.

Mission, Vision, and Purpose of Our Faculty:

Vision

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

Mission

To educate nurses who can fulfill their roles and responsibilities toward the individuals under their care from a holistic perspective and in accordance with ethical principles; who are capable of effective communication with the healthcare team, patients, and their families; who can work collaboratively; who provide care based on scientific principles; who possess leadership and decision-making skills; and who embrace the responsibility for lifelong learning.

Objective

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

2) Participates in research and project initiatives that contribute to the advancement of the profession.

3) Upholds the responsibility for lifelong learning, maintaining the knowledge and skills necessary to fulfill the roles and functions of a bachelor's degree graduate.

4) Graduates are employed in national and international healthcare organizations and educational institutions, where they can perform the roles and functions of the profession.

Performance Indicators

The ratios and criteria specified below are targets established to monitor the program's progress toward its educational objectives; they do not represent actual outcomes regarding graduation, employment, or satisfaction. The extent to which these targets are met is tracked through evaluations conducted for the relevant periods.

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

BG1: Achieving a score of 70 or higher on the Newcastle Satisfaction with Nursing Care Scale.

BG2: At least 60% of employer responses regarding program objectives for graduates falling into the "agree" or "strongly agree" categories.

BG3: An average employer satisfaction score of 7 or higher regarding graduates.

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

5% of our graduates participate in societal, social, or scientific research and projects within 3 years of graduation.

A3) Maintains a commitment to lifelong learning, acquiring the knowledge and skills necessary to fulfill the roles and functions of a nursing graduate.

BG1: 5% of graduates enroll in postgraduate nursing education programs within the first 5 years.

BG2: 5% of graduates participate in certification programs or other scientific activities (congresses, symposiums, courses, etc.) that provide professional competence in their field of practice within the first 5 years.

A4) Graduates are employed in national or international healthcare or educational institutions where they can perform the roles and functions of the profession.

BG1: 85% of graduates are employed in nursing positions (in settings such as hospitals, Family Health Centers, Community Health Centers, Community Mental Health Centers, insurance companies, schools, workplaces, etc.) within 3 years of graduation.

Qualification Requirements and Rules

For courses mandated by the Council of Higher Education, the final grade is determined by taking 40% of the in-semester grade (the midterm exam score or the average of midterm exam scores) and adding it to 60% of the score obtained in the final or make-up examination, with the resulting figure rounded to the nearest whole number. The minimum passing grade for these courses is 50. For foreign language courses, the minimum passing grade is 55 out of 100.

For all other courses (those not mandated by the Council of Higher Education), the final grade is determined by taking 50% of the in-semester grade (the midterm exam score or the average of midterm exam scores) and adding it to 50% of the score obtained in the final or make-up examination, with the resulting figure rounded to the nearest whole number. Students who receive a final grade below 60 out of 100 are considered to have failed the course and must repeat it in its entirety.

For nursing professional courses that include a practical component, the in-semester grade is calculated as the sum of 50% of the midterm exam score (or the average of midterm exam scores) and 50% of the grade obtained from the practical component. For nursing professional courses that include both a laboratory component and a practical component, the in-semester grade is calculated as the sum of 25% of the midterm exam score (or the average of midterm exam scores), 25% of the grade obtained from the laboratory component, and 50% of the grade obtained from the practical component.

Program Profile (program objectives, structure, areas of focus, and departmental resources)

The program profile encompasses the following: enhancing individual self-care; empowering individuals, families, and communities to achieve self-sufficiency; employing critical thinking processes in professional practice; synthesizing theory and practice; fostering individual development; and contributing to the field of nursing through the integration of knowledge, behaviors, attitudes, and values.

Core Program Learning Outcomes

1. Possess the knowledge required to fulfill the roles and functions of nursing in meeting the healthcare needs of individuals, families, and society.
2. Possess fundamental psychomotor nursing skills.
3. Possess basic communication skills.
4. Apply theoretical knowledge to nursing practice using a holistic approach.
5. Address the health education and counseling needs of individuals, families, and society.
6. Utilize health information technologies and integrate innovative approaches into nursing care.
7. Manage nursing care in accordance with cultural characteristics, ethical principles, quality management standards, and legal regulations.
8. Assume responsibility in nursing practice, both as an individual and as a member of a team.
9. Manage care by employing critical thinking, problem-solving, research, and evidence-based decision-making skills.
10. Apply lifelong learning skills.
11. Collaborate with professional organizations and other healthcare institutions—and participate in or lead relevant activities—to contribute to health policies.
12. Take responsibility for research, projects, and initiatives with a sense of social awareness.
13. Use a foreign language to stay informed about developments in the field and to communicate with international colleagues (Level B1 according to the "European Language Portfolio Global Scale").

Duration of Training and the Learning Process

Our faculty's academic staff consists of 22 professors, 11 associate professors, 8 assistant professors (Dr. faculty members), 2 lecturers, and 13 research assistants. The language of instruction is Turkish, and the duration of the undergraduate program is four years. An optional one-year English preparatory program is available, which is taken in addition to the four-year undergraduate curriculum. Nursing education in our faculty is structured to ensure that theoretical coursework, professional skills and simulation laboratory training, and clinical and field practice all reinforce one another.

Basic education

Through courses in the basic sciences and nursing, students learn about human anatomy and physiology, the protection and promotion of health, professional values, and the fundamental principles of nursing care.

Clinical Training and Simulation Facilities

Our students translate their theoretical knowledge into practice within professional skills and simulation laboratories. Through small-group sessions guided by faculty members, they develop essential professional competencies-such as assessing vital signs, ensuring safe medication administration, and performing fundamental nursing interventions. Scenario-based exercises further support the development of skills in patient communication, identifying care needs, making clinical decisions, and working effectively within a healthcare team.







Clinical and field-based practices are conducted at various locations, primarily the Dokuz Eylul University Research and Application Hospital, as well as other public hospitals in Izmir, family health centers, schools, workplaces, and other relevant community-based settings. While students work with individuals who have diverse care needs in hospital environments, they also gain experience in health

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promotion and protection, health education, and counseling within community-based settings.



During the clinical practice process, the guidance of faculty members and collaboration with the clinical healthcare team support student learning. Through care plans, case discussions, and feedback on clinical practice, the aim is for students to develop their knowledge and skills, uphold patient safety, and acquire professional responsibility.

Final-year and internship training

Students integrate the knowledge and skills acquired in previous years, developing the competence to plan, implement, and evaluate nursing care. Through internship training, they gain experience in teamwork, clinical decision-making, and care management, thereby preparing for their professional careers.

Course Structure and Credits

The curriculum at the Faculty of Nursing is organized on a semester basis. Over the four-year program, there are 88 courses in total, consisting of 29 compulsory courses, 7 common compulsory courses, 10 common elective courses, and 42 elective courses. Students are required to take at least one elective course worth a minimum of 2 ECTS credits during each of the 3rd, 4th, and 7th semesters; a preparatory year is optional. For an elective course to be offered (with the exception of elective courses taught in English), a minimum of 10 students must be enrolled in the course.

Examinations, Assessment, and Evaluation

Regarding examinations and course grades, the relevant provisions of the Dokuz Eylul University Regulation on Associate and Undergraduate Education and Examinations (http://ogrenci.deu.edu.tr/index.php?option=com_content&view=article&id=10&Itemid=114&lang=tr) and the Faculty of Nursing's Principles for Education and Examination Practices (https://hemsirelik.deu.edu.tr/?page_id=490) shall apply. The assessment and evaluation methods used for each course are defined in the Course Description Form, which is prepared by the relevant faculty member(s) and included in the information package.

Graduation Requirements

To graduate from this 4-year program, a student must successfully complete all required courses. For a student to be considered successful in a course, they must achieve a minimum score of 50 (out of 100) in the final or make-up examination for courses mandated by the Council of Higher Education; for nursing courses included in the curriculum, this minimum score is 60. A bachelor's degree is awarded to students who have successfully completed all courses in the curriculum and have earned a minimum of 240 ECTS credits.

Employment Profiles of Graduates

Graduates of nursing programs may work as clinical nurses, nurse managers, or nurse educators in institutions and organizations providing primary, secondary, and tertiary healthcare services. These include community health centers, family health centers, tuberculosis control dispensaries, family planning centers, general health centers, Social Security Institution (SGK) health stations and dispensaries, private outpatient clinics, state hospitals (excluding those designated as training and research hospitals), specialty hospitals, SGK hospitals, hospitals affiliated with other public institutions, private hospitals, private medical centers, specialized medical centers, training and research hospitals, specialized training and research hospitals, and university hospitals. Furthermore, they may be employed as occupational health nurses in public or private organizations, or as school nurses in public or private educational institutions.

Mode of Study (full-time, part-time, e-learning): Full-time

Social and Cultural Opportunities

1. **Student Support Services**

Academic advising

Students may seek guidance from their academic advisors regarding course selection, the planning of their educational journey, and any academic challenges they may encounter. Advisors hold two advising meetings per semester—one at the beginning and one at the end of the term. These meetings are communicated to the relevant students through the student affairs office. Furthermore, faculty members post their designated advising hours on the doors of their offices. Students may meet with their advisors during these hours or by scheduling an appointment.

University adjustment and peer support

To support first-year students in adapting to university life and their nursing education, they are paired with third-year students. These pairs meet three times throughout the semester. The purpose of these meetings is to help students become familiar with the faculty and the educational process, share their experiences, and receive peer support regarding any challenges they may encounter.

Access to psychological counseling

Students may seek assistance from the university's psychological counseling and guidance services regarding adjustment to university life, exam anxiety, stress, and personal challenges. Up-to-date information on how to apply and contact details can be found on the relevant service page of the university's Department of Health, Culture, and Sports.

Guidance on scholarships and support opportunities

Students may contact their faculty's student affairs office or their academic advisors to obtain information regarding scholarships and meal support. Requests for support are directed to the relevant commissions and units. Application deadlines, eligibility criteria, and evaluation results can be tracked through the current announcements issued by the respective offices.

Social and Cultural Life

Our students may participate in scientific, cultural, artistic, and athletic activities, as well as social responsibility projects, organized by student clubs within the university. These clubs offer opportunities to connect with students from various departments, collaborate on joint projects, and pursue personal interests. An up-to-date list of clubs and information on how to join can be found on the university's Student Clubs Portal (https://ogrencitopluluklari2.deu.edu.tr/index.php?page=groups&utm).

The cafeteria, computer lab, and reading room located within our faculty are available for student use.

• Cafeteria

• Accessible restroom (for individuals with disabilities)

• Computer lab

• Reading room

Within the scope of our faculty's sports activities, teams have been established for football, badminton, women's and men's volleyball, and men's basketball.

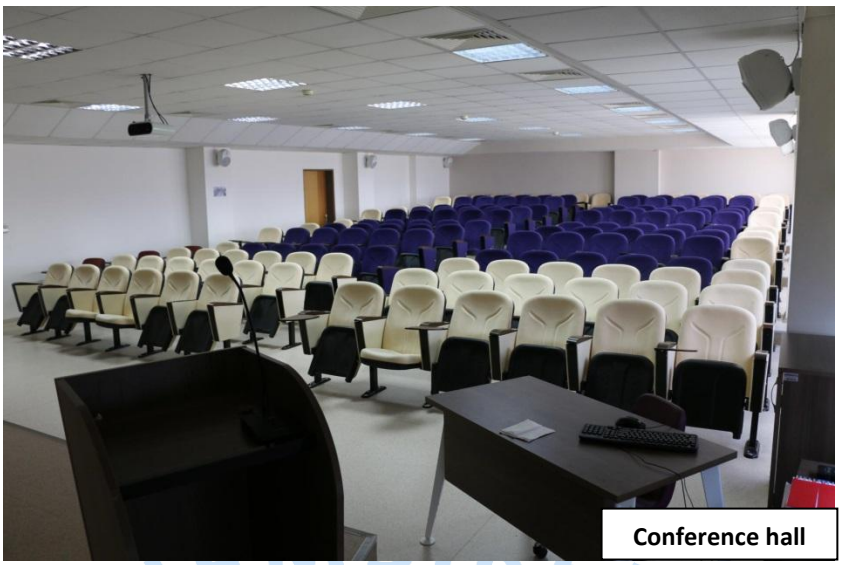


Canteen



Shared classrooms building

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Conference hall



Classrooms

1. Accessibility Features

Physical accessibility

Our faculty has restrooms accessible to individuals with disabilities.

Support and guidance during the educational process

Students with accessibility-related needs may contact the faculty's advisor for students with disabilities or the relevant university units (https://engelsiz.deu.edu.tr/akademik-ve-idari-danisman-listesi/) to communicate their requirements and obtain information regarding the accommodations they may need during their education.

Student Activities







Quality and Accreditation

Accreditation efforts at the Dokuz Eylul University Faculty of Nursing began in the 2014-2015 academic year with the participation of the faculty administration and academic staff. Following the preparation of the application and the evaluation process, the Undergraduate Nursing Program was accredited for the first time by the Association for Evaluation and Accreditation of Nursing Education Programs (HEPDAK), with the accreditation remaining valid from April 4, 2019, to September 30, 2021.

Following an interim evaluation after the initial accreditation period, the Accreditation Board for Nursing Education Programs (HEPDAK) decided on April 1, 2021, to extend the program's accreditation-via an extension process involving a site visit-until September 30, 2024.

During the 2024-2025 evaluation cycle, a comprehensive re-evaluation process was conducted, which included both a remote assessment and an on-site visit. As a result of this evaluation, the Bachelor’s Degree Program in Nursing was granted conditional accreditation, valid from March 17, 2025, to September 30, 2027. Efforts to evaluate and improve the educational program in alignment with HEPDAK standards are ongoing as part of this process.

As part of international accreditation efforts, an application was submitted to AQAS for the Bachelor's Degree Program in Nursing on May 22, 2026, and the accreditation process is currently underway. This process aims to evaluate and enhance the quality of education in line with international standards.

International Education and Mobility Opportunities

Our students can apply for study and internship mobility within the scope of Erasmus+. Educational mobility, studying at contracted universities that cover the program; Internship mobility offers the opportunity to gain professional experience in suitable overseas institutions. Information should be obtained from the faculty Erasmus coordinator before applying about the classes and semesters for which applications can be made, recognition of courses and suitability for application.

Erasmus student and faculty mobility in our faculty started in the 2004-2005 academic year. Past mobility examples on the faculty's Erasmus page include Spain, the Netherlands, Denmark, Sweden, Belgium, Slovakia, Estonia and Finland (https://hemsirelik.deu.edu.tr/egitim/erasmus/).

Application conditions, calendar, foreign language proficiency, quotas and grant opportunities are announced by the university's International Academic Relations Coordination Office (https://international.deu.edu.tr/ and https://ydy.deu.edu.tr/tr/). Applications are made via TURNA Portal on the announced dates. The Faculty's International Relations and Erasmus Committee supports students in informing them and monitoring the mobility process.

Table 1. Institutions with an ERASMUS agreement

NO	University Name	Country	Language of Instruction 1	Language of Instruction 2
1	Artevelde University College Ghent	Belgium	English	
2	Medical University Pleven	Bulgaria	English	Bulgarian
3	Tallinn Health Care College	Estonia	English	
4	Satakunnan University	Finland	English	Finnish
5	Han University of Applied Sciences	Holland	English	Dutch
6	Universitat Autonoma De Barcelona	Spain	Catalan/ Spanish	English
7	University of Peloponesse	Greece	English	Greek
8	Howest, De Hogeschool West-Vlaanderen	Belgium	English	Dutch
9	Mikkeli University of Applied Sciences	Finland	English	Finish
10	Avans University of Applied Sciences	Holland	English	Dutch
11	University of Presov	Slovakia	English	Slovakian

Key Features

- High levels of student satisfaction, leading to a high rate of applications from our graduates to our postgraduate programs
- Faculty members who, despite their heavy workloads, remain highly qualified and committed to continuous professional development
- The presence of simulation laboratories within our faculty
- Successful implementation of international projects and exchange programs
- Faculty members who hold active roles in professional associations dedicated to nursing education and nursing-related issues
- A hands-on approach to skills training, where academic staff work directly with students on an individual basis
- Full accessibility of all academic and administrative staff
- Recognition of the Dokuz Eylul University Faculty of Nursing as one of the leading institutions in Turkey, contributing significantly to the advancement of nursing in the fields of research, education, and clinical practice
- Active and successful engagement in quality assurance and accreditation processes to strengthen national and international educational quality standards

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