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| --- | --- | --- | --- | --- | --- |
| Code | Course Title | AKTS | T+P+L | C/E | Language |
| Fall Semester | | | | | |
| 522305207 | [THE CONCEPTUAL FRAMEWORK OF NURSING I](#concframe1) | 7,5 | 3+0+0 | COMPULSORY | TURKISH |
| 522305201 | [PHYSIOPATHOLOGY I](#patof1) | 5 | 2+0+0 | ELECTIVE | TURKISH |
| 522303202 | [SURGIAL NURSING I](#surg1) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522303203 | [SURGICAL NURSING PRACTICE I](#surgprac1) | 7,5 | 0+6+0 | ELECTIVE | TURKISH |
| 522303205 | [MENTAL HEALTH AND PSYCHIATRY OF NURSING CARE I](#mental1) | 7,5 | 3+4+0 | ELECTIVE | TURKISH |
| 522303208 | [OBSTETRIC AND WOMENS DISEASE NURSING I](#obstetri1) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522303213 | [HEALTH EDUCATION AND HEALTH PROMOTION](#healthhealth) | 7,5 | 3+2+0 | ELECTIVE | TURKISH |
| 522303214 | [PUBLIC HEALTH NURSING I](#public1) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522303215 | [PEDIATRIC HEALTH NURSING](#pedihealt) | 7,5 | 3+4+0 | ELECTIVE | TURKISH |
| 522303216 | [INTERNAL MEDICINE NURSING I](#internal1) | 7,5 | 3+2+0 | ELECTIVE | TURKISH |
| 522305217 | [GROWTH AND DEVELOPMENT OF THE NURSING APPROACH](#growth) | 7,5 | 3+2+0 | ELECTIVE | TURKISH |
| 522305218 | [ONCOLOGY NURSİNG](#oncology) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522305219 | [INTRODUCTION TO LEADERSHIP](#leader) | 5 | 2+0+0 | ELECTIVE | TURKISH |
| 522303220 | [RESEARCH IN NURSING](#research) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522305221 | [REGULATION OF FERTILITY](#fertility) | 7,5 | 2+0+0 | ELECTIVE | TURKISH |
| 522303222 | [BASIC NURSING PRINCIPLES](#BASİC) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522303223 | [BASIC MANAGEMENT IN NURSING](#basmanag) | 7,5 | 3+4+0 | ELECTIVE | TURKISH |
| 522303224 | [HUMAN RESOURCES MANAGEMENT IN NURSING SERVICES](#humanres) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522303225 | [CONTEMPORARY MANAGEMENT TECHNIQUES IN NURSING](#contemp) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522303226 | [STRATEGIC MANAGEMENT IN NURSING](#strategic) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522303227 | [DEVELOPING COMMUNİCATION SKILLS IN NURSE-PATIENT RELATIONSHIP I](#develop1) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522303228 | [EDUCATION OF NURSING PRINCIPLES](#eduofnur) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522305229 | [TEACHING PRINCIPLES OF NURSING PRACTICE](#teach) | 5 | 0+6+0 | ELECTIVE | TURKISH |
| 522305230 | [HOLISTIC APPROACHES IN NURSING CARE](#holistic) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522303231 | [TELE-NURSING](#telenur) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522303234 | [PSYCHOSOCIAL ASPECTS OF CHILD HEALTH AND DISEASES](#psikososyal) | 7,5 | 3+0+0 | ELECTİVE | TURKISH |
| 522301700 | SPECIALIZATION FIELD COURSE | 7.5 | 3+0+0 | COMPULSORY | TURKISH |
|  | |  |  |  |  |
| Spring Semester | | | | | |
| 522306207 | [THE CONCEPTUAL FRAMEWORK OF NURSING II](#theconc2) | 7,5 | 3+0+0 | COMPULSORY | TURKISH |
| 522306201 | [PHYSIOPATHOLOGY II](#fizyo2) | 5 | 2+0+0 | ELECTIVE | TURKISH |
| 522304202 | [SURGIAL NURSING II](#surg2) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522304203 | [SURGICAL NURSING PRACTICE II](#surgprac2) | 7,5 | 0+6+0 | ELECTIVE | TURKISH |
| 522304204 | [EMERGENCY AND FIRST AID NURSING](#emerg) | 7,5 | 2+4+0 | ELECTIVE | TURKISH |
| 522304205 | [MENTAL HEALTH AND PSYCHIATRY OF NURSING CARE II](#mental2) | 7,5 | 3+4+0 | ELECTIVE | TURKISH |
| 522304209 | [OBSTETRIC AND WOMENS DISEASE NURSING II](#obs2) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522304214 | [ACTIVE ACING AND GERIATRIC CARE](#active) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522304215 | [PUBLIC HEALTH NURSING II](#public2) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522304216 | [PEDIATRIC DISEASE NURSING](#pedidis) | 7,5 | 3+4+0 | ELECTIVE | TURKISH |
| 522304217 | [INTERNAL MEDICINE NURSING II](#internal2) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522306218 | [PEDIATRIC INFECTIOUS DISEASES NURSES](#pediinf) | 7,5 | 3+2+0 | ELECTIVE | TURKISH |
| 522306221 | [LEADERSHIP HEALTH FIELD](#leadhea) | 5 | 2+1+0 | ELECTIVE | TURKISH |
| 522306222 | [ASSESSMENT OF HEALTH](#assess) | 7,5 | 2+0+2 | ELECTIVE | TURKISH |
| 522304223 | [BASIC INFERTILITY NURSING](#basicinf) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522306224 | [GYNECOLOGICAL ONCOLOGY NURSING](#gyne) | 5 | 3+0+0 | ELECTIVE | TURKISH |
| 522304227 | [ADVANCED MANAGEMENT IN NURSING](#advanced) | 7,5 | 3+4+0 | ELECTIVE | TURKISH |
| 522304228 | [QUALITY MANAGEMENT IN NURSING SERVICES](#quality) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522304229 | [ORGANIZATIONAL BEHAVIOR IN NURSING](#behav) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522304230 | [PROJECT MANAGEMENT IN NURSING](#project) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522304231 | [LAWS RELATED TO NURSING](#laws) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522304232 | [DEVELOPING COMMUNİCATION SKILLS IN NURSE-PATIENT RELATIONSHIP II](#develop2) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522303232 | [SCHOOL HEALTH NURSING](#school) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522306233 | [CONTRIBUTION OF LIFE MODEL TO NURSING CARE](#lifemodel) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522306234 | [KNOWLEDGE AND SKILLS OF DRUG APP IN NURSING](#drug) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522306235 | [BREASTFEEDING COUNSELING](#breast) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522304236 | [OCCUPATIONAL HEALTH NURSING](#occu) | 7,5 | 2+2+0 | ELECTIVE | TURKISH |
| 522306237 | [CHILD AND ADOLESCENT MENTAL HEALTH AND DISEASES NURSING](#child) | 7,5 | 2+0+0 | ELECTIVE | TURKISH |
| 522304239 | [PEDIATRIC SURGICAL NURSING](#pedisurg) | 7,5 | 3+0+0 | ELECTIVE | TURKISH |
| 522301700 | SPECIALIZATION FIELD COURSE | 7.5 | 3+0+0 | COMPULSORY | TURKISH |
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| **COURSE CODE:** 522303233 | | **DEPARTMENT: NURSING** | | | |
| **COURSE NAME:** | | **THE CONCEPTUAL FRAMEWORK OF NURSING-I** | | | |
| **INSTRUCTOR NAME** | **COURSE LANGUAGE**  **Turkish: ◻X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **◻X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **◻X** | 3 |  |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X ◻** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | **50** |
| Quiz |  |  |
| Homework |  |  |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **50** |
| **PREREQUISITE(S)** | No | | |
| **SHORT SHORT COURSE CONTENT** | The relationship between human, health, disease and environment concepts and nursing, creativity and nursing, critical thinking, nursing and ethics, nursing and science, nursing and art, nursing and education, nursing and art, nursing and society. | | |
| **COURSE AIMS** | The student;  1- Will be able to understand the relationship between the concepts of human, health, disease and environment and nursing. 2- Will be able to understand the concept of critical thinking in nursing.  3- Will be able to understand the relationship between the concepts of culture, philosophy, culture, art, law, education, art, science and society and nursing. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | 1-Can understand and discuss the relationship between human, health, disease and environment concepts and nursing.  2- Gains critical thinking skills.  3- Understands ethical and aesthetic values ​​in nursing. | | |
| **LEARNING OUTCOMES OF THE COURSE** | 1. Knows the basic concepts related to the conceptual framework of nursing, can transform this information into skills and researches current concepts.  2. Can explain the relationship between the concepts of human, health, disease and environment and nursing  3. Can explain the concept of critical thinking in nursing with examples  4. Can establish the relationship between the concepts of culture, philosophy, culture, art, law, education, art, science and society and nursing | | |
| **TEXTBOOK** | 1. Karadağ A, Çalışkan N, Göçman Baykara Z. Hemşirelik Kavramları, Ankara Nobel Tıp Kitabevleri, 2024. 2. Velioğlu P. Hemşirelikte Kavram ve Kuramlar. Alaş Ofset. İstanbul.1999 3. Atabek Aşti, Türkinaz, Karadağ Ayişe. Hemşirelik Esasları, Hemşirelik Bilim ve Sanatı. Akademi Basın ve Yayıncılık, Ağustos 2014, İstanbul. 4. Babadağ K, Atabek Aştı T. Hemşirelik Esasları Uygulama Rehberi. 1. Baskı, İstanbul Medikal Yayıncılık. 2008. 5. Judith M. Wilkinson (Eser Sahibi), Laurie Barcus (Eser Sahibi),Pearson Hemşirelik Tanıları El Kitabı, Pelikan Kitapevi, 2018. 6. Erdemir F. (Editör) Hemşirelik Tanıları El Kitabı. Nobel Kitabevleri. Ankara. 2021. 7. Birol L. Hemşirelik Süreci. İzmir Yayın. 2000 | | |

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| **OTHER REFERENCES** | Articles with electronic access covering the subject areas |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, data projector, internet |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Introduction: Introduction to the course, information on how to access resources related to the topics |
| 2 |  | The concept of human |
| 3 |  | The concept of health and illness |
| 4 |  | Components of health: physical health, spiritual health, emotional-mental health, social health |
| 5 |  | Risk factors affecting health:  • Individual factors (such as heredity, age, race, gender, developmental periods)  • Environmental factors (such as heat, light, sound, humidity, cold-hot)  • Working conditions (such as work accidents-traumas)  • Chemical factors (such as carcinoenes, poisons)  •Socioeconomic and cultural factors |
| 6 |  | The concept of environment and society |
| 7 |  | Nursing and factors affecting the development of nursing (technology, wars, diseases, etc.) |
| 8 |  | Ethics in nursing |
| 9 |  | Holism/Holism |
| 10 |  | Pain and Suffering |
| 11 |  | Autonomy- Autonomy in nursing |
| 12 |  | Fighting against infectious diseases and the role of the nurse in infectious diseases |
| 13 |  | Stigmatization (such as HIV-AIDS) |
| 14 |  | Nurse Leaders -Theorists (in the World and in Turkey) brief information about the theories they defend |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect and Apply Information Regarding Health Sciences |  | **X** |  |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills |  |  | **X** |
| LO 3 | Literature Review and Evaluation Skills |  |  | **X** |
| LO 4 | Ability to Design and Conduct Experiments, Analyze and Evaluate Data | **X** |  |  |
| LO 5 | Ability to Identify and Use Experimental Tools and Equipment Appropriately | **X** |  |  |
| LO 6 | Interdisciplinary Teamwork Ability |  |  | **X** |
| LO 7 | Ability to Recognize, Formulate and Solve Medical Problems |  |  | **X** |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis |  |  | **X** |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science | **X** |  |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **X** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **X** |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | **X** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **X** |
| LO 14 | Ability to Approach Ethical Problems by Focusing on Basic Concepts |  |  | **X** |

Associate Professor Nazike DURUK

13.03.2025

**Date**

**Instructor Name Sign**

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| **COURSE CODE: 522305201** | | **DEPARTMENT: NURSING** | | | |
| **COURSE NAME:** PHYSIOPATHOLOG I | | | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Güler BALCI ALPARSLAN  Prof. Dr. Ayşe ÖZKARAMAN | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **X** | 2 | - | - | 2 | 5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 50 |
| Quiz |  |  |
| Homework |  |  |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination 1** | | **50** |
| **PREREQUISITE(S)** | -- | | |
| **SHORT COURSE CONTENT** | It includes the integration of physiopathological knowledge into the field of nursing. | | |
| **COURSE AIMS** | To assimilate the knowledge of physiopathology in the field of nursing  To be able to integrate physiopathological knowledge with nursing practice | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Gaining knowledge of physiopathology in the field of nursing | | |
| **LEARNING OUTCOMES OF THE COURSE** | Student;  -can explain the cell and physiology  -can explain the relationship between homeostasis and care  -can explain the relationship between shock pathophysiology and care  -can explanin present information about the relationship between fluid-electrolyte pathophysiology and care  -can explain the relationship between pain physiology and care.  -can explain the relationship between protein, fat and carbohydrate metabolism and care | | |
| **TEXTBOOK** | -Guyton A.C. ve Hall J.E. (2021) Tıbbi Fizyoloji. Çev:Yeğen BÇ, Alican İ, Solakoğlu Z. Güneş Tıp Kitapevi.  -Ganong W. (2022) Ganong’un Tıbbi Fizyolojisi. Çev: İşoğlu Alkaç Ü, Ermutlu N. Nobel Tıp Kitapevleri  -Pathology Illustrated.(2018) Roberts F, MacDuff E, Callander R, Ramsden I. Eıght edition. Elsevier. Edinburgh London New York Oxford Philadelphia St Louis Sydney Toronto | | |

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| **OTHER REFERENCES** | •Kapucu S, Kutlutürkan S, Akyar İ. (2023). İç Hastalıkları ve Hemşirelik Bakımı. Eds. Akdemir N, Birol L. Akademisyen yayınevi.  •Karadakovan A, Aslan FE (2022). Dahili ve Cerrahi Hastalıklarda Bakım. Akademisyen yayınevi.  •https://calgaryguide.ucalgary.ca/ |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, barcovision, blackboard, internet |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Homeostasis Concept |
| 2 |  | Stress and Nursing Care |
| 3 |  | Cell Physiology 1 |
| 4 |  | Cell Physiology 2 |
| 5 |  | Shock and Nursing Care |
| 6 |  | Acid-base imbalances and nursing care |
| 7 |  | Midterm exam |
| 8 |  | Fluid Electrolyte Imbalances and Nursing Care |
| 9 |  | Pain Physiology and Nursing Care |
| 10 |  | Aerospace Physiology and Nursing Care |
| 11 |  | Underwater Physiology and Nursing Care |
| 12 |  | Protein Metabolism |
| 13 |  | Fat Metabolism |
| 14 |  | Carbohydrate Metabolism |
| 15 |  | Final exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  |  |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  |  | x |
| LO 3 | Literature Review and Evaluation Skills |  |  | x |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data |  |  | x |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately |  |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  | x |  |
| LO 7 | Ability to recognize, formulate and solve medical problems |  |  |  |
| LO 8 | Ability to use computers effectively in research and data analysis |  | x |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | x |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | x |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | x |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  |  |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | x |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  |  | x |

**Date**

**Instructor Name**

Prof. Dr. Güler BALCI ALPARSLAN

Prof. Dr. Ayşe ÖZKARAMAN

**Sign**

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** 522303202 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** SURGICAL NURSING I | | | | | |
| **INSTRUCTOR NAME**  Asst. Prof. Dr. Semra EYİ  Asst. Prof. Dr. Özlem KERSU | **COURSE LANGUAGE**  **Turkish: x**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **x** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **x** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **x** | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ x** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 20 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **50** |
| **PREREQUISITE(S)** | - | | |
| **SHORT SHORT COURSE CONTENT** | New developments in surgery, basic concepts to be known in surgical nursing, importance of nursing care in surgical nursing, nursing process, concept of homeostatic balance and role of the nurse, evaluation of effects of surgical intervention on patient and family, comprehensive planning and implementation of perioperative care of surgical patient, protection of healthcare professionals from surgical risks, discharge education of patient and home care after surgery, problems such as bleeding, shock, fluid electrolyte imbalance, wound healing that may be seen after surgery, humanistic approach. | | |
| **COURSE AIMS** | 1- Will learn about new developments in surgery and the future of surgical nursing  2- Will have knowledge of basic concepts that need to be known in surgical nursing  3- Will have knowledge about the importance of nursing care in surgical nursing, the nursing process and will be able to put it into practice  4- Will know surgical nursing and the humanistic approach  5- Will learn about the concept of homeostatic balance and the role of the nurse in surgical nursing  6- Will have knowledge about problems such as post-surgical bleeding, shock, fluid electrolyte imbalance, wound healing  7- Will provide care and education for special situations of patients whose body image changes after surgery (tracheostomy, colostomy and percutaneous enteral gastrectomy, mastectomy care)  8- Will learn how healthcare professionals can protect themselves from surgical risks  9- Will have knowledge about post-surgical discharge education and home care | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | 1. Observes and evaluates the effects of surgical intervention on the patient and family. 2. Plans and implements the perioperative care of the surgical patient comprehensively 3. Uses the concepts and theories in surgical nursing. 4. Interprets the information and data obtained from nursing literature and scientific research. 5. Conducts scientific research. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Within the scope of this course, students can follow scientific developments in surgical nursing, access evidence-based knowledge in the light of these developments and transfer them to practice and research with problem-solving skills. | | |
| **TEXTBOOK** | 1. Erdil F., Elbaş N., Cerrahi Hastalıkları Hemşireliği, Ankara, 2001 2. Aksoy G., Kanan N., Akyolcu N. Cerrahi Hastalıkları Hemşireliği I, Nobel Tıp Kitabevleri, 2012. 3. Karadakovan A., Aslan E, F.Dahili ve Cerrahi Hastalıklarda Bakım,Adana Nobel Kitabevi, 2011. | | |
| **OTHER REFERENCES** | All publications on the subject matter researched within the scope of surgical nursing. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection, internet | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | New developments in surgery and the future of surgical nursing |
| 2 |  | Knowledge of basic concepts that need to be known in surgical nursing |
| 3 |  | Importance of nursing care in surgical nursing, nursing process knowledge and practices |
| 4 |  | Importance of surgical nursing and humanistic approach |
| 5 |  | Concept of homeostatic balance in surgical nursing and the role of nursing |
| 6 |  | Problems that may be experienced in surgical patients; |
| 7 |  | Post-surgical bleeding, shock, fluid electrolyte imbalance, |
| 8 |  | Problems that may be experienced in surgical patients; wound healing, infection risk |
| 9 |  | Care of patients with a change in body image after surgery, according to special circumstances |
| 10 |  | Care of patients with tracheostomy |
| 11 |  | Care of patients with a change in body image after surgery, according to special circumstances |
| 12 |  | Care of patients with colostomy |
| 13 |  | Care of patients with a change in body image after surgery, according to special circumstances |
| 14 |  | Percutaneous Enteral Gastrectomy and nursing education |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect and Apply Information Regarding Health Sciences |  |  | **x** |
| LO 2 | Scientific Inquiry and Hypothesis Generation |  |  | **x** |
| LO 3 | Literature Scanning and Evaluation Skills |  |  | **x** |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data | **x** |  |  |
| LO 5 | Ability to Identify and Use Experimental Tools and Equipment Properly | **x** |  |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  |  | **x** |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems |  |  | **x** |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis |  |  | **x** |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science |  |  | **x** |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **x** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **x** |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | **x** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **x** |
| LO 14 | Ability to Approach Ethical Problems by Focusing on Basic Concepts |  |  | **x** |

**Date**

**Instructor Name**

Asst. Prof. Dr. Semra EYİ

Asst. Prof. Dr. Özlem KERSU

**Sign**

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** 522303203 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** SURGICAL NURSING PRACTICE I | | | | | |
| **INSTRUCTOR NAME**  Asst. Prof. Dr. Semra EYİ  Asst. Prof. Dr. Özlem KERSU | **COURSE LANGUAGE**  **Turkish: x**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **x** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **x** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn x | 0 | 6 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ x** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework |  | 50 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **50** |
| **PREREQUISITE(S)** | - | | |
| **SHORT SHORT COURSE CONTENT** | Observation of new developments in the surgical process in the clinic, knowledge and application of basic concepts in surgical nursing in the clinic, planning, implementation and supervision of nursing care practices for surgical patients throughout the perioperative process in the clinic, knowledge and monitoring of practices for providing homeostasis in the clinic, evaluation and monitoring of the effects of surgical intervention on the patient and family in the clinic, planning and presentation of discharge education of the patient after surgery in the clinic, management of complications that may be seen after surgery in the clinic. | | |
| **COURSE AIMS** | Planning, implementation and supervision of patient follow-up and nursing care practices during the perioperative period in the clinic. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Providing quality care practices to surgical patients during the perioperative process, preventing possible complications and providing holistic care. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Within the scope of this course, students can follow scientific developments in clinical surgical nursing, access evidence-based knowledge in the light of these developments and transfer them to practice and research with problem-solving skills. | | |
| **TEXTBOOK** | 1. Erdil F., Elbaş N., Cerrahi Hastalıkları Hemşireliği, Ankara, 2001 2. Özhan Elbaş N (Ed.), Cerrahi Hastalıkları Hemşireliği Akıl Notları, Ankara, 2016 | | |
| **OTHER REFERENCES** | All publications on the subject matter researched within the scope of surgical nursing. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection, internet | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Observation of new developments in the surgical process in the clinic Planning and presentation of discharge training of the patient after surgery in the clinic |
| 2 |  | Knowledge and application of basic concepts in surgical nursing in the clinic |
| 3 |  | Planning, implementation and supervision of nursing care practices for the surgical patient during the perioperative process |
| 4 |  | Planning, implementation and supervision of nursing care practices for the surgical patient during the perioperative process |
| 5 |  | Planning, implementation and supervision of nursing care practices for the surgical patient during the perioperative process |
| 6 |  | Knowledge and monitoring of practices for ensuring homestasis during the perioperative process in the clinic |
| 7 |  | Knowledge and monitoring of practices for ensuring homestasis during the perioperative process in the clinic |
| 8 |  | Knowledge and monitoring of practices for ensuring homestasis during the perioperative process in the clinic |
| 9 |  | Evaluation and monitoring of the effects of the perioperative process on the patient and family in the clinic |
| 10 |  | Evaluation and monitoring of the effects of the perioperative process on the patient and family in the clinic |
| 11 |  | Evaluation and monitoring of the effects of the perioperative process on the patient and family in the clinic |
| 12 |  | Evaluation of complications that may be seen after surgery in the clinic |
| 13 |  | Observation of new developments in the surgical process in the clinic Planning and presentation of discharge training of the patient after surgery in the clinic |
| 14 |  | Knowledge and application of basic concepts in surgical nursing in the clinic |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect and Apply Information Regarding Health Sciences |  |  | **x** |
| LO 2 | Scientific Inquiry and Hypothesis Generation |  |  | **x** |
| LO 3 | Literature Scanning and Evaluation Skills |  |  | **x** |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data | **x** |  |  |
| LO 5 | Ability to Identify and Use Experimental Tools and Equipment Properly | **x** |  |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  |  | **x** |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems |  |  | **x** |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis | **x** |  |  |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science | **x** |  |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **x** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **x** |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | **x** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **x** |
| LO 14 | Ability to Approach Ethical Problems by Focusing on Basic Concepts |  |  | **x** |

**Date**

**Instructor Name**

Asst. Prof. Dr. Semra EYİ

Asst. Prof. Dr. Özlem KERSU

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** 522301205 | | **DEPARTMENT:** Nursing | | | |
| **COURSE NAME:** Mental Health and Psychiatric Nursing I | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Dr. Esra USLU | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **X**  Autumn **◻** | 3 | 4 | 0 | 5 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | %100 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **100** |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | The content of this course covers the basic concepts, theories, principles, and fundamental theoretical knowledge specific to the field, forming the foundation for mental health and psychiatric nursing. | | |
| **COURSE AIMS** | It is to have an advanced knowledge base regarding the principles, standards, and roles, and to gain the ability to apply the acquired knowledge in practice, education, and research activities. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | This course helps students learn fundamental knowledge in psychiatric nursing, understand defense mechanisms and psychiatric theories. It also equips them with essential skills such as creating a therapeutic environment, establishing communication, making observations, and writing reports. The ability to apply psychoeducation and provide effective patient care enhances nurses' professional competence, enabling them to deliver more effective and informed patient care. | | |
| **LEARNING OUTCOMES OF THE COURSE** | • Be able to discuss the concepts of mental health and its areas of impact • Be able to define defense mechanisms and discuss their relationship with diseases • Be able to discuss psychiatric theories and theorists and apply them to patient care • Be able to discuss psychiatric nursing theories and theorists and apply them to patient care • Be able to discuss the education, research, practice, and management aspects of psychiatric nursing • Be able to know the characteristics of a therapeutic environment and take responsibility in activities • Be able to establish a therapeutic relationship and communication • Be able to grasp nursing observations and write reports • Be able to define the principles of psychoeducation and take initiative in interventions | | |
| **TEXTBOOK** | Boyd MA (2008). Psychiatric nursing: Contemporary practice. E-Book GW Stuart (2014). Principles and Practice of Psychiatric Nursing. E-BookFortinash KM, Holoday Worret PA (2014). Psychiatric Mental Health Nursing . E-BookHalter MJ (2017). Varcarolis' Foundations of Psychiatric-Mental Health Nursing. E-BookKeltner N.L (2013). Psychiatric Nursing. E-BookFortinash KM, Holoday Worret PA (2006). Psychiatric Nursing Care Plans. E-BookÇam O, Engin E (2014). Ruh Sağlığı ve Hastalıkları Hemşireliği:Bakım SanatıGürhan N (2016). Ruh Sağlığı ve Psikiyatri Hemşireliği **Öz F, Demiralp M (2014). Psikososyal Hemşirelik Genel Hasta Bakımı İçin** | | |

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| **OTHER REFERENCES** | Koptagel G (2001). Davranış Bilimleri Tıpsal Psikoloji  Carlson NR (2011). Fizyolojik Psikoloji  University databases  Turkish Nurses Association <http://www.turkhemsirelerdernegi.org.tr/tr.aspx>  Association of Psychiatric Nurses <http://www.phdernegi.org/>  World Health Organization Mental Health Programmes <http://www.who.int/mental_health/en/>  The American Psychiatric Association <https://www.psychiatry.org/>  American Psychiatric Nurses Association <https://www.apna.org/i4a/pages/index.cfm?pageid=1> |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projector, whiteboard |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Fundamental concepts of mental health |
| 2 |  | Defense mechanisms of self |
| 3 |  | Personality theories |
| 4 |  | Psychopathology theories |
| 5 |  | A theorist in the field of psychiatric nursing: *Hildegard E. Peplau* |
| 6 |  | A theorist in the field of psychiatric nursing: *Ida Jean Orlando* |
| 7 |  | A theorist in the field of psychiatric nursing: *Joyce Travelbee* |
| 8 |  | The dimensions of psychiatric nursing: *Education and Research* |
| 9 |  | The dimensions of psychiatric nursing: *Practice and Management* |
| 10 |  | A fundamental tool in the field of psychiatric nursing: *Therapeutic atmosphere* |
| 11 |  | A fundamental tool in the field of psychiatric nursing: *Therapeutic relationship* |
| 12 |  | A fundamental tool in the field of psychiatric nursing: *Nursing observation* |
| 13 |  | A path map for psychiatric care: Psychoeducation |
| 14 |  | Discussion of student experiences |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | gather as well as apply knowledge of health sciences |  |  | x |
| LO 2 | ask scientific questions and form hypothesis |  |  | x |
| LO 3 | search and interpret scientific literature |  |  | x |
| LO 4 | design and conduct experiments as well as analyze and interpret the data |  |  | x |
| LO 5 | learn how to use the experimental equipment effectively | **x** |  |  |
| LO 6 | function on multi-disciplinary teams |  |  | x |
| LO 7 | identify, formulate, and solve medical problems |  | **x** |  |
| LO 8 | use computer effectively both in conducting the experiments and analyzing the data |  | **x** |  |
| LO 9 | understand the impact of experimental solutions on national and international sciences |  | **x** |  |
| LO 10 | use effective written and oral communication/presentation skills |  |  | x |
| LO 11 | get an understanding of professional and ethical responsibility |  |  | x |
| LO 12 | get a recognition of the need for, and an ability to engage in lifelong learning |  |  | x |
| LO 13 | other (get an understanding of basic concepts of medical education) |  |  | x |
| LO 14 | other (get an understanding of approaching to ethical problems with taking basic concepts to center) |  |  | x |

**Date**

**Instructor Name Sign**

Assoc. Prof. Dr. Esra USLU

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| **COURSE CODE:** 522303208 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** OBSTETRIC AND WOMENS DISEASE NURSING I | | | | | |
| **INSTRUCTOR NAME**  **Assoc. Prof. Dr. Yeliz KAYA** | **COURSE LANGUAGE**  Turkish | | **Course Catagory** | | |
| Technical | Medical | Diğer(……) |
|  | **X** |  |

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
|  |  |  | 0 |  |  |  |
| AUTUMN | 3 | 0 | 3 | 7,5 | Elective |
|  |  |  |  |  |  |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Application |  |  |
| Other (Presentation) | 1 | 20 |
| **Final exam** | | **50** |
| **PREREQUISITE(S)** | -- | | |
| **SHORT COURSE CONTENT** | This course includes topics such as anatomy and physiology of the reproductive system, Women in terms of human reproductive and sexual rights, Psychosocial structures affecting women's health, National and International women's health organizations and their duties, Women's health in our country, international meetings on women and their reflections on our country, Risky pregnancies (Placenta previa, ablasyo placenta, abortions, GDM, pregnancy hypertension ...). | | |
| **COURSE AIMS** | The aim of this course is to provide the student with the ability to follow and apply current developments in general women's health and to improve this health, to gain the ability to conduct research by counseling both women and families and to gain the ability to recognize and intervene in risky situations. | | |

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| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Gaining problem solving and care skills based on a holistic and multidimensional approach to problems by learning important basic concepts in terms of women's health and diseases |
| **LEARNING OUTCOMES OF THE COURSE** | At the end of this course the student will be able to;  1. To be able to follow general women's health and current developments to improve this health  2. Knows the physical, mental, economic and cultural structures affecting women's health  3. Know, recognize and intervene in the symptoms of risky situations specific to pregnancy  4. Develops the ability to care for pregnant women  5. Know the needs of pregnant women and gain the ability to meet them  6. Develops the ability to conduct research on women's health and diseases |
| **TEXTBOOK** | Kızılkaya Beji, N. (Ed.). (2022). Hemşirelere ebelere yönelik kadın sağlığı ve hastalıkları (4. baskı). Nobel Tıp Kitabevleri. |
| **OTHER REFERENCES** | Taşkın, L. (Ed.). (2024). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9759466104  Nazik, E. (Ed.). (2022). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9786257409513  Kaptan, G. (Ed.). (2017). Ebe ve hemşireler için gebelikte iç hastalıkları. İstanbul Tıp Kitabevleri. ISBN 978-605-4499-09-0  Madazlı, R. (Ed.). (2021). Gebelik ve sistemik hastalıklar. İstanbul Tıp Kitabevleri. ISBN 978-625-7291-03-3  Balcı Alparslan, G. (Ed.). (2018). Hipertansiyonda bakım. Vize Yayıncılık. ISBN 978-605-9278-55-3  Recent articles |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Reproductive System Anatomy and Physiology |
| 2 |  | What is Sexual and Reproductive Health? |
| 3 |  | Women in terms of Human Reproductive and Sexual Rights |
| 4 |  | Psychosocial and political structures affecting women's health (status, gender, health, politics) |
| 5 |  | National and International Organizations for Women's Health and Their Tasks |
| 6 |  | Women's health in our country, international meetings on women and their reflections on our country |
| 7 |  | Perinatology and Perinatal Nursing |
| 8 |  | Hyperemesis Gravidarum |
| 9 |  | Pregnancy Bleeding  Early Pregnancy Bleeding |
| 10 |  | Abortions  Ectopic Pregnancy |
| 11 |  | Gestational Trophoblastic Diseases  Late Pregnancy Bleeding |
| 12 |  | Placenta Previa  Ablasio Placenta |
| 13 |  | Diabetes in Pregnancy |
| 14 |  | Preeclampsia in Pregnancy |
| 15 |  | Homework |
| 16 |  | Final Exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  | **X** |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  | **X** |  |
| LO 3 | Literature Review and Evaluation Skills |  | **X** |  |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | **X** |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | **X** |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  | **X** |  |
| LO 7 | Ability to recognize, formulate and solve medical problems |  | **X** |  |
| LO 8 | Ability to use computers effectively in research and data analysis |  | **X** |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | **X** |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **X** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **X** |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  | **X** |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **X** |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  | **X** |  |

**Date**

**Instructor Name Sign**

**Assoc. Prof. Dr. Yeliz KAYA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** 522303213 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** HEALTH EDUCATION AND HEALTH PROMOTION | | | | | |
| **INSTRUCTOR NAME** | **COURSE LANGUAGE**  **Turkish: X**  **English:** | | **Course Catagory** | | |
| Technical | Medical | Other(…) |
| Prof. Dr. Ayfer AÇIKGÖZ  Asst. Prof. Merve ÇAKIRLI |  | |  | X |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
|  | **X** |  |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Autumn **X** Spring | 3 | 2 | 0 | 4 | 7,5 | COMPULSORY ELECTIVE  **X** |

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| **ASSESMENT CRITERIA** | | | | |
| **MID-TERM** | **ACTIVITY** | | **Sayı** | **Yüzdesi (%)** |
| 1st Mid-Term | | 1 | 20 |
| 2 nd Mid- Term | |  |  |
| Quiz | |  |  |
| Homework | | 1 | 20 |
| Project | |  |  |
| Oral Exam | |  |  |
| Other (………) | | 1 | 20 |
| **FINAL** | Quiz | |  |  |
| Homework | |  |  |
| Project | |  |  |
| Oral Exam | |  |  |
| Other(……………….) | | 1 | 40 |
| **MAKE-UP EXAM** | Oral | Written | Oral and Written | Multiple Choice |
|  | **X** |  |  |
| **PREREQUISITE(S)** |  | | | |
| **COURSE CONTENT** | The Importance of Health Education, Basic Concepts in Health Education, Teaching Methods and Techniques, Differences Between Pedagogical and Andragogical Education, Use of New Technologies in Nursing Education, Planning, Developing, and Implementing Health Education, Evaluation of the Effectiveness of Health Education | | | |
| **COURSE AIMS** | This course aims to teach the fundamental concepts of health education in nursing, develop students’ skills in effective educational planning and evaluation, and enable them to create, implement, and report scientifically-based content related to the health education process. | | | |
| **COURSE OBJECTIVES** | Students who successfully complete the course,   * Plan and program the health education * Implement health education * Evaluate the health education | | | |
| **TEXTBOOK(S)** |  | | | |
| **REFERENCES** | · Açıkgöz, A., Yıldız, S., Yiğit, D., & Çakırlı, M. (Eds.). (2024). Sağlıklı ve hasta çocuklara eğitimler (1. baskı). Ankara Nobel Tıp Kitabevleri.· Açıkgöz, A., & Yıldız, S. (Eds.). (2021). Sağlıklı ve hasta çocuk ebeveynlerine eğitimler. Akademisyen Kitabevi.· Nutbeam, D., & Muscat, D. M. (2021). Health promotion glossary (2021 update). Health Promotion International, 36(6), 1578–1598. https://doi.org/10.1093/heapro/daab123· World Health Organization. (2021). Promoting health: Guide to national implementation of the Shanghai Declaration. https://www.who.int/publications/i/item/978924003834· Green, L. W., & Tones, K. (2022). Health promotion: Planning and strategies (4th ed.). SAGE Publications.· Ayaz Alkaya, S. (Ed.). (2017). Sağlığın geliştirilmesi. Hedef Yayıncılık.· Özvarış, Ş. B. (2016). Sağlığı geliştirme ve sağlık eğitimi (2. baskı). Hacettepe Üniversitesi Yayınları.· Erci, B., Kılıç, D., & Adıbelli, D. (2018). Yaşam boyu sağlığı geliştirme. Anadolu Nobel Tıp Kitabevleri.· Törüner, E. K., & Büyükgönenç, L. (Eds.). (2023). Çocuk sağlığı: Temel hemşirelik yaklaşımları (3. bs.). Ankara: Nobel Tıp Kitabevleri.· Kahriman, İ., & Topan, A. (Eds.). (2021). Çocuk sağlığı ve hastalıkları hemşireliği. Ankara: Akademisyen Kitabevi.· Aytekin Özdemir, A. (2020). Hemşirelikte çocuk sağlığı ve hastalıkları uygulamaları. İstanbul: İstanbul Tıp Kitabevi.· Hockenberry, M. J., & Wilson, D. (2021). Wong’s essentials of pediatric nursing (11th ed.). Elsevier.· Ball, J. W., Bindler, R. C., & Cowen, K. J. (2023). Principles of pediatric nursing: Caring for children (8th ed.). Pearson.· Kyle, T., & Carman, S. (2019). Essentials of pediatric nursing (3rd ed.). Wolters Kluwer. | | | |

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|  | **COURSE SYLLABUS** |
| **WEEK** | **SUBJECTS/TOPICS** |
| 1 | The Importance of Health Education in Nursing and Basic Concepts Related to Health Education |
| 2 | Teaching Methods and Techniques |
| 3 | Differences Between Pedagogical and Andragogical Education |
| 4 | Use of New Technologies in Nursing Education |
| 5 | Planning Educational Activities: Literature Review, Identifying Original Topics, and Creating Titles |
| 6 | Developing Educational Content |
| 7 | **Mid-term Exam** |
| 8 | Developing Educational Materials |
| 9 | Determining the Goals and Objectives of the Education |
| 10 | Steps for Evaluating the Effectiveness of Education – Part 1: Formulating Hypotheses or Research Questions |
| 11 | Steps for Evaluating the Effectiveness of Education – Part 2: Writing the Methodology |
| 12 | Reporting the Effectiveness of Education – Part 1: Statistical Analyses and Writing the Results |
| 13 | Reporting the Effectiveness of Education – Part 2: Writing the Discussion |
| 14 | Reporting the Effectiveness of Education – Part 3: Writing the Conclusion and Recommendations |
| 15 | Reporting and Publishing Educational Research |
| 16 | **FINAL** |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| 1 | Gather as well as apply knowledge of health sciences |  |  | **X** |
| 2 | Ask scientific questions and form hypothesis |  |  | **X** |
| 3 | Search and interpret scientific literature |  |  | **X** |
| 4 | Design and conduct experiments as well as analyze and interpret the data |  |  | **X** |
| 5 | Learn how to use the experimental equipment effectively |  |  | **X** |
| 6 | Function on multi-disciplinary teams |  | **X** |  |
| 7 | İdentify, formulate, and solve medical problems |  | **X** |  |
| 8 | Use computer effectively both in conducting the experiments and analyzing the data |  |  | **X** |
| 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| 13 | Ability to recognize basic concepts in medical education |  |  | **X** |
| 14 | Ability to approach ethical problems by centering on basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  Prof. Dr. Ayfer AÇIKGÖZ  Asst. Prof. Merve ÇAKIRLI | **Date** |

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| **COURSE CODE:** | 522303214 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** | PUBLIC HEALTH NURSING I | |  | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Course Catagory** | | |
| Technical | Medical | Other(…) |
|  | |  | |  | **X** |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Autumn **X** | 2 | 2 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM**  **SEMESTER**  **ACTIVITIES** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| Mid-Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 20 |
| Project | | | 1 | 30 |
| Oral Exam | | |  |  |
| Other (………) | | |  |  |
|  | | | **Final Examination** | | | 1 | 50 |
| **PREREQUISITE(S)** | | | None | | | | |
| **SHORT COURSE CONTENT** | | | This course covers a range of topics designed to help students develop a comprehensive understanding of public health nursing as specialists. These topics include:   * The history, fundamental principles, and concepts of public health nursing * Development, implementation, and evaluation of health policies, as well as the management and organization of health services * Maternal, infant, and child health services, reproductive health, and family planning * Health services for adult men and individuals with disabilities   Additionally, through observational visits, students will gain insight into the functioning of primary healthcare services and institutions. They will also participate in practical applications under the guidance of faculty members.  This course equips students with the ability to provide evidence-based and culturally sensitive healthcare services by addressing the health needs of individuals, families, and communities with a holistic approach. Upon completion, students will possess the necessary knowledge and competencies to improve community health and develop sustainable healthcare solutions as expert public health nurses. | | | | |
| **COURSE AIMS** | | | Training experts who can plan, implement, and evaluate the necessary practices for maintaining and improving the health of families, groups, and communities, as well as for disease prevention, by teaching the fundamental knowledge, concepts, and principles of Public Health Nursing. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | This course enables students to:   * Gain advanced knowledge of fundamental concepts, principles, and practices in public health nursing. * Specialize in health policies, service management, and community health. * Develop nursing interventions for public health based on current scientific research. * Assess the health needs of families, children, adults, and special groups to develop appropriate care models. * Enhance their skills in providing preventive and protective health services. * Gain insight into primary healthcare institutions through observational visits. * Observe the work environments, roles, and responsibilities of public health nurses firsthand. * Address the health needs of diverse communities in accordance with cultural and ethical principles. * Strengthen their awareness of adhering to ethical principles in professional nursing practice. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | 1. **Explains the Fundamentals of Public Health Nursing:** Understands the history, core principles, philosophy, and evolving roles of public health nursing. 2. **Evaluates Health Policies and Service Structures:** Acquires knowledge of the organization, operation, and financing of healthcare services in Türkiye and analyzes these systems. 3. **Applies Family-Centered Health Approaches:** Implements individual, family, and community-centered care models in public health nursing. 4. **Assesses the Health of Special Groups and Develops Intervention Plans:** Evaluates the health status of newborns, children, adolescents, adult women and men, and individuals with disabilities to plan appropriate nursing interventions. 5. **Contributes to Community-Based Health Services:** Supports evidence-based practices for community health by conducting observations in primary healthcare services. 6. **Provides Preventive, Protective, and Health-Promoting Services:** Implements preventive, protective, and health-promoting interventions to enhance individual and community health levels. 7. **Delivers Nursing Services with Cultural and Ethical Considerations:** Demonstrates professional nursing practices in public health services with sensitivity to ethical and cultural principles. 8. **Recognizes and Assesses Healthcare Institutions through Observational Visits:** Observes and evaluates the functioning of various healthcare institutions such as child welfare organizations, schools for individuals with disabilities, and community health centers. 9. **Develops Teamwork and Leadership Skills:** Engages in interdisciplinary collaboration to improve community health and enhances leadership abilities. 10. **Contributes to Scientific Research through Evidence-Based Practices:** Follows current research in public health nursing, contributes to scientific studies, and improves field applications through evidence-based practices. | | | | |
| **TEXTBOOK** | | | Aylaz, R., & Hacıhasanoğlu Aşılar, R. (Eds.). (2024). Public Health Nursing and Practices. Akademi Basın ve Yayıncılık.  Demirbağ, B. C. (2023). Community/Public Health Nursing. Ankara: Nobel Tıp Kitabevleri.  Erkin, Ö., Kalkım, A., & Göl, İ. (2021). Public Health Nursing. Çukurova: Nobel Tıp Kitabevi.  Güler, Ç., & Akın, L. (2015). Fundamentals of Public Health (3 Volumes). Hacettepe University Publications.  Tanır, F., & Demirhindi, H. (2020). Fundamentals of Public Health. Akademisyen Yayınevi.  Tulchinsky, T., & Varavikova, E. (2019). The New Public Health. (S. Acar-Vaizoğlu, Ed. Trans.). Palme Yayınevi. | | | | |
| **OTHER REFERENCES** | | | Akbulut, S., & Özer, A. (Eds. Trans.). (2023). Jekel’s Epidemiology, Biostatistics, Preventive Medicine, and Public Health (5th ed.). Akademisyen Kitabevi.  Atasoy, E., & Özpulat, F. (Eds.). (2022). Disaster Nursing. Nobel Akademik Yayıncılık.  Avcı, D., Ünsal, G., & Duran, S. (2023). Community Mental Health Nursing Handbook. Akademisyen Kitabevi.  Aylaz, R., & Dönmez, A. (Eds.). (2022). Community Mental Health Nursing. İstanbul Tıp Kitabevleri.  Bayık-Temel, A. (2021). Health Protection and Promotion 1: Concepts, Policies, Theories, Models, and Research Approaches. Ema Tıp Kitabevi.  Bayık-Temel, A. (2022). Health Protection and Promotion 2: Individual, Environmental, and Social Measures. Ema Tıp Kitabevi.  Bayık-Temel, A. (2022). Health Protection and Promotion 3: Risk Groups, Living Environments, and Disease Prevention. Ema Tıp Kitabevi.  Canbulat-Şahiner, N., Açıkgöz, A., & Demirgöz-Bak, M. (Eds. Trans.). (2014). Maternal and Child Nursing: Clinical Practice Skills Handbook. Nobel Akademik Yayıncılık.  Çevirme, A. (2023). Risk Groups and Risky Situations in Primary Healthcare Services: A Public Health Nursing Approach. Akademisyen Kitabevi.  Güler, Ç. (2019). An Introduction to the Dialectics of Public Health. Palme Yayıncılık. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | Textbooks, Videos / Animations / Films, Online Tools / Web-Based Resources, Real Objects, Guides, Brochures, Handbooks | | | | |

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|  | **COURSE SCHEDULE (Weekly)** |
| **WEEK** | **TOPICS** |
| 1 | History of Public Health Nursing (Philosophy, Development, Evolving Roles, Responsibilities) |
| 2 | Roles and Responsibilities of Public Health Nurses |
| 3 | Healthcare System in Turkey (Structure, Functioning, and Financing) |
| 4 | Family-Centered Approach in Public Health Nursing |
| 5 | Neonatal Health |
| 6 | Child Health |
| 7 | Adolescent Health |
| 8 | Midterm Exams |
| 9 | Adult Women's Health |
| 10 | Adult Men's Health |
| 11 | Health of Individuals with Disabilities |
| 12 | Observation Visits – Child Protection Agency, Children's Shelters, etc. |
| 13 | Observation Visits – Schools for Individuals with Intellectual Disabilities, Schools for the Hearing Impaired |
| 14 | Observation Visits – Family Health Centers, Community Health Centers |
| 15 | Observation Visits – Healthy Life Centers |
| 16 | Final Exams |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Gather as well as apply knowledge of health sciences |  |  | **X** |
| LO 2 | Ask scientific questions and form hypothesis |  |  | **X** |
| LO 3 | Search and interpret scientific literature |  |  | **X** |
| LO 4 | Design and conduct experiments as well as analyze and interpret the data |  | **X** |  |
| LO 5 | Learn how to use the experimental equipment effectively | **X** |  |  |
| LO 6 | Function on multi-disciplinary teams |  |  | **X** |
| LO 7 | Identify, formulate, and solve medical problems |  |  | **X** |
| LO 8 | Use computer effectively both in conducting the experiments and analyzing the data |  | **X** |  |
| LO 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| LO 10 | Use effective written and oral communication/presentation skills |  | **X** |  |
| LO 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| LO 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| LO 13 | Get an understanding of basic concepts of medical education |  |  | **X** |
| LO 14 | Get an understanding of approaching to ethical problems with taking basic concepts to center |  | **X** |  |

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| **Instructor Name**  Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | **Date / Sign** |

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| **COURSE CODE: 522303215** | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** **PEDIATRIC HEALTH NURSING** | | | | | |
| **INSTRUCTOR NAME** | **COURSE LANGUAGE**  **Turkish: X**  **English:** | | **Course Catagory** | | |
| Technical | Medical | Other(…) |
| Prof. Dr. Ayfer AÇIKGÖZ  Assoc. Prof. Hamide ZENGİN  Asst. Prof. Merve ÇAKIRLI |  | |  | X |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
|  | **X** |  |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Autumn Spring **X** | 3 | 4 | 0 | 4 | 7,5 | COMPULSORY ELECTIVE  **X** |

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| **ASSESMENT CRITERIA** | | | | |
| **MID-TERM** | **ACTIVITY** | | **Sayı** | **Yüzdesi (%)** |
| 1st Mid-Term | | 1 | 20 |
| 2 nd Mid- Term | |  |  |
| Quiz | |  |  |
| Homework | | 1 | 20 |
| Project | |  |  |
| Oral Exam | |  |  |
| Other (practice) | | 1 | 20 |
| **FINAL** | Quiz | |  |  |
| Homework | |  |  |
| Project | |  |  |
| Oral Exam | |  |  |
| Other(……………….) | | 1 | 50 |
| **MAKE-UP EXAM** | Oral | Written | Oral and Written | Multiple Choice |
|  | **X** |  |  |
| **PREREQUISITE(S)** |  | | | |
| **COURSE CONTENT** | Child Who Has Acute / Chronic / Fatal Disease and Family Nursing Approach, Common Acute / Chronic / Fatal Diseases in Children and Nursing Care, Nursing Care of the Children Who Have Physical / Mental Disability and Their Family, Common Mental Disorders in Children | | | |
| **COURSE AIMS** | The purpose of this course is that student know children’s diseases and give nursing care and counseling for child and family about diseases. | | | |
| **COURSE OBJECTIVES** | Students who successfully complete the course,   * Assessable the Child Who Has Chronic or Acute Disease * Give Nursing Care for Sick Child * Give Counseling for Children and Their Families. | | | |
| **TEXTBOOK(S)** | Conk, Z., Başbakkal, Z., Yılmaz, B.H., Bolışık, B., (2021) Pediatri Hemşireliği, Akademisyen KitabeviTörüner, K.E., Büyükgönenç, L., (2023) Çocuk Sağlığı Temel Hemşirelik Yaklaşımları Genişletilmiş 3. Baskı, Ankara Nobel Tıp Kitabevleri, Ankara.Çavuşoğlu H.(2015). Çocuk Sağlığı Hemşireliği, Sistem Ofset Basımevi, AnkaraMarcdante KJ., Kliegman RM., Schuh AM. (2022). Nelson Essentials of Pediatrics (9th Edition). Elsevier - Health Sciences DivisionArslan S. (Ed.) (2023). Pediatri Hemşireliğinin Temelleri, Nobel Tıp KitabevleriSönme Düzkaya D., Uysal G., Bozkurt G. (Eds.) (2023). Çocuk Sağlığını Değerlendirme, Ankara Nobel Tıp Kitabevleri, Ankara.Yiğit R. (2020). Çocukluk Dönemlerinde Büyüme ve Gelişme (Genişletilmiş 2. Baskı), Çukurova Nobel Tıp Kitabevi.Güney R., Sezgin E. (2022). Çocuk Dostu Hastane. Nobel Akademik Yayıncılık, Ankara.Canbulat Şahiner, N., Açıkgöz, A., Demrgöz Bal, M., (2014) Anne ve Çocuk Hemşireliği Klinik Uygulama Becerileri Kitabı, Nobel Yayıncılık, İstanbulSavaşer, S., Yıldız, S.(2009) Hemşireler İçin Çocuk Sağlığı ve Hastalıkları Öğrenim Rehberi, İstanbul Tıp Kitabevi. | | | |
| **REFERENCES** | Barcovision, oral presentations, practical presentations, discussions, seminars | | | |

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|  | **COURSE SYLLABUS** |
| **WEEK** | **SUBJECTS/TOPICS** |
| 1 | Child Health Nursing (definition, history, philosophy, roles) |
| 2 | Basic Concepts of Pediatric Nursing (family-centered care, atraumatic care, primary nursing, case management, holistic care) |
| 3 | The Situation of Child Health in the World |
| 4 | Situation of Child Health in Turkey |
| 5 | Health System in Our Country; Policies and Child Health Programs  Health Screenings for Children  Institutions and Organizations Working with Children in Turkey and the World |
| 6 | Primary Health Care Services |
| 7 | **Mid-term Exam** |
| 8 | Children's Rights |
| 9 | Children in Difficult Conditions I (Child Labour, Street Children) |
| 10 | Children in Difficult Circumstances II (Child Neglect and Abuse) |
| 11 | Children in Difficult Circumstances III (children with special needs, children in disasters) |
| 12 | Child, Family, Nurse and Communication |
| 13 | Sexual Education in Children |
| 14 | Children and Ethics |
| 15 | Children and Play |
| 16 | **Final** |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| 1 | Gather as well as apply knowledge of health sciences |  |  | **X** |
| 2 | Ask scientific questions and form hypothesis |  | **X** |  |
| 3 | Search and interpret scientific literature |  |  | **X** |
| 4 | Design and conduct experiments as well as analyze and interpret the data | **X** |  |  |
| 5 | Learn how to use the experimental equipment effectively | **X** |  |  |
| 6 | Function on multi-disciplinary teams |  | **X** |  |
| 7 | İdentify, formulate, and solve medical problems |  | **X** |  |
| 8 | Use computer effectively both in conducting the experiments and analyzing the data |  | **X** |  |
| 9 | Understand the impact of experimental solutions on national and international sciences |  | **X** |  |
| 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| 13 | Ability to recognize basic concepts in medical education |  |  | **X** |
| 14 | Ability to approach ethical problems by centering on basic concepts |  | **X** |  |

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| **Instructor Name**  **Sign**  Prof. Dr. Ayfer AÇIKGÖZ  Assoc. Prof. Hamide ZENGİN  Asst. Prof. Merve ÇAKIRLI | **Date** |

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| **COURSE CODE: 522303216** | | **DEPARTMENT: NURSING** | | | |
| **COURSE NAME:** **INTERNAL MEDICINE NURSING I** | | | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Güler BALCI ALPARSLAN  Prof. Dr. Ayşe ÖZKARAMAN | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **X** | 3 | 2 | - | 4 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Application | 1 | 30 |
| Other (Final exam) | 1 | 40 |
| **PREREQUISITE(S)** | -- | | |
| **SHORT COURSE CONTENT** | Basic Health Concept and Services; Chronic Disease Burden and Prevention from Chronic Diseases; Quality of Life and Self-Care Power; Symptom, Symptom Cluster Definition and Management; Palliative Care; Geriatric Care; Cancer Care; Shock, Fluid Electrolyte and Acid Base Imbalances, Respiratory System, and Nursing Care - Practice in Related Clinics | | |
| **COURSE AIMS** | The aim of this course is to examine the concepts and issues that will form the basis for meeting patient-specific care needs by determining the problem of the individual who needs care in internal diseases. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Learning the basic concepts of medical diseases care, gaining the ability to approach problems by centring the patient's problems | | |
| **LEARNING OUTCOMES OF THE COURSE** | The student who successfully completes this course;  Knows the etiology, risk factors, signs and symptoms of internal diseases and provides care for them.  Analyses and synthesises the subjects related to Medical Nursing.  Develops effective problem solving skills.  Develops the concept of holistic care and application skills.  Develops research skills on issues related to internal medicine and care  Knows the current developments and studies in the field of medical nursing. | | |
| **TEXTBOOK** | • https://calgaryguide.ucalgary.ca/  • Kapucu S, Kutlutürkan S, Akyar İ. (2023). İç Hastalıkları ve Hemşirelik Bakımı. Eds. Akdemir N, Birol L. Akademisyen yayınevi.  • Karadakovan A, Aslan FE (2022). Dahili ve Cerrahi Hastalıklarda Bakım. Akademisyen yayınevi.  • Temel İç Hastalıkları Hemşireliği ve Farklı boyutlarıyla kronik hastalıklar.(2017) Eds. Ovayolu Ö, Ovayolu N. Nobel tıp Kitapevi.  • Olgu, soru ve yanıtlarla onkoloji hemşireliği. Eds. Usta Yeşilbalkan Ö, Özkaraman A. Hipokrat Kitapevi, Ankara. 2023   * Oksel E, Balcı Alparslan G (2019). Romatoloji Hemşireliği, Hastalıklar ve Bakım. Ankara Nobel Tıp Kitabevi. Ankara * Akdemir N (2022). Temel Geriatri ve Hemşirelik Bakımı. TÜED Eğitim Yayınları. Ankara * Kapucu S ( 2019). Geriatri Hemşireliği. Hipokrat Kitabevi. Ankara | | |
| **OTHER REFERENCES** | • Guyton A.C. ve Hall J.E. (2021). Tıbbi Fizyoloji (Medical Physiology). Çeviren: Yeğen BÇ, Alican İ, Solakoğlu Z. Güneş Tıp Kitapevi.  • Ganong W. (2022). Ganong’un Tıbbi Fizyolojisi. Çev: İşoğlu Alkaç Ü, Ermutlu N. Nobel Tıp Kitapevleri  • Pathology Illustrated.(2018) Roberts F, MacDuff E, Callander R, Ramsden I. Eıght edition. Elsevier. Edinburgh London New York Oxford Philadelphia St Louis Sydney Toronto | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, barcovision, blackboard, internet | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Basic Health Concept and Services |
| 2 |  | Chronic disease burden and prevention of chronic diseases |
| 3 |  | Quality of Life and Self-Care Power |
| 4 |  | Definition of symptom and symptom cluster, symptom management |
| 5 |  | Palliative care |
| 6 |  | Geriatric Care |
| 7 |  | Cancer Care |
| 8 |  | Homework |
| 9 |  | Shock and Care |
| 10 |  | Acid-Base Imbalance Diagnosis and Nursing Care |
| 11 |  | Fluid-electrolyte Imbalance Diagnosis and Nursing Care I |
| 12 |  | Fluid-electrolyte Imbalance Diagnosis and Nursing Care II |
| 13 |  | Diagnosis and Nursing Care in Endocrine System Diseases I |
| 14 |  | Diagnosis and Nursing Care in Endocrine System Diseases II |
| 15 |  | Final exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  | **x** |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  |  | **x** |
| LO 3 | Literature Review and Evaluation Skills |  |  | **x** |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | **x** |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | x |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  | **x** |  |
| LO 7 | Ability to recognize, formulate and solve medical problems |  |  | **x** |
| LO 8 | Ability to use computers effectively in research and data analysis |  | **x** |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | **x** |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **x** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **x** |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  | **x** |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **x** |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  | **x** |  |

**Date**

**Instructor Name Sign**

Prof. Dr. Güler BALCI ALPARSLAN

Prof. Dr. Ayşe ÖZKARAMAN

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** GROWTH AND DEVELOPMENT OF THE NURSING APPROACH | | | | | |
| **INSTRUCTOR NAME** | **COURSE LANGUAGE**  **Turkish: X**  **English:** | | **Course Catagory** | | |
| Technical | Medical | Other(…) |
| Prof. Dr. Ayfer AÇIKGÖZ  Asst. Prof. Merve ÇAKIRLI |  | |  | X |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
|  | **X** |  |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Autumn **X** Spring | 3 | 2 | 0 | 4 | 7,5 | COMPULSORY ELECTIVE  **X** |

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| **ASSESMENT CRITERIA** | | | | |
| **MID-TERM** | **ACTIVITY** | | **Sayı** | **Yüzdesi (%)** |
| 1st Mid-Term | | 1 | 20 |
| 2 nd Mid- Term | |  |  |
| Quiz | |  |  |
| Homework | | 1 | 20 |
| Project | |  |  |
| Oral Exam | |  |  |
| Other (practice) | | 1 | 20 |
| **FINAL** | Quiz | |  |  |
| Homework | |  |  |
| Project | |  |  |
| Oral Exam | |  |  |
| Other(……………….) | | 1 | 50 |
| **MAKE-UP EXAM** | Oral | Written | Oral and Written | Multiple Choice |
|  | **X** |  |  |
| **PREREQUISITE(S)** |  | | | |
| **COURSE CONTENT** | Growth and Development in Children, Rules, Affecting Factors, Theories, Growth and Development According to Childhood Periods, Common Disorders of Growth and Development in Children and Nursing Care | | | |
| **COURSE AIMS** | Identification and assessment of children's growth and development status | | | |
| **COURSE OBJECTIVES** | Students who successfully complete the course,  Know the factors that affect children's growth and development properties and implements the necessary nursing care | | | |
| **TEXTBOOK(S)** | Savaşer, S., Yıldız, S. Hemşireler İçin Çocuk Sağlığı ve Hastalıkları Öğrenim Rehberi, İstanbul Tıp Kitabevi, 2009.  -Kavaklı, A.: Çocukluk Yaşlarında Büyüme Gelişme, Hilal Matbaacılık, İstanbul, 1992.  -Görak, G., Erdoğan, S., Savaşer, S., Çakıroğlu, S., (Ed. Seçim, H.): Çocuk Sağlığı ve Hastalıkları Hemşireliği, 1. Baskı, Açıköğretim Fakültesi Yayınları, Eskişehir, 1996.  -Çavuşoğlu, H.: Çocuk Sağlığı Hemşireliği, Bizim Büro Basımevi Tesisleri, Ankara. -Yavuzer, H.: Çocuğunuzun İlk 6 Yılı, 19. Basım, Remzi Kitabevi, İstanbul, 2003. - John Pearce. Çocuklarda Büyüme ve Gelişme.1996.Doruk yayıncılık. Ankara 5- Arslan, S. (ed). Pediatri Hemşireliğinin Temelleri, Nobel Akademik Yayıncılık, Ankara, 2023. | | | |
| **REFERENCES** | Barcovision, oral presentations, practical presentations, discussions, seminars | | | |

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|  | **COURSE SYLLABUS** |
| **WEEK** | **SUBJECTS/TOPICS** |
| 1 | The concept of child health. Key indicators related to child health |
| 2 | Growth and Development in Children, Policies for Growth |
| 3 | Factors Affecting Growth |
| 4 | Growth and Development Assessment and Nursing Responsibilities |
| 5 | Freud's Theory of Psychosexual Development  Piaget's Theory of Cognitive Development |
| 6 | Erikson’s Theory of Psychosocial Development  Kohlberg’s Theory of Moral Development |
| 7 | **Mid-term Exam** |
| 8 | Characteristics of the Growth and Development of Newborn’s Assessment and Nursing Care |
| 9 | Characteristics of the Growth and Development of Infant’s Assessment and Nursing Care |
| 10 | Characteristics of the Growth and Development of Preschool Children's Assessment and Nursing Care |
| 11 | Characteristics of the Growth and Development of School Children's Assessment and Nursing Care |
| 12 | Characteristics of the Growth and Development of Adolescence Children's Assessment and Nursing Care |
| 13 | Child Sexual Education and Nursing Responsibilities |
| 14 | Common Disorders of Growth and Development in Children and Nursing Care |
| 15 | Common Disorders of Growth and Development in Children and Nursing Care |
| 16 | **Final** |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| 1 | Gather as well as apply knowledge of health sciences |  |  | **X** |
| 2 | Ask scientific questions and form hypothesis |  |  | **X** |
| 3 | Search and interpret scientific literature |  |  | **X** |
| 4 | Design and conduct experiments as well as analyze and interpret the data | **X** |  |  |
| 5 | Learn how to use the experimental equipment effectively | **X** |  |  |
| 6 | Function on multi-disciplinary teams |  | **X** |  |
| 7 | İdentify, formulate, and solve medical problems |  |  | **X** |
| 8 | Use computer effectively both in conducting the experiments and analyzing the data |  | **X** |  |
| 9 | Understand the impact of experimental solutions on national and international sciences |  | **X** |  |
| 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| 13 | Ability to recognize basic concepts in medical education |  |  | **X** |
| 14 | Ability to approach ethical problems by centering on basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  Prof. Dr. Ayfer AÇIKGÖZ  Asst. Prof. Merve ÇAKIRLI | **Date** |

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| **COURSE CODE: 522305218** | | **DEPARTMENT: NURSİNG** | | | |
| **COURSE NAME:** **ONCOLOGY NURSİNG** | | | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Ayşe ÖZKARAMAN | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **X** | 3 | - | - | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 30 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) | 1 | 40 |
|  | **Final Examination** | |  |
| **PREREQUISITE(S)** | -- | | |
| **SHORT COURSE CONTENT** | Oncology Nursing course gives theoretical knowledge about carcinogenesis, cancer epidemiology, cancer screening programmes, nursing practices in early diagnosis and treatment methods of cancer. It provides knowledge and skills to provide individual care with comprehensive evaluation of those struggling with cancer. | | |
| **COURSE AIMS** | It is aimed that postgraduate students will be able to know the mechanism of cancer, symptoms and signs of cancer, cancer treatment methods and side effects, problems experienced by cancer patients and their families due to diagnosis and treatment, and plan nursing interventions. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Learning the basic concepts in oncology, gaining the ability to approach problems by centring the problems of the cancer patient. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Graduate student;  -can explain the relationship between carcinogenesis and nursing practice  -can explain the relationship between cancer risk factors and care  -Present up-to-date information about nursing practices for screening, early diagnosis and treatment of cancer  -Knows the symptoms that develop due to cancer and its treatment and nursing care for these symptoms.  -Can provide counselling to the cancer patient and his/her relatives about care.  -Plans the care of cancer survivors and can provide counselling.  -Explain palliative care, knows the role and responsibilities of the nurse. | | |
| **TEXTBOOK** | -Olgu, soru ve yanıtlarla onkoloji hemşireliği. Eds. Usta Yeşilbalkan Ö, Özkaraman A. Hipokrat Kitapevi, Ankara. 2023  -Onkoloji Hemşireliği. Ed. Can G. Nobel tıp Kitapevi, İstanbul. 2023 | | |

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| **OTHER REFERENCES** | • NCCN Guidelines  • NICE Guidelines  • ASCO Guidelines  1. Cancer Nursing  2. European Journal Of Cancer Care  3. Oncology Nursing Forum  4. Seminars in Oncology Nursing  5. Journal of Hospice and Palliative Nursing, 6. Clinical Journal of Oncology Nursing, 7. Onkoloji Hemşireler Derneği Yayınları (Oncology Nursing Society), http://www.ons.org/ 8. Amerikan Kanser Derneği Yayınları (American Cancer Society) http://www.cancer.org/docroot/home/index.asp 9. Uluslararası Kanser Savaş Örgütü Yayınları (UICC), http://www.uicc.org/ 10.National Institutes of Health and National Cancer Institute 11. Asian\_Pacific Oncology Journal |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, barcovision, blackboard, internet |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Cancer nursing |
| 2 |  | Carcinogenesis and its relation with care |
| 3 |  | Cancer risk factors and their relationship with care |
| 4 |  | Cancer screening programmes, early detection and its relation with care |
| 5 |  | Chemotherapy and care |
| 6 |  | Radiotherapy, Immunotherapy and care |
| 7 |  | Midterm exam |
| 8 |  | Hormonal treatment and care |
| 9 |  | Gene therapy and care |
| 10 |  | Bone marrow transplantation and care |
| 11 |  | Symptom management in cancer |
| 12 |  | Palliative care in cancer |
| 13 |  | Caring for cancer survivors |
| 14 |  | Final |
| 15 |  |  |
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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  | x |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  |  | x |
| LO 3 | Literature Review and Evaluation Skills |  |  | x |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | x |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | x |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  | x |  |
| LO 7 | Ability to recognize, formulate and solve medical problems |  |  | x |
| LO 8 | Ability to use computers effectively in research and data analysis |  | x |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | x |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | x |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | x |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  | x |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | x |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  | x |  |

**Date**

**Instructor Name**

Prof. Dr. Ayşe ÖZKARAMAN

**Sign**

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| |  |  | | --- | --- | | **COURSE CODE:** 522305219 | **DEPARTMENT:** NURSING | | **COURSE NAME:** INTRODUCTION TO LEADERSHIP | | | | | | |
| **INSTRUCTOR NAME**  Prof. Dr.. Elif GÜRSOY | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **x** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **X** | 2 | 0 | 0 | 2 | 5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 20 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | 1 | 50 |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | 1. The concept of leadership,its scope and field  2. Traditional and classical theories of leadership  3. New approaches to leadership  4. New conceptualization of leadership  5. Process to become an affective leader  6. Obstacles and difficulties of becoming a leader  7. Gender and leadership  8. Comparison of management and leadership  9. Organizational change and leadership  10. Examples of successful leaders in Turkey and the world | | |
| **COURSE AIMS** | The aim of this course is to teach graduate students the importance of leadership, new approaches and models in leadership. Also, it is aimed to raise students’ awareness about leadership, increase their leadership capacity to make them be able to to find solutions to problems and to direct their individual and institutional development. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | By grasping the conceptual knowledge and importance of leadership, being able to determine and discuss the leadership process, principles and approaches; analyzing the differences between managers and leaders; understanding the role of leadership in the organization; evaluating the characteristics of a good leader and ways to be a successful leader; discussing the relationship between gender and leadership by determining individual leadership approaches; gaining the ability to create a leadership perspective and develop capacity by examining the entrepreneurial and pioneering roles of leaders. | | |
| **LEARNING OUTCOMES OF THE COURSE** | 1. Understanding conceptual knowledge about leadership 2. Understanding the importance of leadership 3. Determining the process and principals for leadership 4. Being able to discuss the approaches to leadership 5. Being able to discuss the differences between manager and leader 6. Understanding the importance and role of leaders in an organization 7. Being able to discuss the characteristics of a good leader 8. Being able to analyze the ways to become a good leader 9. Defining individual leadership approaches 10. Discussing the relationship between leadership and gender 11. Discussing the enterpreneurship roles of leaders 12. Developing leadership and leadership capacity. | | |
| **TEXTBOOK** | Gürsoy., E. 2020. Liderlik ve Hemşirelik Çağdaş Yaklaşımlar. Nobel Kitabevi. ANKARA | | |

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| --- | --- |
| **OTHER REFERENCES** | * Bwalya, A. (2023). Leadership styles. *Global Scientific Journal*, *11*(8). * Yaman, A., & Tosun, H. Ü. (2023). Yönetimde liderlik kavramı ve davranışsal-dönüştürücü liderlik paradigmalarının karşılaştırılması. *Uluslararası Akademik Birikim Dergisi*, *6*(5). * Kılınç, E. (2023). Liderlik yaklaşımları ve öne çıkan liderler. *Ankara: Gazi Kitabevi*. * Başalp, A. A. (2023). Örgütsel Bağlamda Duygusal Zekâ. In *Organizational Behavior Concepts and Research-I* (pp. 131-149). Özgür Yayın Dağıtım Ltd. Şti.. * Polat, M., Yalçın, S., & Köroğlu, M. (2024). Dönüşümcü liderlik, örgütsel sinizm ve örgütsel iletişim arasındaki ilişkinin incelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (71), 177-204. * Bingöl, Ş., & Okçu, V. (2023). Üniversite öğrencilerinin gençlik liderlik özellikleri ile sosyal-duygusal yetkinlikleri arasındaki ilişki. *Gençlik Araştırmaları Dergisi*, *11*(29), 30-55. * Kaşıkırık, A., & Çil Arslan, I. (2023). Yerel Eşitlik Eylem Planı Hazırlama Rehberi. * TÜBİTAK. (2023). Etkili sunumlar için el kitabı. <https://tubitak.gov.tr/sites/default/files/2023-10/sunum_el_kibabi.pdf> * Doğan, S. (2016). Çağdaş liderlik yaklaşımları: vizyoner liderlik-dönüşümcü liderlik-işlemci liderlik. *Pegem Atıf İndeksi*, 97-141. * The 7 Habits of Highly Effective People: Powerful Lessons in Personal ChangePaperback. (2013). Covey SR. * Entor Pocket (2008) Harvard Business -Etkin Liderlik (4 kitaplık Set): Liderlik/Ekip Liderliği/Proje Yönetimi/Koçluk * Mullen, C. A., English, F. W., &Kealy, W. A. (2014).The Leadership Identity Journey: An Artful Reflection. Rowman&Little field.   Okunacak Kitaplar   * Nutuk-Mustafa Kemal ATATÜRK * Atatürk'ün Liderlik Sırları- Yüksel Mert- Cengiz Açıkgöz * Takım Oyunu – Seth Godin * Alışkanlıkları Gücü-Charles Duhigg * Liderlik ve İletişim- Kevin Murray * Karizmatik Liderlik-Kevin Murray * Duygusal Çeviklik-Dr. Susan David * Etkili İnsanların 7 Alışkanlığı-Stephen R. Covey * Akıllı Yaşam Kılavuzu-Albert Ellis&Robert A. Harper * Liderlikte Etkili İletişimin Sırları- Gail T. Fairhurst * Etkin İletişim Yetkin Liderlik- Ertuğrul Yaman * Duygusal Zeka- Şebnem Aslan |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | The Concept of leadership,its scope and field |
| 2 |  | Leadership theories |
| 3 |  | New approaches to leadership |
| 4 |  | New conceptualizations of leadership |
| 5 |  | Process to become an affective leader |
| 6 |  | Characteristics of affective leaders |
| 7 |  | **Midterm exam** |
| 8 |  | Difficulties of being a leader |
| 9 |  | Gender and leadership |
| 10 |  | The difference between management and leadership |
| 11 |  | Organizational change and leadership |
| 12 |  | Student presentations and team work |
| 13 |  | Enterpreneurship roles of leaders |
| 14 |  | Examples of successful leaders in Turkey and the world |
| 15 |  | Project presentation |
| 16 |  | **Final exam** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Gather as well as apply knowledge of health sciences |  |  | **X** |
| LO 2 | Ask scientificquestionsand form hypothesis |  |  | **X** |
| LO 3 | A earch and interpret scientific literature |  |  | **X** |
| LO 4 | Design and conduct experiments as well as analyze and interpret the data | **X** |  |  |
| LO 5 | Learn how to use the experimental equipment effectively | **X** |  |  |
| LO 6 | Function on multi-disciplinary teams |  |  | **X** |
| LO 7 | İdentify, formulate, and solve medical problems |  | **X** |  |
| LO 8 | Use computer effectively both in conducting the experiments and analyzing the data | **X** |  |  |
| LO 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| LO 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Get an understanding of professiona land ethica lresponsibility |  |  | **X** |
| LO 12 | Get a recognition of the need for, and an ability to engage in life long learning |  | **X** |  |
| LO 13 | Get ability to recognize basic concepts in medical education |  | **X** |  |
| LO 14 | Basic concepts the ability to approache thical problems by the center |  |  | **X** |

**Date**

20.03.2025

**Instructor Name**

Prof. Dr. Elif GÜRSOY

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| **COURSE CODE:** | 522303220 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** | RESEARCH IN NURSING | |  | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Course Catagory** | | |
| Technical | Medical | Other (…) |
|  | |  | |  | **X** |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph. D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring ****  Autumn  **X** | 2 | 2 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  ** X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM**  **SEMESTER**  **ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | 20 |
| Project | 1 | 30 |
| Oral Exam |  |  |
| Other (………) |  |  |
|  | **Final Examination** | 1 | 50 |
| **PREREQUISITE(S)** | None | | |
| **SHORT COURSE CONTENT** | This course provides a comprehensive overview of quantitative and qualitative research methods used in nursing studies, covering research design and data analysis processes. Students will learn the stages of the scientific research process, including formulating research questions, conducting literature reviews, data collection and analysis, interpreting findings, and preparing research for publication. Additionally, they will gain awareness of conducting reliable and ethical research in accordance with ethical principles and academic integrity. The course encourages students to design original research addressing challenges in nursing practice and present their findings in professional platforms. | | |
| **COURSE AIMS** | This course is designed to equip graduate-level nursing students with advanced research methodologies and scientific inquiry skills. It aims to enable students to conduct independent research in the field of nursing, enhance healthcare services through evidence-based approaches, and integrate research findings into professional practice. Furthermore, students are encouraged to contribute to the advancement of nursing knowledge by conducting scientific studies guided by critical thinking and ethical principles. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | The "Research in Nursing" course equips students with critical skills that support the development of the nursing profession based on scientific foundations, helping them to:   * Understand the importance of scientific research in nursing practice. * Make clinical decisions based on current research. * Develop the ability to conduct independent research and take responsibility within teamwork. * Encourage interdisciplinary collaboration and develop the ability to work on joint projects with other health disciplines in nursing research. * Learn both quantitative and qualitative research methods to enhance scientific inquiry skills. * Develop the ability to critically evaluate and synthesize academic literature. * Encourage nurses to generate scientific solutions to the problems encountered in healthcare. * Assist in providing evidence-based recommendations for the development of health policies. * Emphasize the importance of ethical principles and academic integrity in the research process. * Raise awareness of conducting reliable and ethical research. * Ensure students present their research findings in both written and oral formats according to academic standards. * Develop skills for presenting at conferences, writing articles, and contributing to the scientific publication process. | | |
| **LEARNING OUTCOMES OF THE COURSE** | 1. Critically analyze the types, basic principles, and advanced research processes in nursing research. 2. Take responsibility and lead within both independent and team-based research processes. 3. Develop researchable questions and research hypotheses grounded in scientific evidence for nursing practice. 4. Systematically review literature, perform critical analyses, identify research gaps, and synthesize findings. 5. Evaluate advanced research designs and methods, selecting and applying the most appropriate approach for their study. 6. Use epidemiological measures related to health and illness for data collection, analysis, and interpretation. 7. Apply data management, analysis techniques, and secure data storage methods during the research process. 8. Present research findings in written and oral formats in accordance with academic standards, contributing to scientific conferences. 9. Utilize research results to make evidence-based decisions and apply them in nursing practice. 10. Follow scientific advancements and innovative approaches in the field, encouraging research and innovation. 11. Conduct research adhering to ethical guidelines, academic integrity, and scientific responsibility. 12. Independently design, implement, and evaluate an advanced research project in the nursing field. 13. Encourage interdisciplinary collaboration, taking an active role in health research and developing projects. | | |
| **TEXTBOOK** | Erdoğan, S., Nahcivan, N., & Esin, M. N. (Eds.). (2014). Hemşirelikte Araştırma: Süreç, Uygulama ve Kritik. Nobel Tıp Kitabevleri. | | |
| **OTHER REFERENCES** | Nahcivan, N., Erdoğan, S., Esin, M. N., Seçginli, S., Coşansu, G. (n. d.). Hemşirelikte Araştırma. İstanbul Üniversitesi Açık ve Uzaktan Eğitim Fakültesi, Hemşirelik Lisans Tamamlama Programı.  Karaman, S. (Ed). (2020). Araştırma Yöntem ve Teknikleri I. Atatürk Üniversitesi Açıköğretim Fakültesi Yayını. Erzurum.  Karaman, S. (Ed). (2020). Araştırma Yöntem ve Teknikleri II. Atatürk Üniversitesi Açıköğretim Fakültesi Yayını. Erzurum.  Kazan, H. (2016). Bilimsel Araştırma Teknikleri. İstanbul Üniversitesi Açık ve Uzaktan Eğitim Fakültesi. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Textbooks, Online Tools/Materials (Web-Based Tools), Guides, Checklist | | |

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|  | **COURSE SCHEDULE (Weekly)** |
| **WEEK** | **TOPICS** |
| **1** | Introduction to the Course, Sharing of Course Outcomes, Information on the Implementation Process, Receiving Expectations |
| **2** | Determining the Research Topic & Literature Review and Analysis  Implementation => Formation of Research Project Groups (Mentor-Mentee Pairing) |
| **3** | Introduction to Research and the Research Process  Implementation => Determining Research Topics and Project Titles |
| **4** | Research Purpose, Research Questions, Hypotheses, and Limitations  Implementation => Research Project Group Work (Reviewing Assignments, Q&A Sessions) |
| **5** | Quantitative Research Designs  Implementation => Research Project Group Work (Reviewing Assignments, Q&A Sessions) |
| **6** | Quantitative Research Designs  Implementation => Research Project Group Work (Reviewing Assignments, Q&A Sessions) |
| **7** | Sampling  Implementation => Research Project Group Work (Reviewing Assignments, Q&A Sessions) |
| **8** | **Midterm Exams** |
| **9** | Qualitative Research Designs  Implementation => Research Project Group Work (Reviewing Assignments, Q&A Sessions) |
| **10** | Qualitative Research Designs  Implementation => Research Project Group Work (Reviewing Assignments, Q&A Sessions) |
| **11** | Data Collection Methods and Tools & Reliability and Validity of Data Collection Tools  Implementation => Mentor, Mentee, Advisor Meetings |
| **12** | Article Critique: Critical Reading and Evaluation of Research Reports  Implementation => Mentor, Mentee, Advisor Meetings |
| **13** | Ethics in Nursing Research  Implementation => Mentor, Mentee, Advisor Meetings |
| **14** | Data Analysis and Interpretation  Implementation => Research Project Presentations and Evaluation |
| **15** | Data Analysis and Interpretation  Implementation => Research Project Presentations and Evaluation |
| **16** | **Final Exams** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Gather as well as apply knowledge of health sciences |  | **X** |  |
| LO 2 | Ask scientific questions and form hypothesis |  |  | **X** |
| LO 3 | Search and interpret scientific literature |  |  | **X** |
| LO 4 | Design and conduct experiments as well as analyze and interpret the data |  |  | **X** |
| LO 5 | Learn how to use the experimental equipment effectively |  |  | **X** |
| LO 6 | Function on multi-disciplinary teams |  |  | **X** |
| LO 7 | Identify, formulate, and solve medical problems |  |  | **X** |
| LO 8 | Use computer effectively both in conducting the experiments and analyzing the data |  |  | **X** |
| LO 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| LO 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| LO 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| LO 13 | Get an understanding of basic concepts of medical education |  | **X** |  |
| LO 14 | Get an understanding of approaching to ethical problems with taking basic concepts to center |  | **X** |  |

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| **Instructor Name**  Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | **Date / Sign** |

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| **COURSE CODE:** 522305221 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** REGULATION OF FERTILITY | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Dr. Yeliz KAYA | **COURSE LANGUAGE**  Turkish | | **Course Catagory** | | |
| Technical | Medical | Diğer(……) |
|  | **X** |  |

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
|  |  |  | 0 |  |  |  |
| AUTUMN | 3 | 0 | 3 | 7,5 | Elective |
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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Application |  |  |
| Other (Presentation) | 1 | 20 |
| **Final exam** | | **50** |
| **PREREQUISITE(S)** | -- | | |
| **SHORT COURSE CONTENT** | This course aims to provide students with sufficient knowledge, skills and equipment about the regulation of fertility, contraceptive methods and provision of services, counseling. | | |
| **COURSE AIMS** | To provide the student with information about the regulation and importance of fertility, counseling and methods within the approach of basic health services. | | |

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| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Student,  To gain the knowledge and skills of fertility regulation in the field of women's health |
| **LEARNING OUTCOMES OF THE COURSE** | At the end of this course the student,  1. Knows reproductive organ anatomy and physiology  2. Describes the Regulation of Fertility and its Effects on Maternal, Child, Family and Community Health  3. Knows the importance of counseling in fertility regulation and how to evaluate the applicant  4. Knows contraceptive methods and provides counseling  5. Follows new/current developments in contraceptive methods |
| **TEXTBOOK** | Aksu, H. (Ed.). (2022). Aile planlaması danışmanlığı. Nobel Tıp Kitabevi. ISBN 9786053356691. |
| **OTHER REFERENCES** | Kızılkaya Beji, N. (Ed.). (2022). Hemşirelere ebelere yönelik kadın sağlığı ve hastalıkları (4. baskı). Nobel Tıp Kitabevleri.  Taşkın, L. (Ed.). (2024). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9759466104  Nazik, E. (Ed.). (2022). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9786257409513  Recent articles |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Anatomy - Physiology of Reproductive Organs and Reproductive Physiology |
| 2 |  | Regulation of Fertility, Importance, Purpose, Situation in Turkey and the World |
| 3 |  | The Effects of Fertility Regulation on Maternal, Child, Family and Community Health |
| 4 |  | Counseling in Family Planning |
| 5 |  | Evaluation of the Applicant |
| 6 |  | Natural Family Planning Methods and Counseling |
| 7 |  | Lactational Amenorrhea Method (LAM) |
| 8 |  | Barrier Family Planning Methods and Counseling |
| 9 |  | Hormonal Contraception and Counseling |
| 10 |  | Intrauterine Devices and Counseling |
| 11 |  | Voluntary Surgical Sterilization and Consultancy |
| 12 |  | Emergency Contraception Methods and Counseling |
| 13 |  | Contraception after childbirth and miscarriage |
| 14 |  | New Developments in Contraceptive Methods |
| 15 |  | Homework |
| 16 |  | Final Exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  | **X** |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  | **X** |  |
| LO 3 | Literature Review and Evaluation Skills |  | **X** |  |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | **X** |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | **X** |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  |  | **X** |
| LO 7 | Ability to recognize, formulate and solve medical problems |  | **X** |  |
| LO 8 | Ability to use computers effectively in research and data analysis |  | **X** |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | **X** |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **X** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **X** |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  | **X** |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **X** |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  | **X** |  |

**Date**

**Instructor Name Sign**

**Assoc. Prof. Dr. Yeliz KAYA**

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| **COURSE CODE:** | **522303222** | | | **DEPARTMENT: NURSING** | | | | |
| **COURSE NAME:** | | **BASIC NURSING PRINCIPLES** | | | | | |  |
| **INSTRUCTOR NAME**  **Assoc. Prof. Dr. Sevil PAMUK CEBECİ** | | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Course Catagory** | | | |
| Technical | Medical | Other(……) | |
|  | | |  | |  | **X** |  | |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | **3** | **0** | **0** | **3** | **7.5** | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| 1st Mid-Term | | | 1 | 20 |
| 2 nd Mid- Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 30 |
| Project | | |  |  |
| Oral Exam | | |  |  |
| Other (Practice) | | |  |  |
| **FINAL** | | | Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral Exam | | |  |  |
| Other (Final Exam) | | | 1 | 50 |
| **MAKE-UP EXAM** | | | Oral | | Written | Oral and Written | Multiple Choice |
|  | |  |  |  |
| **PREREQUISITE(S)** | | |  | | | | |
| **COURSE CONTENT** | | | This course includes information on developing the philosophy of professional nursing education in students and providing them with knowledge, skills and attitudes regarding the principles, methods and planning of Nursing Fundamentals Education. | | | | |
| **COURSE AIMS** | | | The purpose of this course is to develop the philosophy of professional nursing education in students and to provide them with knowledge, skills and attitudes regarding the principles, methods and planning of Nursing Fundamentals Teaching. | | | | |
| **COURSE OBJECTIVES** | | | Knowing the historical development of nursing and nursing education  Knowing the roles of the nurse  Being able to comprehend the factors affecting the roles of the nurse  Being able to realize the place and importance of the Fundamentals of Nursing course in nursing education  Being able to comprehend the philosophy of education  Knowing the principles of program development in education  Being able to determine appropriate teaching methods specific to the subject  Being able to use the basic teaching methods used in the Fundamentals of Nursing course  Being able to use the evaluation methods related to the course  Knowing the steps and principles of preparing a table of indicators  Being able to comprehend the basic information and rules related to laboratory practice  Being able to comprehend the basic information and rules related to clinical practice | | | | |
| **TEXTBOOK(S)** | | | Clinical practice skills and methods (2011). (T. Atabek Aştı and A. Karadağ, trans.eds.). Adana: Nobel Bookstore. (original: Perry and Potter Clinical Nursing Skills and Techniques, 2006).Akça Ay F, Sabuncu N. (eds)(2009) Clinical skills. Nobel BookstoreBahar M, Nartgün Z, Durmuş S, Bıçak B. Traditional-Complementary Measurement and Evaluation Techniques Teacher's Handbook. Pegem Academy. 3rd ed. Ankara 2009.Atılgan H. (ed.). Atılgan H, Kan A, Doğan N. Measurement and Evaluation in Education. Anı Publishing.. 4th ed. Ankara, 2009.Emerson RJ. Nursing Education in The Clinical Setting. Mosby Elsevier, St. Louis. 2007.Oerman MH. Gaberson KH. (2006) Evaluation and testing in nursing education. Springer Pub. 2nd ed., New York.II. Nursing Fundamentals workshop results- report June 2009. Ankara.http://www.hemsirelik.hacettepe.edu.tr/duyurular/Hemsirelik\_Esaslari\_Calistay\_SonucRaporu.pdfTekin H. (2004) Measurement and Evaluation in Education. Yargı Publishing House, 16th edition. Ankara.National Core Education Program in Nursing (2003), GATA Publishing House, Ankara.Arslan Sümeyye, Kuzu Kurban N, (Trans. Editors) Original. Marilyn H Oermann. Teaching and the roles of the educator in nursing. Anı Publishing House. Ankara, 2015 | | | | |
| **REFERENCES** | | | DeYoung S. Teaching Strategies for Nurse Educators. Prentice Hall, Upper Saddle River. 2003Gaberson KB, Oerman MH. (2007) Clinical teaching strategies in nursing. Springer Pub. 2nd ed. New York. | | | | |

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|  | **COURSE SYLLABUS** | |
| **WEEK** | **DATE** | **SUBJECTS/TOPICS** |
| 1 |  | General view of nursing education in the world and Türkiye |
| 2 |  | The role of the nurse in our country and the factors affecting this role |
| 3 |  | Philosophy of nursing education |
| 4 |  | Gender and nursing |
| 5 |  | A basic course for all nursing subjects: Fundamentals of Nursing |
| 6 |  | Development of nursing education programs |
| 7 |  | Importance of patient rights in terms of nursing practice |
| **8** |  | Teacher factor in Fundamentals of Nursing education |
| 9 |  | Specification table |
| 10 |  | Fundamentals of Nursing Education: Teaching methods |
| 11 |  | Development and education of psychomotor skills in nursing students |
| 12 |  | Methods of success assessment in nursing |
| 13 |  | Importance of laboratory practice in nursing education |
| 14 |  | Importance of clinical practice in nursing education |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

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| **NO** |  | **1** | **2** | **3** |
| 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| 2 | Ability on scientific questioning and forming hypothesis |  | **X** |  |
| 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data | **x** |  |  |
| 5 | Ability to identify the experimental equipments and use them appropriately |  |  |  |
| 6 | Ability on performing multi-disciplinary team work | **x** |  |  |
| 7 | Ability on identifying, formulating, and solving medical problems |  |  | **X** |
| 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  |  |  |
| 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  |  |
| 10 | Ability to use effective written and oral communication/presentation skills | **x** |  |  |
| 11 | Ability to understand and apply professional and ethical responsibilities |  |  |  |
| 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  |  |
| 13 | Ability to know the basic concepts in medical education |  |  |  |
| 14 | Ability to approach to ethical problems by considering the basic concepts | **X** |  |  |

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| **Instructor Name**  **Sign**  Assoc. Prof. Dr. Sevil PAMUK CEBECİ | **Date**  26.02.2025 |

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| **COURSE CODE:** **522303223** | | **DEPARTMENT: NURSING** | | | |
| **COURSE NAME:** **BASIC MANAGEMENT IN NURSING** | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Aysun TÜRE | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | **COURSE OF** | | | | |
| **Theoric** | **Practice** | | **Laboratory** | **Credit** | **ECTS** | | **TYPE** | |
| Spring **◻**  Autumn **X** | 3 | 4 | | 0 | 5 | 7,5 | | COMPULSORY ELECTIVE  **◻ X** | |
| **ASSESMENT CRITERIA** | | | | | | | | | |
| **MID-TERM SEMESTER ACTIVITIES** | | | **ACTIVITY** | | | | **Quantity** | | **Percentage (%)** |
| Mid-Term | | | | 1 | | 20 |
| Quiz | | | |  | |  |
| Homework | | | | 1 | | 25 |
| Project | | | |  | |  |
| Report | | | |  | |  |
| Practice | | | | 1 | | 25 |
|  | | | Final Examination | | | | 1 | | 30 |
| **PREREQUISITE(S)** | | | None | | | | | | |
| **SHORT COURSE CONTENT** | | | This course is based on the adaptation of basic and contemporary concepts and theories related to management and organization in nursing to the management of hospitals and nursing services. The role of executive nurse in planning, organizing, executing, controlling and evaluating steps, managerial problem solving, organizational culture, change planning, blood-based nursing, management in nursing. | | | | | | |
| **COURSE AIMS** | | | The aim of the Nursing Basic Management course is to provide knowledge and understanding of the basic knowledge and theories for organizational development in the direction of modern management approaches in nursing and to adapt them to the management of nursing services. | | | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Students who understand the basic concepts of nursing service management gain a clearer understanding of nursing's role within the healthcare system and develop effective management skills. Nurses who are knowledgeable about organization, planning, and administrative processes are more successful in managing change and conflict. Additionally, the ability to compare different care delivery systems and choose appropriate management models enhances the efficiency of nursing services and improves the quality of patient care. | | | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | Student;  Knows the basic concepts in the management of nursing services.  Knows the basic concepts of management and management in the management of nursing services.  It locates the nursing services within the national health system.  Knows the basic concepts related to management development, organization development, manager development and planning in nursing services management.  Defines management models of nursing services.  Knows the basic concepts of conflict and change management in nursing services management.  Knows the basic concepts related to organizational culture in the management of nursing services.  Compare hospital and community based care delivery systems. | | | | | | |
| **TEXTBOOK** | | | Baykal Ü, Türkmen E. (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, İstanbul.Koçel, T. (2015). İşletme Yöneticiliği, 16. Baskı, Beta Basım Yayın, İstanbul.Eren E. (2015). Örgütsel Davranış ve Yönetim Psikolojisi, 15. Baskı Beta Basım Yayın, İstanbul.Eren E. (2013). Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar), 11. Baskı Beta Basım Yayın, İstanbul.Sur H, Palteki T. (2013). Hastane Yönetimi, Nobel Tıp Kitapevleri, İstanbul.Huber, D. (2010) Leadership and nursing care management. Saunders: ElsevierWhitehead, D.K. (2010) Essentials of nursing leadership and management. Philadelphia: F.A. DavisKelly, P. (2010) Essentials of nursing leadership & management. Clifton Park, NY : Delmar Cengage Learning.Barker, A. M., Sullivan, D.T., Emery, M.J. (2007). Leadership competencies for clinical managers: the renaissance of transformational leadership. Sudbury, Mass.: Jones and Bartlett. | | | | | | |
| **OTHER REFERENCES** | | | Patronis Jones R.A. (2007). Nursing leadership and management: theories, processes, and practice. Philadelphia: F.A. Davis Co.Shaw, S. (2007). International Council of Nurses: nursing leadership. Oxford; Malden, Mass. : Blackwell Pub.Marquis, B.L. (2003). Leadership roles and management functions in nursing: theory and application, Philadelphia: Lippincott Williams & Wilkins.Yoder-Wise, P.S. (2003). Leading and managing in nursing (3rd Ed.). St. Louis, MO: Mosby | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | Computer and barcovision | | | | | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Basic Concepts of Nursing Services Management |
| 2 |  | Nursing Services Management Philosophy and Development |
| 3 |  | Nursing Services Administration and Organization |
| 4 |  | Nursing Services Management and General Health System |
| 5 |  | Analysis of Hospital Organization and Hospital Organization in terms of Nursing Services Management |
| 6 |  | Nursing Services Management Models (Combined Model, Integration) |
| 7 |  | Management and Motivation Theories in Nursing |
| 8 |  | **MIDTERM** |
| 9 |  | Training and Development of Nurses |
| 10 |  | Communication Management in Nursing |
| 11 |  | Conflict Management in Nursing |
| 12 |  | Teamwork in Nursing |
| 13 |  | Risk Management in Nursing |
| 14 |  | Change Management in Nursing |
| 15 |  | Innovation Management in Nursing |
| 16 |  | **FINAL EXAM** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| LO 2 | Ability on scientific questioning and forming hypothesis |  |  | **X** |
| LO 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| LO 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  | **X** |  |
| LO 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| LO 6 | Ability on performing multi-disciplinary team work |  |  | **X** |
| LO 7 | Ability on identifying, formulating, and solving medical problems |  |  | **X** |
| LO 8 | Ability to effectively use computer both in conducting experiments and analyzing data | **X** |  |  |
| LO 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  | **X** |
| LO 10 | Ability to use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Ability to understand and apply professional and ethical responsibilities |  |  | **X** |
| LO 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  | **X** |
| LO 13 | Ability to know the basic concepts in medical education |  |  | **X** |
| LO 14 | Ability to approach to ethical problems by considering the basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  **Assoc. Prof. Aysun TÜRE** | **Date**  **28.03.2025** |

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| **COURSE CODE:** 522303224 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** HUMAN RESOURCES MANAGEMENT IN NURSING SERVICES | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Aysun TÜRE | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **X** | 3 |  |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 30 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | Final Examination | 1 | 40 |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | This course; the use of the human resources management process in nursing in the management of hospitals and nursing services. | | |
| **COURSE AIMS** | The aim of the course in Human Resources Management in Nursing Services is; to inform the progress of the human resources management process in nursing and to improve the ability to use these information in the management of nursing services. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | This course provides students with the ability to understand the human resources management process in nursing and to build and manage an effective healthcare team. Students learn the role of the nurse manager, engage in workforce planning, apply interview techniques in recruitment, understand performance evaluation methods, and use reward and punishment systems to manage problematic staff. In this way, the course contributes to the more efficient and higher-quality delivery of healthcare services. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Student;   * Human resources management in nursing knows the process. * In the course of human resource management in nursing, the role of managerial nurse knows. * It makes human resources planning in nursing. * The nurse uses interview techniques at the election of the human power. * Knows performance evaluation methods in nursing. * Nursing uses the award penalty system to deal with problematic staff | | |
| **TEXTBOOK** | Palmer M., Winters K.T (1993). (Çeviren: Doğan Şahiner) İnsan Kaynakları, Rota Yayınları, İstanbul.Kaynak ve ark. (1998). İnsan Kaynakları Yönetimi, Dönence Yayınevi, İstanbul.Bingöl D.( 2003). İnsan Kaynakları Yönetimi, 5. Baskı, Beta Basımevi, İstanbul.Swansburg R.C, Swansburg R.J (1999). Introductory Management and Leadership for Nurses, Second Edition. Jones and Bartlett Publishers, Toronto, Canada.Rowland H.S, Rowland B.L (1997). Nursing Administration Handbook, Fourth Edition, An Aspen Publication, USA.Yalçın S.(2002). Personel Yönetimi, 7. Baskı, Beta Basımevi, İstanbul. İ.Ü. İşletme Fakültesi Dergisi. Verimlilik Dergisi | | |

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| **OTHER REFERENCES** | Baykal Ü, Türkmen E. (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, İstanbul.Koçel, T. (2015). İşletme Yöneticiliği, 16. Baskı, Beta Basım Yayın, İstanbul.Eren E. (2015). Örgütsel Davranış ve Yönetim Psikolojisi, 15. Baskı Beta Basım Yayın, İstanbul.Eren E. (2013). Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar), 11. Baskı Beta Basım Yayın, İstanbul.Sur H, Palteki T. (2013). Hastane Yönetimi, Nobel Tıp Kitapevleri, İstanbul. |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Philosophy of Personnel Management in Nursing |
| 2 |  | Nursing Personnel Management Process |
| 3 |  | Open System Approach in Nursing Personnel Management |
| 4 |  | Manpower Planning in Nursing |
| 5 |  | Leadership in Nursing Staff Management |
| 6 |  | Decision Making and Problem Solving in Nursing Personnel Management |
| 7 |  | Learning Organizations in Nursing Personnel Management |
| 8 |  | **MID TERM** |
| 9 |  | Evaluation in Nursing Staff Management |
| 10 |  | Career Development Systems in Nursing Personnel Management |
| 11 |  | Change Management in Personnel Management in Nursing |
| 12 |  | Costing in Nursing Personnel Management |
| 13 |  | Risk Management in Nursing |
| 14 |  | Legal Aspects of Nursing Personnel Management |
| 15 |  | International Personnel Management in Nursing and Current Approaches |
| 16 |  | **FINAL EXAM** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| LO 2 | Ability on scientific questioning and forming hypothesis |  |  | **X** |
| LO 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| LO 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  | **X** |  |
| LO 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| LO 6 | Ability on performing multi-disciplinary team work |  |  | **X** |
| LO 7 | Ability on identifying, formulating, and solving medical problems |  | **X** |  |
| LO 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  |  | **X** |
| LO 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  | **X** |
| LO 10 | Ability to use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Ability to understand and apply professional and ethical responsibilities |  |  | **X** |
| LO 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  | **X** |
| LO 13 | Ability to know the basic concepts in medical education |  | **X** |  |
| LO 14 | Ability to approach to ethical problems by considering the basic concepts |  |  | **X** |

**Date**

**28.03.2025**

**Instructor Name Sign**

**Assoc. Prof. Aysun TÜRE**

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| **COURSE CODE:** **522303225** | | **DEPARTMENT: NURSING** | | | |
| **COURSE NAME:** **CONTEMPORARY MANAGEMENT TECHNIQUES IN NURSING** | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Aysun TÜRE | **COURSE LANGUAGE**  **Turkish: x**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **X** | 3 |  |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 30 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | Final Examination | 1 | 40 |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | This course involves modern management approaches in management theories. | | |
| **COURSE AIMS** | The aim of Modern Management Techniques in Nursing course is to inform about modern management approaches which are used generally and to bring in ability of adapting this knowledge to nursing services management. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Knowing contemporary management approaches in nursing enables nurses to adapt to evolving healthcare needs and develop innovative solutions. A modern management perspective supports the adoption of flexible, effective, and patient-centered practices in nursing services. Knowledge of innovation management also empowers nurses to initiate improvements in care quality and take a leading role in professional development | | |
| **LEARNING OUTCOMES OF THE COURSE** | Student;  Knows contemporary management approaches in nursing.  Classify contemporary management approaches in nursing.  Interprets the applications of contemporary management approaches in nursing towards nursing services.  Know modern management approaches applied in health care organizations and nursing.  Adapts a contemporary management approach to nursing services.  Knows innovation management in nursing. | | |
| **TEXTBOOK** | Baykal Ü, Türkmen E. (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, İstanbul.Koçel, T. (2015). İşletme Yöneticiliği, 16. Baskı, Beta Basım Yayın, İstanbul.Eren E. (2015). Örgütsel Davranış ve Yönetim Psikolojisi, 15. Baskı Beta Basım Yayın, İstanbul.Eren E. (2013). Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar), 11. Baskı Beta Basım Yayın, İstanbul.Sur H, Palteki T. (2013). Hastane Yönetimi, Nobel Tıp Kitapevleri, İstanbul.Keser A., Yılmaz G. ve Yürür S. (2015) Çalışma Yaşamında Davranış Güncel Yaklaşımlar, Umuttepe Yayınları, KocaeliDienemann J. A ( 1998). Nursing Administration, Second Edition, Appleton & Lange, Stamford, USA.Borkowski N. ( 2009). Organizational Behavior, Theory and Desing in Health Care, Jones and Barlett Publishers, Sudbury, USA.Swansburg, R.C and Swansburg R.J. (1999). Introductory Management and Leadership for Nurses, Second Edition. Jones and Bartlett Publishers, Toronto, Canada. | | |
| **OTHER REFERENCES** | Rowland, H.S. and Rowland, B.L. (1997). Nursing Administration Handbook, Fourth Edition, An Aspen Publication, USA. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Contemporary Management Approaches in Nursing |
| 2 |  | System Approach in Nursing |
| 3 |  | Situational Approach in Nursing |
| 4 |  | Management by Objectives in Nursing |
| 5 |  | Innovation Management in Nursing |
| 6 |  | Empowerment in Nursing |
| 7 |  | Total Quality Management in Nursing - Benchmarking |
| 8 |  | **MID TERM** |
| 9 |  | Strategic Partnerships in Nursing |
| 10 |  | Learning Organizations in Nursing |
| 11 |  | Virtual Organizations in Nursing |
| 12 |  | Network Organization in Nursing |
| 13 |  | Change Engineering in Nursing |
| 14 |  | Outsourcing in Nursing |
| 15 |  | Process Renewal in Nursing |
| 16 |  | **FINAL EXAM** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| LO 2 | Ability on scientific questioning and forming hypothesis |  |  | **X** |
| LO 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| LO 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  | **X** |  |
| LO 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| LO 6 | Ability on performing multi-disciplinary team work |  |  | **X** |
| LO 7 | Ability on identifying, formulating, and solving medical problems |  |  | **X** |
| LO 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  | **X** |  |
| LO 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  | **X** |
| LO 10 | Ability to use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Ability to understand and apply professional and ethical responsibilities |  |  | **X** |
| LO 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  | **X** |
| LO 13 | Ability to know the basic concepts in medical education |  |  |  |
| LO 14 | Ability to approach to ethical problems by considering the basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  **Assoc. Prof. Aysun TÜRE** | **Date**  **28.03.2025** |

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| **COURSE CODE:** 522303226 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** STRATEGIC MANAGEMENT IN NURSING | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Aysun TÜRE | **COURSE LANGUAGE**  **Turkish:x**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **X** | 3 |  |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 30 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | Final Examination | 1 | 40 |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | This course includes basic concepts and approaches to strategic management in nursing. | | |
| **COURSE AIMS** | The aim of the course in Strategic Management in Nursing; to transfer basic principles of strategic management in nursing and to provide its use in nursing services. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Knowledge of strategic management enhances nurses’ ability to engage in long-term planning, set goals, and use resources effectively. Nurses who adopt strategic leadership and ethical principles contribute to both service quality and the institutional vision. Applying these approaches to nursing services supports the delivery of more sustainable, effective, and ethically grounded healthcare. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Student;   * Knows the basic concepts and theories related to strategic management in nursing. * Knows the importance of strategic management in nursing. * Adapts the approaches to develop strategic management to the management of nursing services. * Knows the strategic management process and importance in nursing. * Knows strategic leadership principles in nursing. * Knows strategic administrative ethical principles in nursing. | | |
| **TEXTBOOK** | Baykal Ü, Türkmen E. (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, İstanbul.  Koçel, T. (2015). İşletme Yöneticiliği, 16. Baskı, Beta Basım Yayın, İstanbul.  Eren E. (2015). Örgütsel Davranış ve Yönetim Psikolojisi, 15. Baskı Beta Basım Yayın, İstanbul.  Eren E. (2013). Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar), 11. Baskı Beta Basım Yayın, İstanbul.  Sur H, Palteki T. (2013). Hastane Yönetimi, Nobel Tıp Kitapevleri, İstanbul.  Swansburg R.C, Swansburg R.J. (1999). Introductory Management and Leadership for Nurses, Second Edition. Jones and Bartlett Publishers, Toronto, Canada.  Rowland H.S, Rowland B.L (1997). Nursing Administration Handbook, Fourth Edition, An Aspen Publication, USA. .  Marquis B.L, Huston C.J (2000). Leadership Roles and Management Functions in Nursing, Theory & Application, Third Edition, Lippincott, Williams& Wilkins, Philadelphia.  Simms L.M, Price S.A, Ervin N.E (1994). Nursing Administration, Second Edition, Delmar Publish.  Dienemann J. A (1998). Nursing Administration, Second Edition, Appleton & Lange, Stamford, USA.  Borkowski N. (2009). Organizational Behavior, Theory and Desing in Health Care, Jones and Barlett Publishers, Sudbury, USA.  Price S. A, Koch M. W, Basset S. (1998). Health Care Resource Management, Mosby, St Luis, USA.  Marquis L, Huston C. J. (1998). Management Decision Making for Nurses, Lippincott, Philedalphia, New York. | | |
| **OTHER REFERENCES** | Ülgen, H. (1989). İşletmelerde Organizasyon İlkeleri ve Uygulaması, İ.Ü. Yayın No. 3551, İstanbul.  Seçim, H. ( 1991). Hastane Yönetimi ve Organizasyonu, İ. Ü. İşletme Fakültesi Yayın No: 252, İstanbul.  Uyer, G. (1996). Hemşirelik Hizmetleri Yönetimi El Kitabı, Vehbi Koç Vakfı Yayınları No:15, İstanbul. | | |

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| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Basic Concepts about Strategic Management in Nursing |
| 2 |  | Strategic Management Process in Nursing |
| 3 |  | Analysis of Strategic Management in Nursing (Internal and External Environment) |
| 4 |  | Strategic Orientation in Nursing |
| 5 |  | Strategy Creation and Implementation in Nursing |
| 6 |  | Strategic Control Stage in Nursing |
| 7 |  | Strategic Orientation in Nursing |
| 8 |  | **MID TERM** |
| 9 |  | Creating Strategic Mission and Vision in Nursing |
| 10 |  | Institutional Strategies in Nursing |
| 11 |  | Competition Strategies in Nursing |
| 12 |  | Strategic Leadership in Nursing |
| 13 |  | Corporate Governance in Nursing |
| 14 |  | Managerial Ethics in Nursing |
| 15 |  | Culture of Strategic Institution in Nursing |
| 16 |  | **FINAL EXAM** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| LO 2 | Ability on scientific questioning and forming hypothesis |  |  | **X** |
| LO 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| LO 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  | **X** |  |
| LO 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| LO 6 | Ability on performing multi-disciplinary team work |  |  | **X** |
| LO 7 | Ability on identifying, formulating, and solving medical problems |  |  | **X** |
| LO 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  | **X** |  |
| LO 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  | **X** |
| LO 10 | Ability to use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Ability to understand and apply professional and ethical responsibilities |  |  | **X** |
| LO 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  | **X** |
| LO 13 | Ability to know the basic concepts in medical education |  |  |  |
| LO 14 | Ability to approach to ethical problems by considering the basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  **Assoc. Prof. Aysun TÜRE** | **Date**  **28.03.2025** |

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| **COURSE CODE:** 522303227 | | NURSING | | | |
| **COURSE NAME:** DEVELOPING COMMUNİCATION SKILLS IN NURSEPATIENT RELATIONSHIP I | | | | | |
| **INSTRUCTOR NAME**  Doç. Dr. Hülya KÖK EREN | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring **◻**  Autumn **X** | 2 | 2 | | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ x** | |
| **ASSESMENT CRITERIA** | | | | | | | | |
| **MID-TERM SEMESTER ACTIVITIES** | | | **ACTIVITY** | | | | **Quantity** | **Percentage (%)** |
| Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | |  | 40 |
| Project | | | |  |  |
| Report | | | |  |  |
| Other (………) | | | |  |  |
|  | | | **Final Examination** | | | | | **60** |
| **PREREQUISITE(S)** | | | NO | | | | | |
| **SHORT SHORT COURSE CONTENT** | | | The content of this course; the dynamics of the patient-nurse relationship  and the basic theoretical knowledge about the management of these  dynamics | | | | | |
| **COURSE AIMS** | | | The aim of this course is to enable the student to define the patient-nurse  relationship with the conceptual and theoretical dimension, to gain  communication skills and to use this knowledge in the field of education,  practice and research | | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To be able to discuss the importance of nursing to understand the concept and process of communication,  To be able to start, continue and end the patient-nurse relationship,  To be able to discuss the role of the nurse in the patient-nurse relationship and the current situation,  To be able to use the models used to maintain safe communication,  To be able to define the factors affecting patient and nurse communication | | | | | |
|  | | |  | | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | 1. Knowing the concept of communication  2. Developing communication skills  3. Being able to structure patient-nurse relationships  4. Knowing therapeutic and non-therapeutic communication techniques | | | | | |
| **TEXTBOOK** | | | 1. Jean M, Patrick C (2011). Communication Skills For Mental Health Nurses: An introduction. E-Book Sully 2. P, Dallas J (2005). Essential Communication Skills for Nursing Practice EC Arnold, KU Boggs (2015). 3. Interpersonal Relationships: Professional Communication Skills for Nurses. E-Book Webb L (2011) 4. Nursing: Communication Skills in Practice. E-Book Özcan A (2012). 5. Hemşire Hasta İlişkisi ve İletişim Gürhan N, Okanlı A (2017). Yaşamın Sırrı İletişim | | | | | |
| **OTHER REFERENCES** | | | 1. University databases 2. Turkish Nurses Association http://www.turkhemsirelerdernegi.org.tr/tr.aspx Association of Psychiatric Nurses http://www.phdernegi.org/ World Health Organization Mental Health 3. Programmes http://www.who.int/mental\_health/en/ The American Psychiatric Association 4. https://www.psychiatry.org/ American Psychiatric Nurses Association 5. https://www.apna.org/i4a/pages/index.cfm?pageid=1 | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | Computer, Projector, Internet connection | | | | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | The cornerstone of nursing care: Communication |
| 2 |  | Structuring the nurse-patient relationship: Understanding Peplau |
| 3 |  | Structuring the nurse-patient relationship: Communication theory in nursing |
| 4 |  | Structuring the nurse-patient relationship: Supporting hope |
| 5 |  | Structuring the nurse-patient relationship: Searching for meaning in sadness |
| 6 |  | The geography of the patient-nurse relationship: Our strengths and limitations |
| 7 |  | Midterm Exam |
| 8 |  | Patient-Nurse communication: Patient experiences |
| 9 |  | Patient-Nurse communication: Perception of difficult patients |
| 10 |  | A factor that strengthens communication in nursing: Transference - Countertransference |
| 11 |  | A factor that facilitates communication in nursing: Therapeutic Touch |
| 12 |  | Communication in nursing: Non-therapeutic communication techniques |
| 13 |  | Communication in nursing: Therapeutic communication techniques |
| 14 |  | Final Exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect and Apply Information Regarding Health Sciences |  |  | X |
| LO 2 | Scientific Inquiry and Hypothesis Generation |  |  | X |
| LO 3 | Literature Scanning and Evaluation Skills |  |  | X |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data |  | X |  |
| LO 5 | Ability to Identify and Use Experimental Tools and Equipment Properly |  | X |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  |  | X |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems | X |  |  |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis |  |  | X |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science |  |  | X |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | X |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | X |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | X |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | X |
| LO 14 | Ability to Approach Ethical Problems by Focusing on Basic Concepts |  |  | X |

**Date: 19.03.2025**

**Instructor Name Sign**

**Doç. Dr. Hülya KÖK EREN**

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE: 522303228** | | **DEPARTMENT: NURSING** | | | |
| **COURSE NAME:**  EDUCATION OF NURSING PRINCIPLES | | | | | |
| **INSTRUCTOR NAME**  Doç. Dr. Nazike DURUK | **COURSE LANGUAGE**  **Turkish: ◻x**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **x** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **◻X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻X**  Autumn **◻** | 3 |  |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ ◻X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | **50** |
| Quiz |  |  |
| Homework |  |  |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **50** |
| **PREREQUISITE(S)** | NO | | |
| **SHORT SHORT COURSE CONTENT** | To learn the basic subjects covered in the Fundamentals of Nursing course and the theories, concepts, principles and methods on which they are based in a comprehensive manner and to develop the ability to use educational methods. | | |
| **COURSE AIMS** | In this course, the student is expected to;  Comprehend the place and importance of care in nursing practices  Prepare one of the Nursing Fundamentals course topics in accordance with teaching principles and methods  Present the course topic he/she prepared in accordance with teaching principles and methods  Prepare a table of specifications | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Understanding the basic topics of the Fundamentals of Nursing course and preparing a specification table | | |
| **LEARNING OUTCOMES OF THE COURSE** | Knows the place and importance of care in nursing practices  Prepares one of the Nursing Fundamentals course topics in accordance with teaching principles and methods  Presents the course topic he/she prepared in accordance with teaching principles and methods  Prepares the course topic in accordance with the specification table | | |
| **TEXTBOOK** | Bilen M. (1994) Asepsi Öğretimi Kılavuzu Aydoğdu Ofset, 2.bs. Ankara.  Bilen M. (1996) Plandan Uygulamaya Öğretim. Aydan Web. Tesisleri 4. Baskı, Ankara  Ulusoy F. (1987) ‘Hemşirelik Esasları Dersinin Klinik Uygulamalarında Genç Öğretmenler İçin Bir Rehber’, THD, 37(4) 18-23.  Klinik uygulama becerileri ve yöntemleri (2011). (T. Atabek Aştı ve A. Karadağ, cev.editörleri). Adana: Nobel Kitabevi. (orjinali: Perry and Potter Clinical Nursing Skills and Techniques, 2006).  Akça Ay F, Sabuncu N.(eds)(2009) Klinik beceriler. Nobel Kitabevi  Bahar M, Nartgün Z, Durmuş S, Bıçak B. Geleneksel-Tamamlayıcı Ölçme ve Değerlendirme Teknikleri Öğretmen El Kitabı. Pegem Akademi. 3. bs. Ankara 2009.  Atılgan H. (editör). Atılgan H, Kan A, Doğan N. Eğitimde Ölçme ve Değerlendirme. Anı yayıncılık.. 4. bs. Ankara, 2009.  Emerson RJ. Nursing Education in The Clinical Setting. Mosby Elsevier, St. Louis. 2007.  DeYoung S. Teaching Strategies for Nurse Educators. Prentice Hall, Upper Saddle River. 2003  Gaberson KB, Oerman MH. (2007) Clinical teaching strategies in nursing. Springer Pub. 2nd ed. New York.  Oerman MH. Gaberson KH. (2006) Evaluation and testing in nursing education. Springer Pub. 2nd ed., New York.  Sönmez V. (1994) Program Geliştirmede Öğretmen El Kitabı. Anı Yayıncılık. 7. Basım, Ankara.  II. Hemşirelik Esasları çalıştay sonuçları- rapor u Haziran 2009. Ankara.  http://www.hemsirelik.hacettepe.edu.tr/duyurular/Hemsirelik\_Esaslari\_Calistay\_SonucRaporu.pdf  Tekin H. (2004) Eğitimde Ölçme ve Değerlendirme. Yargı Yayınevi, 16.bs. Ankara.  Hemşirelikte Ulusal Çekirdek Eğitimi Programı (2003), GATA Basımevi, Ankara.  Arslan Sümeyye, Kuzu Kurban N, (Çev. Editörleri) Orjinal. Marilyn H Oermann. Hemşirelikte öğretim ve eğiticinin rolleri. Anı yayıncılık. Ankara, 2015 | | |

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| **OTHER REFERENCES** | Articles related to course topics that are accessible on the internet |
| **TOOLS AND EQUIPMENTS REQUIRED** | Data projector, computer. internet connection. |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Nursing care and infection control practices |
| 2 |  | Basic principles in providing nursing care |
| 3 |  | Vital signs and their evaluation in terms of nursing care |
| 4 |  | Common vital signs measurement errors and their causes |
| 5 |  | Patient's hygiene needs and nursing care |
| 6 |  | Skin integrity and wound care |
| 7 |  | Patient safety in terms of nursing care |
| 8 |  | Patient's movement needs (immobility, body mechanics) |
| 9 |  | Drug applications |
| 10 |  | Precautions to be taken in case of incorrect drug applications |
| 11 |  | Respiratory system and nursing practices |
| 12 |  | Nutritional needs and nursing practices |
| 13 |  | Urinary evacuation needs and nursing practices |
| 14 |  | Intestinal evacuation needs and nursing practices |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect Information on Health Sciences and to Apply the Information Obtained |  | **x** |  |
| LO 2 | Scientific Inquiry and Hypothesis Generation Skills |  | **x** |  |
| LO 3 | Literature Scanning and Evaluation Skills |  |  | **x** |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data | **x** |  |  |
| LO 5 | Ability to Identify Experimental Tools and Equipment and to Use Them Properly | **x** |  |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  | **x** |  |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems |  | **x** |  |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis | **x** |  |  |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science | **x** |  |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **x** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **x** |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | **x** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **x** |
| LO 14 | Ability to Address Ethical Problems by Focusing on Basic Concepts Approach Skill |  |  | **x** |

13.03.2025

Doç. Dr. Nazike DURUK

**Date**

**Instructor Name Sign**

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** 522305229 | | **DEPARTMENT: NURSING** | | | |
| **COURSE NAME:**  TEACHING PRINCIPLES OF NURSING PRACTICE | | | | | |
| **INSTRUCTOR NAME**  **Doç. Dr. Nazike DURUK** | **COURSE LANGUAGE**  **Turkish: ◻X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **◻X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻ X**  Autumn **◻** |  | 6 |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ ◻X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | 50 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **50** |
| **PREREQUISITE(S)** | No | | |
| **SHORT SHORT COURSE CONTENT** | This course aims to develop the student's ability to use the information they have gained in the Fundamentals of Nursing Education course in the education and evaluation of undergraduate students taking the Fundamentals of Nursing course. For this purpose, students are expected to observe laboratory and hospital practices, participate in discussions, and apply information to carry out practical student education under the supervision of the course instructor. | | |
| **COURSE AIMS** | This course aims to develop the student's skills in;  Comprehending the place and importance of care in nursing practice  Creating an appropriate clinical teaching environment  Determining student cases  Planning patient care together with the student  Being an appropriate role model for the student  Providing effective counseling to the student  Keeping the student active in the clinic  Making systematic observations  Evaluating student performance  Collaborating with colleagues and other healthcare professionals. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | 1. Ability to create an appropriate clinical teaching environment  2. Ability to identify student cases  3. Ability to plan patient care with the student  4. Ability to be an appropriate role model for the student  5. Ability to provide effective counseling to the student  6. Ability to keep the student active in the clinic  7. Ability to make systematic observations  8. Ability to evaluate student performance  9. Ability to collaborate with colleagues and other healthcare professionals | | |
| **LEARNING OUTCOMES OF THE COURSE** | 1. Creates an appropriate clinical teaching environment  2. Identifies student cases  3. Plans patient care with the student  4. Becomes an appropriate role model for the student  5. Provides effective counseling to the student  6. Keeps the student active in the clinic  7. Makes systematic observations  8. Evaluates student performance  9. Collaborates with colleagues and other healthcare professionals | | |
| **TEXTBOOK** | Atılgan H. (editör). Atılgan H, Kan A, Doğan N. Eğitimde Ölçme ve Değerlendirme. Anı yayıncılık.. 4. bs. Ankara, 2009.  Emerson RJ. Nursing Education in The Clinical Setting. Mosby Elsevier, St. Louis. 2007  Gaberson KB, Oerman MH. (2007) Clinical teaching strategies in nursing. Springer Pub. 2nd ed. New York.  Oerman MH. Gaberson KH. (2006) Evaluation and testing in nursing education. Springer Pub. 2nd ed., New York | | |

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| **OTHER REFERENCES** | Bahar M, Nartgün Z, Durmuş S, Bıçak B. Geleneksel-Tamamlayıcı Ölçme ve Değerlendirme Teknikleri Öğretmen El Kitabı. Pegem Akademi. 3. bs. Ankara 2009. DeYoung S. Teaching Strategies for Nurse Educators. Prentice Hall, Upper Saddle River. 2003.  Articles with electronic access covering the subject areas |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, data projector, internet |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Creating a clinical teaching environment suitable for nurses for undergraduate students taking the Fundamentals of Nursing course |
| 2 |  | Collaborating with colleagues and other healthcare professionals |
| 3 |  | Determination of student cases with undergraduate students taking the Fundamentals of Nursing course |
| 4 |  | Being an appropriate role model for undergraduate students taking the Fundamentals of Nursing course |
| 5 |  | Planning patient care with undergraduate students taking the Fundamentals of Nursing course |
| 6 |  | Ability to effectively counsel undergraduate students taking the Fundamentals of Nursing course |
| 7 |  | Keeping undergraduate students taking the Fundamentals of Nursing course active in the clinic |
| 8 |  | Developing observation skills in undergraduate students taking the Fundamentals of Nursing course |
| 9 |  | Conducting case discussions with undergraduate students taking the Fundamentals of Nursing course |
| 10 |  | Creating a nursing care plan with undergraduate students taking the Fundamentals of Nursing course |
| 11 |  | Being a role model for Fundamentals of Nursing students in infection control practices |
| 12 |  | Conducting nursing rounds with Fundamentals of Nursing students |
| 13 |  | Developing the ability to recognize and take precautions against the difficulties experienced by students taking the Fundamentals of Nursing course in adapting to the service |
| 14 |  | Performance evaluation of undergraduate students taking the Fundamentals of Nursing course |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect Information on Health Sciences and to Apply the Information Obtained |  |  | **X** |
| LO 2 | Scientific Inquiry and Hypothesis Generation Skills |  |  | **X** |
| LO 3 | Literature Scanning and Evaluation Skills |  | **X** |  |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data |  | **X** |  |
| LO 5 | Ability to Identify Experimental Tools and Equipment and to Use Them Properly | **X** |  |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  |  | **X** |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems |  |  |  |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis |  | **X** |  |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science | **X** |  |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **X** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **X** |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | **X** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **X** |
| LO 14 | Ability to Address Ethical Problems by Focusing on Basic Concepts Approach Skill |  |  | **X** |

13.03.2025

Doç. Dr. Nazike DURUK

**Date**

**Instructor Name Sign**

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| **COURSE CODE:** | **522305230** | | **DEPARTMENT: NURSING** | | | | |
| **COURSE NAME:** | **HOLISTIC APPROACHES IN NURSING CARE** | | | | |  | |
| **INSTRUCTOR NAME**  **Assoc. Prof. Dr. Sevil PAMUK CEBECİ** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Course Catagory** | | | |
| Technical | Medical | | Other(……) |
|  | |  | |  | **X** | |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Autumn ** X** | **3** | **0** | **0** | **3** | **7.5** | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| 1st Mid-Term | | | 1 | 20 |
| 2 nd Mid- Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 30 |
| Project | | |  |  |
| Oral Exam | | |  |  |
| Other (Practice) | | |  |  |
| **FINAL** | | | Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral Exam | | |  |  |
| Other (Final Exam) | | | 1 | 50 |
| **MAKE-UP EXAM** | | | Oral | | Written | Oral and Written | Multiple Choice |
|  | |  |  |  |
| **PREREQUISITE(S)** | | |  | | | | |
| **COURSE CONTENT** | | | This course covers holism, holistic (holistic) nursing care concepts, approaches of nurses theorists to holistic nursing care, examining the differences between holistic nursing care and traditional nursing care, holistic nursing care practices (massage, reflexology, therapeutic touch, music therapy, aromatherapy, etc.). Contains relevant information. | | | | |
| **COURSE AIMS** | | | The aim of the course; to examine the conceptual approaches to holistic nursing care practices in supporting the health, protection, rehabilitation, and rehabilitation of the individual, family and society, and to develop knowledge regarding the safe and effective use of holistic nursing care. | | | | |
| **COURSE OBJECTIVES** | | | Your student;  - Associating the holistic nursing care perspective with nursing philosophy,  - Explaining the concepts of holism, holistic health care and holistic nursing care,  - Examination of nurse theorists' approaches to holistic nursing care,  - To investigate one or more holistic nursing care practices in terms of their effects on the individual's health,  -To examine the holistic health care practices in the health care system,  -Discussion of holistic health care practices frequently used,  -Discussion of knowledge and experience on holistic health care practices in nursing,  - It is aimed to explain the relationship between holistic health care practices in nursing and the beliefs and values of the individual. | | | | |
| **TEXTBOOK(S)** | | | Dossey, B. M., Keegan, L., & Guzzetta, C. E. (2016). Holistic nursing: A handbook for practice (5th ed.). Sudbury, MA: Jones and Bartlett.  Potter, P.A and Perry A.G. Fundamentals of Nursing. 7th Edition, Mosby Company, Canada, 2009.  Ay, F.A. (2018). Basic Concepts and Skills in Health Practices. Istanbul: Nobel Medical Bookstore.  American Holistic Nurses Association (n.d.). What is holistic nursing,http://www.ahna.org/About-Uu/What-is-Holistic-Nursing. 2020.  Atabek Aştı T, Karadağ A. Clinical Practice Skills and Methods. Nobel Medical Bookstore, Adana, 2011.  Tomey, A.M, Alligood, M.R. Nursing Theorists and Their Work. 6th Edition, Mosby Elsevier, St. Louis, 2006.  Craven RF, Thieves CJ. Fundamentals of Nursing Human Health and Function. 3rd Ed., Lippincott Co., Philadelphia, 2000.  Carpenito LJ. Handbook of Nursing Diagnosis. 8th. Ed., J.B. Lippincott Co., Phladelphia, 1995. Gulanic M, Kloop A, Galanes S, Gradishar D, Puzas MK. Nursing Care Plans. 4th. Ed. Mosby-Year Book Inc., St. Louis, 1998. | | | | |

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|  | **COURSE SYLLABUS** | |
| **WEEK** | **DATE** | **SUBJECTS/TOPICS** |
| 1 |  | The Concept of Holistic Nursing Care and Its Effects on Individual Health |
| 2 |  | Approaches of Nurse Theorists to Holistic Nursing Care (Florence Nightingale, Rogers, Parse) |
| 3 |  | Approaches of Nurse Theorists to Holistic Nursing Care (Watson, Neuman, Maslow) |
| 4 |  | Approaches of Nurse Theorists to Holistic Nursing Care (Henderson, Roy, Orem,Travelbee) |
| 5 |  | Differences Between Holistic Nursing Care and Traditional Nursing Care |
| 6 |  | Cultural Factors Affecting Holistic Nursing Care Practices |
| 7 |  | Nurses' Responsibilities in Holistic Nursing Care Practices |
| 8 |  | Safe Use of Holistic Nursing Care Applications and Incorrect Applications |
| 9 |  | Examples of Holistic Approaches in Nursing Care - Massage Therapy |
| 10 |  | Examples of Holistic Approaches in Nursing Care - Music Therapy |
| 11 |  | Examples of Holistic Approaches in Nursing Care - Therapeutic Therapy |
| 12 |  | Examples of Holistic Approaches in Nursing Care - Reflexology Therapy |
| 13 |  | Examples of Holistic Approaches in Nursing Care - Herbal Therapy |
| 14 |  | Examples of Holistic Approaches in Nursing Care - Aroma Therapy |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| 2 | Ability on scientific questioning and forming hypothesis | **X** |  |  |
| 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  |  |  |
| 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| 6 | Ability on performing multi-disciplinary team work |  | **X** |  |
| 7 | Ability on identifying, formulating, and solving medical problems |  | **X** |  |
| 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  |  |  |
| 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  |  |
| 10 | Ability to use effective written and oral communication/presentation skills |  |  |  |
| 11 | Ability to understand and apply professional and ethical responsibilities |  |  |  |
| 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  |  |
| 13 | Ability to know the basic concepts in medical education |  |  |  |
| 14 | Ability to approach to ethical problems by considering the basic concepts |  |  |  |

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| **Instructor Name Sign**  Assoc. Prof. Dr. Sevil PAMUK CEBECİ | **Date**  26.02.2025 |

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE** | 522303231 | **DEPARTMENT** | NURSING | | |
| **COURSE NAME** TELE-NURSING | | | | | |
| **INSTRUCTOR NAME** | | **COURSE LANGUAGE** | **COURSE CATAGORY** | | |
| Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | | Turkish | **Technical** | **Medical** | **Other (…)** |
|  | X |  |

**COURSE LEVEL**

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| --- | --- | --- | --- |
| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Autumn **X** | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM**  **SEMESTER**  **ACTIVITIES** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| Mid-Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 20 |
| Project | | | 1 | 30 |
| Oral Exam | | |  |  |
| Other (………) | | |  |  |
|  | | | **Final Examination** | | | 1 | 50 |
| **PREREQUISITE(S)** | | | None | | | | |
| **SHORT COURSE CONTENT** | | | In this course, the definition, scope, and key components of telehealth and tele-nursing will be covered. Topics such as the economics of telehealth, tele-nursing practices in the world and in Turkey, ethical and legal aspects, tele-nursing applications in primary, secondary, and tertiary healthcare services, web-based health technologies, and artificial intelligence-supported nursing practices will be discussed. Students will evaluate the advantages, barriers, and future perspectives of tele-nursing. They will also develop practical projects by analyzing existing examples of applications in this field. | | | | |
| **COURSE AIMS** | | | The aim of this course is to teach graduate students the concepts, practices, and current developments in telehealth and tele-nursing. Students will have the opportunity to examine the role of digital health technologies in nursing practice, explore the ethical and legal aspects, and study global and national practices, thereby enhancing their scientific and evidence-based decision-making processes. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | The tele-nursing course significantly contributes to professional education by ensuring the effective use of digital health technologies in nursing practice. These contributions include:   * Enhancing digital health literacy through the use of telehealth and tele-nursing applications. * Equipping students with the skills to effectively utilize web-based health technologies and artificial intelligence-supported systems in nursing care. * Teaching evidence-based decision-making processes related to digital health services. * Evaluating tele-nursing practices at the primary, secondary, and tertiary levels of healthcare to improve accessibility to healthcare services. * Developing the ability to provide remote care to patients in rural and disadvantaged areas. * Instilling the ability to adhere to ethical principles and legal regulations in tele-nursing practices. * Increasing awareness of patient privacy, data security, and ethical decision-making processes in digital health services. * Preparing students to adapt to future innovations by examining global developments in tele-nursing applications. * Supporting entrepreneurial and innovation skills by giving students the opportunity to develop and present their own tele-nursing projects. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | 1. Explains the concepts, scope, and components of telehealth and tele-nursing. 2. Evaluates the importance and necessity of integrating tele-nursing into the healthcare system. 3. Explains the ethical and legal regulations in tele-nursing and applies them while adhering to ethical principles. 4. Analyzes the reflections of telehealth economics in the nursing field. 5. Compares tele-nursing practices in Turkey and worldwide. 6. Evaluates the use of tele-nursing in primary, secondary, and tertiary healthcare services. 7. Analyzes the use of web-based health technologies and artificial intelligence in patient care. 8. Assesses the barriers, opportunities, and areas for development in tele-nursing practices. 9. Contributes to the literature by conducting scientific research in tele-nursing. 10. Develops and presents their own tele-nursing application project. | | | | |
| **TEXTBOOK** | | | Kumar, S., & Snooks, H. (Eds.). (2011). *Telenursing.* Springer Science & Business Media.  Sharpe, C. C. (2000). *Telenursing: Nursing Practice in Cyberspace*: Nursing Practice in Cyberspace. ABC-CLIO. | | | | |
| **OTHER REFERENCES** | | | Electronic Search Engines and Databases Related to the Topic (Google Scholar, Cochrane, Ebscohost, Proquest, Science Direct, Scopus, Ulakbim National Databases, Web of Knowledge, YÖK Thesis, etc.)  McGonigle, D., & Mastrian, K. G. (Eds.). (2015). *Nursing informatics and the foundation of knowledge*. Jones & Bartlett Publishers.  Nelson, R., Joos, I., & Wolf, D. M. (2012). *Social media for nurses: Educating practitioners and patients in a networked world*. Springer Publishing Company.  Marsden, J., Newton, M., Windle, J., & Mackway-Jones, K. (2015). *Emergency Triage: Telephone Triage and Advice*. John Wiley & Sons Inc. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | Textbooks, Video / Animation / Film, Online Tools / Materials (Web-based Tools), Real Objects, Guides, Brochures, Handbooks | | | | |

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|  | **COURSE SCHEDULE (Weekly)** |
| **WEEK** | **TOPICS** |
| **1** | Definition and Scope of Tele-health and Tele-nursing  The Role and Responsibilities of Nurses in Tele-health and Tele-nursing Practices |
| **2** | E-health Economy |
| **3** | Current Status of Tele-nursing Practices Worldwide |
| **4** | Current Status of Tele-nursing Practices in Our Country |
| **5** | Where Are We in Tele-nursing Practices? Why Do We Need Tele-nursing Practices? |
| **6** | Examples of Tele-nursing Practices Worldwide |
| **7** | Examples of Tele-nursing Practices in Our Country |
| **8** | **Midterm Exams** |
| **9** | Ethical Concerns and Legal Status in Tele-health and Tele-nursing Practices |
| **10** | Future Trends in Tele-nursing Practices |
| **11** | Opportunities, Barriers, and Opportunities in Tele-nursing Practices |
| **12** | Tele-nursing in Primary Healthcare Services (Home Care, School Nursing, etc.) |
| **13** | Tele-nursing in Secondary Healthcare Services (In-hospital Collaboration, Medical Decision Support Systems, etc.) |
| **14** | Tele-nursing in Tertiary Healthcare Services (Tele-intensive Care Nursing, Tele-psychiatry Nursing, etc.) |
| **15** | Use of Web-based Technologies and Artificial Intelligence in Patient Care and Educational Programs, Application Examples in the Nursing Field |
| **16** | **Final Exams** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Gather as well as apply knowledge of health sciences |  | **X** |  |
| LO 2 | Ask scientific questions and form hypothesis |  | **X** |  |
| LO 3 | Search and interpret scientific literature |  |  | **X** |
| LO 4 | Design and conduct experiments as well as analyze and interpret the data |  | **X** |  |
| LO 5 | Learn how to use the experimental equipment effectively |  | **X** |  |
| LO 6 | Function on multi-disciplinary teams |  |  | **X** |
| LO 7 | Identify, formulate, and solve medical problems |  |  | **X** |
| LO 8 | Use computer effectively both in conducting the experiments and analyzing the data |  |  | **X** |
| LO 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| LO 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| LO 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| LO 13 | Get an understanding of basic concepts of medical education |  |  | **X** |
| LO 14 | Get an understanding of approaching to ethical problems with taking basic concepts to center |  | **X** |  |

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| **Instructor Name**  Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | **Date / Sign** |

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| **COURSE CODE** | 522303232 | **DEPARTMENT** | NURSING | | |
| **COURSE NAME** SCHOOL HEALTH NURSING | | | | | |
| **INSTRUCTOR NAME** | | **COURSE LANGUAGE** | **COURSE CATAGORY** | | |
| Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | | Turkish | **Technical** | **Medical** | **Other (…)** |
|  | X |  |

**COURSE LEVEL**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 2 | 2 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM**  **SEMESTER**  **ACTIVITIES** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| Mid-Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 20 |
| Project | | | 1 | 30 |
| Oral Exam | | |  |  |
| Other (………) | | |  |  |
|  | | | **Final Examination** | | | 1 | 50 |
| **PREREQUISITE(S)** | | | None | | | | |
| **SHORT COURSE CONTENT** | | | This course covers the fundamental concepts, theoretical approaches, and practices related to school health nursing. The content of the course includes: • The history, scope, and importance of school health services, • The roles, duties, and responsibilities of the school health nurse, • School health services and implementation examples in the world and in Turkey, • Legal and ethical principles in school health nursing, • Growth and development processes of school-aged children, health monitoring, and assessment, • Nutrition, immunization, and school health screenings, • Assessment of the school environment in terms of health and safety, • Special health issues (allergies, asthma, diabetes, obesity, mental health problems, substance abuse, etc.), • School accidents and first aid practices, among other topics.  The course aims to equip students with the skills to develop school health services, identify health risks, provide preventive nursing services, and implement evidence-based practices. | | | | |
| **COURSE AIMS** | | | The aim of this course is to provide graduate students with advanced knowledge and skills in the field of school health nursing. Students will learn about the scope of school health services, the roles and responsibilities of school health nurses, the growth and development processes of children, health screenings, and factors affecting school health. By doing so, they will be able to develop professional nursing practices in health promotion and protection. Additionally, the course aims to foster the development of a multidisciplinary approach by addressing evidence-based practices, ethical principles, and legal regulations related to school health. | | | | |
| * **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | * Students will gain the ability to provide effective health services in the field by learning preventive nursing practices in areas such as school health screenings, immunization, and nutrition. * They will gain competency in risk assessment, early intervention, and health education for common health problems in children. * By learning about the scope of school health services and the role of the school health nurse, they will integrate this knowledge into their professional practices. * Students will develop intervention skills in critical areas such as school accidents, first aid practices, and children's mental health. * By following scientific research, they will learn and apply evidence-based practices in school health. * They will support their academic and professional development by preparing projects aimed at improving school health. * They will learn to work multidisciplinary with teachers, parents, psychologists, and other health professionals in school health services. * They will develop an awareness of their ethical and legal responsibilities in the processes of protecting and promoting children's health. * Students will gain competence in providing health education and counseling services to school-aged children, teachers, and families. * They will acquire the ability to raise awareness on health promotion and encourage healthy living habits. * By keeping up with current scientific developments, they will have the opportunity to learn best practices in school health services. * They will contribute to academic and professional development for career growth in the field of school health nursing. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | 1. Explains the basic concepts, history, and importance of school health and school health nursing. 2. Defines the role, authority, and responsibilities of the school health nurse, and evaluates its ethical and legal aspects. 3. Compares the current status of school health services in Turkey and around the world, and evaluates example applications. 4. Assesses the growth and development characteristics of school-age children, and conducts health monitoring. 5. Plans and implements programs using evidence-based approaches in health education and health promotion. 6. Gains knowledge and practical skills in school health screenings, immunization, and managing specific health issues (allergy, diabetes, infection, etc.). 7. Assesses the school environment in terms of health and safety, and develops strategies to create a healthy and safe school environment. 8. Identifies preventive strategies for school accidents and first aid, and applies intervention methods. 9. Follows scientific research related to school health, analyzes data, and evaluates results. 10. Develops scientific research and projects related to school health services, and collaborates interprofessionally. 11. Takes professional responsibility in school health services, while adhering to professional ethical principles. 12. Adopts a lifelong learning approach and keeps up with current information in the field of school health. | | | | |
| **TEXTBOOK** | | | Bayık-Temel ve ark. (2016). Okul dönemindeki çocukların sağlığının geliştirilmesi. (Ed. Sebahat Gözüm). Vize Yayıncılık, Ankara.  Türkiye Klinikleri Halk Sağlığı Hemşireliği - Okul Toplumunun Sağlığının Geliştirilmesi Özel Sayısı  Selekman, J., Shannon, R. A., & Yonkaitis, C. F. (2019). School nursing: A comprehensive text. FA Davis. | | | | |
| **OTHER REFERENCES** | | | Electronic search engines and databases related to the topic (Google Scholar, Cochrane, Ebscohost, Proquest, Science Direct, Scopus, Ulakbim national databases, Web of Knowledge, etc.)  Journal of School Nursing  Journal of School Health | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | Textbooks, Video / Animation / Film, Online Tools / Materials (Web-based Tools), Real Objects, Guides, Brochures, Handbooks | | | | |

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|  | **COURSE SCHEDULE (Weekly)** |
| **WEEK** | **TOPICS** |
| **1** | Definition and history of school health and school health nursing |
| **2** | Duties, authorities, roles, and responsibilities of the school health nurse |
| **3** | School health services worldwide, the current status of school health nursing, and examples of practices |
| **4** | School health services in Turkey, the current status of school health nursing, and examples of practices |
| **5** | Legal and ethical issues in school health nursing |
| **6** | Growth and development characteristics of school-aged children, assessment, and monitoring of their health |
| **7** | Health education and health promotion |
| **8** | **Mid-term exams** |
| **9** | Nutrition in school-aged children |
| **10** | School health screenings |
| **11** | Immunization |
| **12** | Specific issues in school health (Allergy, asthma, diabetes, obesity, enuresis, infections, etc.) |
| **13** | Specific issues in school health (Mental health problems, substance abuse, child abuse, violence, etc.) |
| **14** | Evaluation of the school environment, healthy and safe school environment |
| **15** | School accidents, first aid |
| **16** | **Final exams** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Gather as well as apply knowledge of health sciences |  |  | **X** |
| LO 2 | Ask scientific questions and form hypothesis |  |  | **X** |
| LO 3 | Search and interpret scientific literature |  |  | **X** |
| LO 4 | Design and conduct experiments as well as analyze and interpret the data |  | **X** |  |
| LO 5 | Learn how to use the experimental equipment effectively | **X** |  |  |
| LO 6 | Function on multi-disciplinary teams |  |  | **X** |
| LO 7 | Identify, formulate, and solve medical problems |  |  | **X** |
| LO 8 | Use computer effectively both in conducting the experiments and analyzing the data |  | **X** |  |
| LO 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| LO 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| LO 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| LO 13 | Get an understanding of basic concepts of medical education |  |  | **X** |
| LO 14 | Get an understanding of approaching to ethical problems with taking basic concepts to center |  | **X** |  |

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| **Instructor Name**  Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | **Date / Sign** |

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| **COURSE CODE:522303234** | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** PSYCHOSOCIAL ASPECTS OF CHILD HEALTH AND DISEASES | | | | | |
| **INSTRUCTOR NAME** | **COURSE LANGUAGE**  **Turkish: X**  **English:** | | **Course Catagory** | | |
| Technical | Medical | Other(…) |
| Prof. Dr. Ayfer AÇIKGÖZ |  | |  | X |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
|  | **X** |  |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Autumn **X** Spring | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  **X** |

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| **ASSESMENT CRITERIA** | | | | |
| **MID-TERM** | **ACTIVITY** | | **Sayı** | **Yüzdesi (%)** |
| 1st Mid-Term | | 1 | 20 |
| 2 nd Mid- Term | |  |  |
| Quiz | |  |  |
| Homework | | 1 | 30 |
| Project | |  |  |
| Oral Exam | |  |  |
| Other (………) | |  |  |
| **FINAL** | Quiz | |  |  |
| Homework | |  |  |
| Project | |  |  |
| Oral Exam | |  |  |
| Other(……………….) | | 1 | 50 |
| **MAKE-UP EXAM** | Oral | Written | Oral and Written | Multiple Choice |
|  | **X** |  |  |
| **PREREQUISITE(S)** |  | | | |
| **COURSE CONTENT** | The development of a normal child according to age periods in line with theories, Child's mental health and development and risk factors affecting psychosocial health in children, Adjustment, behavioral and psychological problems of children and adolescents, Therapeutic communication with the child and family, Child friendly hospital, The impact of the disease and the hospital environment on the child and family, Approach to disadvantaged children in the hospital environment,  addiction in children, Treatment approach to psychosocial problems. | | | |
| **COURSE AIMS** | Students should know the developmental characteristics of the normal child, being able to evaluate psychosocial risk factors that may affect the child by approaching it holistically, being aware of the psychosocial problems that the disease or hospital environment may cause in the child, ability to establish therapeutic communication with the child in the hospital. | | | |
| **COURSE OBJECTIVES** | The student who successfully completes this course;  - Knows the normal developmental characteristics of children.  - Can identify psychosocial risk factors that may affect children.  - Can establish therapeutic communication with the child.  - Can explain the psychological effects of hospital or illnesses on the child. | | | |
| **TEXTBOOK(S)** | 1- Emre, O., Ulutaş, A. (ed). Çocuk ve Hastane. Nobel Akademik Yayıncılık, Ankara, 2022.  2- Güney, R., Sezgin, E. (ed). Çocuk Dostu Hastane. Nobel Akademik Yayıncılık, Ankara, 2022.  3- Ekşi, A. (ed). Ben Hasta Değilim. Nobel tıp kitabevleri, İstanbul, 2011  4- Güçlü, S., Unutkan, A. (ed). Sağlık Bilimlerinde Terapötik İletişim. Nobel Akademik Yayıncılık, Ankara, 2022.  5- Arslan, S. (ed). Pediatri Hemşireliğinin Temelleri, Nobel Akademik Yayıncılık, Ankara, 2023. | | | |
| **REFERENCES** | Barcovision, oral presentations, practical presentations, discussions, seminars | | | |

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|  | **COURSE SYLLABUS** |
| **WEEK** | **SUBJECTS/TOPICS** |
| 1 | Normal child and its characteristics |
| 2 | Development of the child according to age periods in line with theories and nursing care |
| 3 | Risk factors affecting psychosocial health in children and nursing approach in prevention. |
| 4 | Family Dynamics |
| 5 | Therapeutic communication with the child and family |
| 6 | Adaptation and behavioral problems of children and adolescents and nursing approach |
| 7 | **Mid-term Exam** |
| 8 | Common psychosocial problems in children and adolescents and nursing approaches |
| 9 | Common psychosocial emergencies and nursing approaches |
| 10 | The impact of illness and hospital environment on children and families |
| 11 | Child friendly hospital |
| 12 | Nursing approach to children and their families with acute and chronic diseases |
| 13 | Nursing approach to the terminally ill child and his/her family |
| 14 | Nursing approach to disadvantaged children in the hospital environment |
| 15 | Addiction in children and nursing approach |
| 16 | **FINAL** |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| 1 | Gather as well as apply knowledge of health sciences |  | **X** |  |
| 2 | Ask scientific questions and form hypothesis |  | **X** |  |
| 3 | Search and interpret scientific literature |  |  | **X** |
| 4 | Design and conduct experiments as well as analyze and interpret the data | **X** |  |  |
| 5 | Learn how to use the experimental equipment effectively | **X** |  |  |
| 6 | Function on multi-disciplinary teams |  | **X** |  |
| 7 | İdentify, formulate, and solve medical problems |  | **X** |  |
| 8 | Use computer effectively both in conducting the experiments and analyzing the data |  | **X** |  |
| 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  |  | **X** |
| 13 | Ability to recognize basic concepts in medical education |  | **X** |  |
| 14 | Ability to approach ethical problems by centering on basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  Prof. Dr. Ayfer AÇIKGÖZ | **Date** |

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| **COURSE CODE** | **522304238** | **DEPARTMENT** | DEPARTMENT OF NURSING | | |
| **COURSE NAME** | | THE CONCEPTUAL FRAMEWORK OF NURSING II | | | |
| **INSTRUCTOR NAME** | | **COURSE LANGUAGE** | **COURSE CATAGORY** | | |
| Assoc. Prof. Dr. Sevil PAMUK CEBECİ | | TURKISH | **Technical** | **Medical** | **Other (…)** |
|  | X |  |

**COURSE LEVEL**

|  |  |  |
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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** |
|  | X |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | | |
| **TEORIC** | **PRACTICE** | **LABORATORY** | **CREDIT** | | **ECTS** | | **TYPE**  **Compulsory/Elective** |
| Autumn | 3 | 0 | 0 | 3 | | 7.5 | | Compulsory |
|  | | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | | |
| **MID-TERM EXAM** | | | **Activity** | | **Quantity** | | **Percentage (%)** | |
| 1st Mid-Term | | 1 | | 20 | |
| 2nd Mid-Term | |  | |  | |
| Quiz | |  | |  | |
| Homework | | 1 | | 30 | |
| Project | |  | |  | |
| Oral Exam | |  | |  | |
| Other (………)Practıse | |  | |  | |
| **FINAL EXAM** 1 | | | | | | | 50 | |
| **PREREQUISITE(S)** | | |  | | | | | |
| **COURSE CONTENT** | | | The relationship between human, health, disease and environment concepts with nursing, the importance of model and theory, key terminology, environmental theory, life activities theory, systems theory, interpersonal relations theory, self-care theory, communication theory, adaptation theory, nursing definition theory, unitary unitary human theory, human care theory | | | | | |
| **COURSE AIMS** | | | Student;  1-Will be able to comprehend the relationship between human, health, disease and environment concepts and nursing.  2- Know nursing theories and theorists,  3-Know the importance, benefit and use of the conceptual framework in nursing. | | | | | |
| **COURSE OBJECTIVES** | | | Your student;  To be able to plan nursing care in line with scientific and technological developments,  It is planned to be able to reflect scientific and technological developments to nursing practices.  Being able to speak the same language in nursing is to develop the care approach.  Increasing the recognition of nurse leaders and understanding the international achievements and approaches of nurses. | | | | | |
| **TEXTBOOK(S)** | | | 1.Velioglu, P. (1999). Concepts and Theories in Nursing. Istanbul:Alloy Offset.9.2.Birol, L. (2011). Nursing Process. Impact Publications, Izmir.3.Birol, L. (2013). Nursing process. Systematic approach in nursing care. 10th Edition. Izmir.4.October, A, Ocakçı, A.F. and Alpar, Ş.E. (Ed). (2013). Concept, Theory and Model Examples in Nursing. Istanbul: Istanbul Medical Bookstore.5.Pektekin C. Nursing philosophy. Istanbul: Medical Health and Publishing Ltd. Sti.; 2013. p.1-30.6.Sevig U., Tanrıverdi G. Intercultural Nursing. Istanbul Medical Bookstore.20127.Whende MC. Emerging Technologies and Healthcare Innovation. In: Emerging Technologies for Nurses: Implications for Practice. 1st Edition. New York, NY: Springer publishing company; 2020:1-2.8.Fawcett, J. (2005). Orlando's Theory of the Deliberative Nursing Process. Ed. Contemporary Nursing Knowledge Analysis and Evaluation of Nursing Models and Theories. F. A. Davis Company, Philadelphia, 506-527.9.Kikuchi, J. F. (2004). Towards a philosophic theory of nursing. Nursing Philosophy, 5(1), 79-83.10.Gilbert, H. (2020). Florence Nightingale's Environmental Theory and its influence on contemporary infection control. 27(6): 626-633Australian College of Nursing Ltd. Published by Elsevier Ltd. https://doi.org/10.1016/j.colegn.2020.09.0611.Parker, L.M. (2005). Twentieth-Century Nursing Wiedenbach, Henderson, and Orlando's Theories and Their Applications. Gesse T, Dombro M, Gordon SC, Rittman MR, ed. Nursing Theories and Nursing Practice. F. A. Davis Company, Philadelphia: 73-77.12. Bodur G. Internet of Things (IoT) in the healthcare system: Are we ready for the future? Arch Health Sci Res. 2020;7(1):75-81.13. Forman M, Armor DA, Miller AS. A review of clinical informatics competencies in nursing to inform best practices in education and nurse faculty development. Nurs Educ Persp. 2020;41(1):3-7. | | | | | |
| **REFERENCES** | | |  | | | | | |

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| **COURSE SYLLABUS** | | |
| **WEEK** | **DATE** | **SUBJECTS/TOPICS** |
| **1** |  | Introduction of the aims and objectives of the course  The relationship between human, health, disease and environment concepts and nursing. |
| **2** |  | What is the concept theory model in nursing, Basic ideas. |
| **3** |  | Historical development of theoretical and conceptual studies in nursing  Key terminology |
| **4** |  | Florence Nightingale Environmental Theory |
| **5** |  | Roper, Logan, Tierney Life Activities Theory |
| **6** |  | Betty Neuman Systems Theory |
| **7** |  | Hildegard Peplau Theory of Interpersonal Relationships |
| **8** |  | Joyce Travelbee Human Human Relationship Model |
| **9** |  | Dorethea E.Orem Theory of Self-Care |
| **10** |  | Ida Orlando Communication Theory in Nursing |
| **11** |  | Sister Callista Roy Adaptation Theory |
| **12** |  | Virginia Henderson Nursing Definition Theory |
| **13** |  | Martha E. Rogers Unitary Unitary Theory of Humans |
| **14** |  | Watson Theory of Human Care |
|  |  | SEMESTER FINAL EXAM |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **1** | **2** | **3** |
| **1** | Gather as well as apply knowledge of health sciences |  |  | **X** |
| **2** | Ask scientific questions and form hypothesis |  |  | **X** |
| **3** | Search and interpret scientific literature |  |  | **X** |
| **4** | Design and conduct experiments as well as analyze and interpret the data |  |  |  |
| **5** | Learn how to use the experimental equipment effectively |  |  |  |
| **6** | Function on multi-disciplinary teams |  | **X** |  |
| **7** | Identify, formulate, and solve medical problems |  |  | **X** |
| **8** | Use computer effectively both in conducting the experiments and analyzing the data |  |  |  |
| **9** | Understand the impact of experimental solutions on national and international sciences |  |  |  |
| **10** | Use effective written and oral communication/presentation skills |  | **X** |  |
| **11** | Get an understanding of professional and ethical responsibility |  |  | **X** |
| **12** | Get a recognition of the need for, and an ability to engage in lifelong learning |  |  |  |
| **13** | Other (get an understanding of basic concepts of medical education) |  |  |  |
| **14** | Other (get an understanding of approaching to ethical problems with taking basic concepts to center) |  | **X** |  |

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| **INSTRUCTOR NAME** | **DATE** |
| Assoc. Prof. Dr. Sevil PAMUK CEBECİ | 26.02.2025 |

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| **COURSE CODE: 522304201** | | **DEPARTMENT: NURSİNG** | | | |
| **COURSE NAME:** **PHYSIOPATHOLOGY II** | | | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Güler BALCI ALPARSLAN  Prof. Dr. Ayşe ÖZKARAMAN | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **X** | 2 | - | - | 2 | 5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 50 |
| Quiz |  |  |
| Homework |  |  |
| Project |  |  |
| Report |  |  |
| Other (…………….) |  |  |
|  | **Final 1** | | **50** |
| **PREREQUISITE(S)** | -- | | |
| **SHORT COURSE CONTENT** | It includes integrated into the pathophysiological knowledge to nursing | | |
| **COURSE AIMS** | To internalize the physiopathology knowledge in the field of nursing  To integrate information pathophysiology into nursing practices | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | To gain physiopathology knowledge in field of nursing  To explain relationship physiopathologic situation and care | | |
| **LEARNING OUTCOMES OF THE COURSE** | Graduate student; explain the relationship between the pathophysiology of diseases and care. In this context;  -can explain the relationship between pathology of respiratory system diseases and care  -can explain the relationship between pathology of endocrine system diseases and care  -can explain the relationship between pathology of cancer and care  - can explain the relationship between pathology of digestive system diseases and care  - can explain the relationship between pathology of allergic diseases and care  -can explain the relationship between pathology of neurologic system diseases and care  - can explain the relationship between pathology of renal system diseases and care  - can explain the relationship between physiological changes in old age and care  - can explain the relationship between pathology of cardiovascular system diseases and care  - can explain the relationship between pathology of haematological system diseases and care  - can explain the relationship between pathology of metabolic system diseases and care. | | |
| **TEXTBOOK** | Guyton A.C. ve Hall J.E. (2021). Tıbbi Fizyoloji (Medical Physiology). Çeviren:  Yeğen BÇ, Alican İ, Solakoğlu Z. Güneş Tıp Kitapevi.  Ganong W. (2022). Ganong’un Tıbbi Fizyolojisi. Çev: İşoğlu Alkaç Ü, Ermutlu N. Nobel Tıp Kitapevleri  Pathology Illustrated.(2018) Roberts F, MacDuff E, Callander R, Ramsden I. Eıght edition. Elsevier. Edinburgh London New York Oxford Philadelphia St Louis Sydney Toronto | | |

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| **OTHER REFERENCES** | * <https://calgaryguide.ucalgary.ca/> * •Kapucu S, Kutlutürkan S, Akyar İ. (2023). İç Hastalıkları ve Hemşirelik Bakımı. Eds. Akdemir N, Birol L. Akademisyen yayınevi. * •Karadakovan A, Aslan FE (2022). Dahili ve Cerrahi Hastalıklarda Bakım. Akademisyen yayınevi. |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, barcovision, blackboard, internet |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Respiratory System, Diseases and Nursing Care |
| 2 |  | Endocrine System, Diseases and Nursing Care |
| 3 |  | Oncology Nursing Care |
| 4 |  | Digestive System Diseases and Nursing Care |
| 5 |  | Allergic Diseases and Nursing Care |
| 6 |  | Neurologic System, Diseases and Nursing Care |
| 7 |  | Mild Term Exam |
| 8 |  | Renal System, Diseases and Nursing Care |
| 9 |  | Geriatric Patient and Nursing Care |
| 10 |  | Skeletal System and Nursing Care |
| 11 |  | Cardiovascular System, Diseases and Nursing Care |
| 12 |  | Haematological System, Diseases and Nursing Care |
| 13 |  | Metabolic Diseases and Nursing Care |
| 14 |  | Gastroenterologic Diseases and Nursing Care |
| 15 |  | Final exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  |  |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  |  | x |
| LO 3 | Literature Review and Evaluation Skills |  |  | x |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data |  |  | x |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately |  |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  | x |  |
| LO 7 | Ability to recognize, formulate and solve medical problems |  |  |  |
| LO 8 | Ability to use computers effectively in research and data analysis |  | x |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | x |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | x |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | x |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  |  |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | x |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  |  | x |

**Date**

**Instructor Name**

Prof. Dr. Güler BALCI ALPARSLAN

Prof. Dr. Ayşe ÖZKARAMAN **Sign**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** 522304202 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** SURGICAL NURSING II | | | | | |
| **INSTRUCTOR NAME**  Asst. Prof. Dr. Semra EYİ  Asst. Prof. Dr. Özlem KERSU | **COURSE LANGUAGE**  **Turkish: x**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **x** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **x** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring X  Autumn **◻** | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ x** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 20 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **50** |
| **PREREQUISITE(S)** | - | | |
| **SHORT SHORT COURSE CONTENT** | Innovations, developments and the future of surgical nursing, surgery and ethics, hospital infections, sterilization and disinfection methods, intensive care nursing, operating room nursing, transplantation nursing, surgical pain, burns and nursing care, eye surgery and nursing care, evidence-based practices in surgery, patient safety in surgery | | |
| **COURSE AIMS** | 1. Learn about new developments in surgery and the future of surgical nursing  2. Learn about surgical nursing and ethics  3. Know the basic principles of burn care, know the surgical interventions applied in burns  4. Learn about surgical nursing and hospital infections  5. Have the ability to care for patients with pain  6. Understand the role and functions of the nurse in transplantation. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | 1. Uses concepts and theories in surgical nursing. 2. Interprets information and data obtained from nursing literature and scientific research. 3. Conducts evidence-based scientific research. 4. Conducts practices and research to prevent hospital infections. 5. Creates awareness for taking necessary precautions to ensure patient safety after surgery. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Knows and follows current approaches, developments and evidence-based practices in surgical nursing, knows ethical issues that may develop during the surgical process, knows interventions to prevent hospital infections, evaluates surgical pain, plans nursing interventions to keep it at an optimum level and prevent it, knows the care of burn patients and surgical interventions applied in burns, knows evidence-based nursing care in surgical nursing, surgical interventions applied to the eye and plans the nursing care to be applied. | | |
| **TEXTBOOK** | * 1. Arslan S. Cerrahi Hemşireliğinde Temel Kavramlar ve Bakım. Akademisyen Kitabevi.2021   2. Ignatavicius Workman, Rebar Heimgartner (Eds) Medical-Surgical Nursing Concepts for Interprofessional Collaborative Care, 10th ed. Evolve. 2020   3. deWit SC, Stromberg HK, Dallred CV (Eds). Medical-Surgical Nursing: Concepts and Practice, 4th Edition. Evolve.2021.   4. Eti Aslan F. Cerrahi Bakım Vaka Analizleri İle Birlikte. Akademisyen Tıp Kitabevi. 2016   5. Erdil F., Elbaş N., Cerrahi Hastalıkları Hemşireliği, Ankara, 2001   6. Aksoy G., Kanan N., Akyolcu N. Cerrahi Hastalıkları Hemşireliği I, Nobel Tıp Kitabevleri, 2012.   7. Karadakovan A., Aslan E, F.Dahili ve Cerrahi Hastalıklarda Bakım,Adana Nobel Kitabevi, 2011. | | |
| **OTHER REFERENCES** | Current research and guides on the subject. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection, internet | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | New developments in surgery and the future of surgical nursing |
| 2 |  | Surgery and ethics |
| 3 |  | Hospital infections |
| 4 |  | Hand washing, sterilization and disinfection methods |
| 5 |  | Intensive care nursing and basic concepts |
| 6 |  | Operating room nursing and basic concepts |
| 7 |  | Midterm Exam |
| 8 |  | Transplantation and Nursing Care |
| 9 |  | Eye Surgery and Nursing Care |
| 10 |  | Burn and Nursing Care |
| 11 |  | Pain in the surgical patient |
| 12 |  | Evidence-based practices in surgery |
| 13 |  | Patient safety in surgery |
| 14 |  | Final Exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect and Apply Information Regarding Health Sciences |  |  | **x** |
| LO 2 | Scientific Inquiry and Hypothesis Generation |  |  | **x** |
| LO 3 | Literature Scanning and Evaluation Skills |  |  | **x** |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data | **x** |  |  |
| LO 5 | Ability to Identify and Use Experimental Tools and Equipment Properly | **x** |  |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  |  | **x** |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems |  |  | **x** |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis |  |  | **x** |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science |  |  | **x** |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **x** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **x** |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | **x** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **x** |
| LO 14 | Ability to Approach Ethical Problems by Focusing on Basic Concepts |  |  | **x** |

**Date**

**Instructor Name**

Asst. Prof. Dr. Semra EYİ

Asst. Prof. Dr. Özlem KERSU

**Sign**

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| **COURSE CODE:** 522304203 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** SURGICAL NURSING PRACTICE II | | | | | |
| **INSTRUCTOR NAME**  Asst. Prof. Dr. Semra EYİ  Asst. Prof. Dr. Özlem KERSU | **COURSE LANGUAGE**  **Turkish: x**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **x** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **x** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring X  Autumn **◻** | 0 | 6 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ x** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework |  | 50 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **50** |
| **PREREQUISITE(S)** | - | | |
| **SHORT SHORT COURSE CONTENT** | Observation of new developments in surgical nursing practices in the clinical process, knowledge and application of evidence-based practices in the perioperative process, observation of ethical problems or dilemmas that may be seen in the perioperative period in the clinic, awareness of nosocomial infections that may develop during the perioperative process in the clinic and application of nursing interventions to prevent these infections, observation and application of sterilization and disinfection methods in the perioperative process, planning, application and supervision of nursing interventions for patients requiring intensive care in the preoperative and postoperative processes, planning, application and supervision of nursing interventions in the intraoperative process, planning of nursing care interventions for surgical patients throughout the entire perioperative period in the transplantation process, diagnosis, evaluation of postoperative pain and planning, application and supervision of nursing interventions, planning, application and supervision of nursing interventions for patients undergoing surgical intervention due to burns, planning, application and supervision of nursing interventions in eye surgical practices, observation of practices regarding patient and employee safety in the perioperative process, being able to take the necessary precautions against risks that may threaten the safety of patients or employees. | | |
| **COURSE AIMS** | Observation of basic concepts in surgical nursing in the clinic, planning, implementation and supervision of patient follow-up and nursing care practices in the perioperative process, researching evidence-based information and transferring it to practice. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Providing quality care practices to surgical patients during the perioperative process, preventing possible complications and providing holistic care. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Within the scope of this course, students can follow scientific developments in clinical surgical nursing, access evidence-based knowledge in the light of these developments and transfer them to practice and research with problem-solving skills. | | |
| **TEXTBOOK** | 1. Erdil F., Elbaş N., Cerrahi Hastalıkları Hemşireliği, Ankara, 2001 2. Özhan Elbaş N (Ed.), Cerrahi Hastalıkları Hemşireliği Akıl Notları, Ankara, 2016 | | |
| **OTHER REFERENCES** | All publications on the subject matter researched within the scope of surgical nursing. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection, internet | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Observation of new developments in surgical nursing practices in the clinical process, knowledge and application of evidence-based practices in the perioperative process |
| 2 |  | Observation of new developments in surgical nursing practices in the clinical process, knowledge and application of evidence-based practices in the perioperative process |
| 3 |  | Observation of ethical problems or dilemmas that may be seen in the perioperative period in the clinic |
| 4 |  | Awareness of hospital infections that may develop during the perioperative process in the clinic and application of nursing interventions to prevent these infections |
| 5 |  | Awareness of hospital infections that may develop during the perioperative process in the clinic and application of nursing interventions to prevent these infections |
| 6 |  | Knowledge, observation and application of sterilization and disinfection methods in the perioperative process in the clinic |
| 7 |  | Planning, implementation and supervision of nursing interventions for patients requiring intensive care in the preoperative and postoperative processes in the clinic |
| 8 |  | Follow-up of the intraoperative process in the clinic and planning, implementation and supervision of nursing interventions in this process |
| 9 |  | Follow-up of the transplantation process throughout the entire perioperative period in the clinic and planning, implementation and |
| 10 |  | Observation of new developments in surgical nursing practices in the clinical process, knowledge and application of evidence-based practices in the perioperative process |
| 11 |  | Observation of new developments in surgical nursing practices in the clinical process, knowledge and application of evidence-based practices in the perioperative process |
| 12 |  | Observation of ethical problems or dilemmas that may be seen in the perioperative period in the clinic |
| 13 |  | Awareness of hospital infections that may develop during the perioperative process in the clinic and application of nursing interventions to prevent these infections |
| 14 |  | Awareness of hospital infections that may develop during the perioperative process in the clinic and application of nursing interventions to prevent these infections |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect and Apply Information Regarding Health Sciences |  |  | **x** |
| LO 2 | Scientific Inquiry and Hypothesis Generation |  |  | **x** |
| LO 3 | Literature Scanning and Evaluation Skills |  |  | **x** |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data | **x** |  |  |
| LO 5 | Ability to Identify and Use Experimental Tools and Equipment Properly | **x** |  |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  |  | **x** |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems |  |  | **x** |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis | **x** |  |  |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science | **x** |  |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **x** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **x** |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | **x** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **x** |
| LO 14 | Ability to Approach Ethical Problems by Focusing on Basic Concepts |  |  | **x** |

**Date**

**Instructor Name**

Asst. Prof. Dr. Semra EYİ

Asst. Prof. Dr. Özlem KERSU

**Sign**

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| **COURSE CODE:** 522304204 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** EMERGENCY AND FIRST AID NURSING | | | | | |
| **INSTRUCTOR NAME**  Asst. Prof. Dr. Semra EYİ  Asst. Prof. Dr. Özlem KERSU | **COURSE LANGUAGE**  **Turkish: x**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **x** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **x** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **x**  Autumn **◻** | 2 | 4 | 0 | 4 | 7,5 | COMPULSORY ELECTIVE  **◻ x** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | 50 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **50** |
| **PREREQUISITE(S)** | - | | |
| **SHORT SHORT COURSE CONTENT** | Basic concepts related to first aid and emergency care, first aid and emergency care of the injured, triage nursing, work accidents, traffic accidents, injuries, infectious diseases, home accidents, natural disasters, bleeding/shock, burns, frostbite, electric shock, heat and sunstroke, drowning, first aid and emergency care and treatment in cases of radioactive material injuries, poisoning, animal bites and stings, basic life support in case of sudden cardiac and respiratory arrest. | | |
| **COURSE AIMS** | To have knowledge and skills in first aid and emergency care, to be able to apply first aid and emergency care in the best way, to be informed about work accidents, home accidents, traffic accidents, infectious diseases, natural disasters and to be able to raise awareness and inform the society about these issues, to be able to guide in emergencies and gain organization skills, to know and apply triage, to gain basic life support skills. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | 1. Recognizes the basic concepts and materials used in first aid.  2. Learns about defining situations that require first and emergency care, determining priorities, triage, and physical diagnosis of emergency patients.  3. Learns how to provide and carry out first aid and emergency care in cases of sudden respiratory arrest, cardiac arrest, bleeding/shock, burns, frostbite, electric shock, heat and sunstroke, drowning, radioactive material injuries, poisoning, animal bites and stings, acquires basic skills, and plays a role in raising social awareness on this issue.  4. Gains knowledge and skills about the legal aspects and responsibilities of emergency care.  5. Gains the ability to perform effective team collaboration.  6. Learns about work accidents, home accidents, traffic accidents, natural disasters, HIV, AIDS, and creates social awareness, and uses the role of educator and researcher in this regard. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Knowing the definition, importance and basic principles of first and emergency aid, researching the developments in first aid throughout the historical process, researching evidence-based information and guidelines in first aid, following the updates, knowing the importance of triage in the first aid process, knowing the basic life support and first aid interventions to be applied in cases of bleeding, shock, trauma, burns, frostbite, electric shock, sunstroke, drowning, work accidents, natural disasters, animal-insect bites, poisoning and cardiopulmonary arrest, knowing the approach to a patient who needs first aid with an infectious disease, knowing the risks to patient and employee safety in emergency nursing and being able to take precautions, knowing the duties, authorities and responsibilities of emergency nurses, knowing the concept of forensic nursing | | |
| **TEXTBOOK** | 1. Mastenbjörk M, Meloni S. Basic Life Support (BLS) Provider Manual - A Comprehensive Guide Covering the Latest 2020 Guidelines. Medical Creations. 2021. England 2. Özel G, Akbuğa Özel B, Özcan C, Sarugan M. Üniversiteler, Hemşirelik Fakülteleri ve SHMYO'lar için İlkYardım. Güneş Tıp Kitabevi. 2017. İstanbul | | |
| **OTHER REFERENCES** | 1. Holbery N, Newcombe P (Ed.). Tokem Y, Sucu Dağ G, Dölek M (Çeviri Ed.). Bir Bakışta Acil Hemşireliği. Güneş Tıp Kitabevi. 2017. İstanbul 2. Somyürek İ, Tabak RS. (2007).Hemşireler İçin Temel İlk Yardım ve Bakım. Palme Yayıncılık 3. Şelimen D, (ed.), Kuğuoğlu S., Eti Aslan F., Olgun N. (2004). Acil Bakım, Tavaslı Matbaası, İstanbul. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection, internet | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Definition, importance and basic principles of first and emergency aid |
| 2 |  | Historical developments in first aid |
| 3 |  | Triage nursing |
| 4 |  | First aid in bleeding and shock |
| 5 |  | Traumas and first aid |
| 6 |  | First aid and emergency care in burns, frostbite, electric shock, heat and sunstroke, drowning |
| 7 |  | First aid and care in work accidents, home accidents, traffic accidents |
| 8 |  | First aid and emergency care in cases of radioactive material injuries, poisoning, animal and insect bites and stings |
| 9 |  | Natural disasters and first aid |
| 10 |  | Cardiac arrest, respiratory arrest, basic life support (CPR) |
| 11 |  | Infectious diseases, AIDS, Hepatitis |
| 12 |  | Patient and employee safety in emergency nursing |
| 13 |  | Duties, authorities and responsibilities of emergency nurses |
| 14 |  | Forensic Nursing |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect and Apply Information Regarding Health Sciences |  |  | **x** |
| LO 2 | Scientific Inquiry and Hypothesis Generation |  | **x** |  |
| LO 3 | Literature Scanning and Evaluation Skills |  |  | **x** |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data | **x** |  |  |
| LO 5 | Ability to Identify and Use Experimental Tools and Equipment Properly |  | **x** |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  |  | **x** |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems |  |  | **x** |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis |  |  | **x** |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science |  |  | **x** |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  | **x** |  |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **x** |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | **x** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **x** |
| LO 14 | Ability to Approach Ethical Problems by Focusing on Basic Concepts |  |  | **x** |

**Date**

**Instructor Name**

Asst. Prof. Dr. Semra EYİ

Asst. Prof. Dr. Özlem KERSU

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| **COURSE CODE:** 522304205 | | **DEPARTMENT:** Nursing | | | |
| **COURSE NAME:** Mental Health and Psychiatric Nursing II | | | | | |
| **INSTRUCTOR NAME**  Associate Professor Esra USLU | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **◻**  Autumn **X** | 3 | 4 |  | 5 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | %100 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **100** |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | The content of this course covers mental health promotion, development, treatment, and rehabilitative services, as well as nursing activities in this field. | | |
| **COURSE AIMS** | The aim of this course is for students to learn about protective, developmental, treatment, and rehabilitative health services in the field of mental health, and to gain the ability to use counseling and assistance skills in accordance with general care principles and the nursing process. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | The contribution of this course to professional education is that it enables students to recognize various disorders in the field of mental health and learn nursing approaches related to them, thereby providing more effective and informed patient care. Additionally, by discussing the factors that contribute to psychopathology and mental illnesses, it enhances nurses' practical skills based on theoretical knowledge in the field of psychiatry. The ability to develop intervention plans for psychiatric disorders and learn appropriate nursing approaches for various disorders increases nurses' professional competence and enables them to provide more comprehensive, high-quality healthcare services. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Be able to discuss mental health services provided worldwide and in the country Be able to discuss the factors that contribute to mental illnesses Be able to identify psychopathology and plan interventions Be familiar with psychotic disorders and related nursing approaches Be familiar with anxiety disorders and related nursing approaches Be familiar with obsessive-compulsive disorders and related nursing approaches Be familiar with bipolar disorders and related nursing approaches Be familiar with depressive disorders and related nursing approaches Be familiar with sexual dysfunctions and related nursing approaches Be familiar with somatic symptom disorders and related nursing approaches Be familiar with dissociative disorders and related nursing approaches Be familiar with personality disorders and related nursing approaches Be familiar with eating disorders and related nursing approaches | | |
| **TEXTBOOK** | Boyd MA (2008). Psychiatric nursing: Contemporary practice. E-Book  GW Stuart (2014). Principles and Practice of Psychiatric Nursing. E-Book  Fortinash KM, Holoday Worret PA (2014). Psychiatric Mental Health Nursing . E-Book  Halter MJ (2017). Varcarolis' Foundations of Psychiatric-Mental Health Nursing. E-Book  Keltner N.L (2013). Psychiatric Nursing. E-Book  Fortinash KM, Holoday Worret PA (2006). Psychiatric Nursing Care Plans. E-Book  Çam O, Engin E (2014). Ruh Sağlığı ve Hastalıkları Hemşireliği:Bakım Sanatı  Gürhan N (2016). Ruh Sağlığı ve Psikiyatri Hemşireliği  Öz F, Demiralp M (2014). Psikososyal Hemşirelik Genel Hasta Bakımı İçin | | |
| **OTHER REFERENCES** | Koptagel G (2001). Davranış Bilimleri Tıpsal Psikoloji  Carlson NR (2011). Fizyolojik Psikoloji  Üniversite veri tabanları  Türk Hemşireler Derneği http://www.turkhemsirelerdernegi.org.tr/tr.aspx  Psikiyatri Hemşireleri Derneği http://www.phdernegi.org/  World Health Organization Mental Health Programmes http://www.who.int/mental\_health/en/  The American Psychiatric Association https://www.psychiatry.org/  American Psychiatric Nurses Association https://www.apna.org/i4a/pages/index.cfm?pageid=1 | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projector, whiteboard | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Predisposing factors for mental illness |
| 2 |  | Evaluation of mental state |
| 3 |  | Symptom management and the role of psychiatric nurses in mental illness |
| 4 |  | Preventive and improving health services in the world and in our country and current practices |
| 5 |  | Therapeutic health services and current practices in the world and in our country |
| 6 |  | Rehabilitation services and applications in our country and in the world |
| 7 |  | Psychiatric nursing practices in psychotic disorders |
| 8 |  | Psychiatric nursing practices in Anxiety Disorder and Obsessive Compulsive Disorder: |
| 9 |  | Psychiatric nursing practices in bipolar and related disorders |
| 10 |  | Psychiatric nursing practices in depression disorders |
| 11 |  | Psychiatric nursing practices in sexual dysfunctions |
| 12 |  | Psychiatric nursing practices in disability disorders and dissociation disorders |
| 13 |  | Psychiatric nursing practices in personality disorders: |
| 14 |  | Psychiatric nursing practices in nutrition and eating disorders |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | gather as well as apply knowledge of health sciences |  |  | x |
| LO 2 | ask scientific questions and form hypothesis |  |  | x |
| LO 3 | search and interpret scientific literature |  |  | x |
| LO 4 | design and conduct experiments as well as analyze and interpret the data |  |  | x |
| LO 5 | learn how to use the experimental equipment effectively |  |  | **x** |
| LO 6 | function on multi-disciplinary teams |  |  | x |
| LO 7 | identify, formulate, and solve medical problems |  |  | **x** |
| LO 8 | use computer effectively both in conducting the experiments and analyzing the data |  |  | **x** |
| LO 9 | understand the impact of experimental solutions on national and international sciences |  |  | x |
| LO 10 | use effective written and oral communication/presentation skills |  |  | x |
| LO 11 | get an understanding of professional and ethical responsibility |  |  | x |
| LO 12 | get a recognition of the need for, and an ability to engage in lifelong learning |  |  | x |
| LO 13 | other (get an understanding of basic concepts of medical education) |  |  | x |
| LO 14 | other (get an understanding of approaching to ethical problems with taking basic concepts to center) |  |  | x |

**Date**

**Instructor Name Sign**

Associate Professor Esra USLU

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| **COURSE CODE:** 522304209 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** OBSTETRIC AND WOMENS DISEASE NURSING II | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Dr. Yeliz KAYA | **COURSE LANGUAGE**  Turkish | | **Course Catagory** | | |
| Technical | Medical | Diğer(……) |
|  | **X** |  |

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
|  |  |  | 0 |  |  |  |
| SPRING | 3 | 0 | 3 | 7,5 | Elective |
|  |  |  |  |  |  |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Application |  |  |
| Other (Presentation) | 1 | 20 |
| **Final exam** | | **50** |
| **PREREQUISITE(S)** | -- | | |
| **SHORT COURSE CONTENT** | This course includes topics such as physiology of the mother in the postpartum period, postpartum complications and nursing care, Gynecological examination and diagnostic methods in gynecology, Abnormal uterine bleeding and pelvic pain, Dysmenorrhea, PMS..., Reproductive system infections, Endometriosis, Urinary Incontinence, Prolapse, Climacteric Period. | | |
| **COURSE AIMS** | The aim of this course is to provide the student with the ability to follow and apply current developments in gynecological women's health and to improve this health, to gain the ability to conduct research by counseling both the woman and the family and to gain the ability to provide nursing care appropriate to different stages of women's life. | | |

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| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Gaining problem solving and care skills based on a holistic and multidimensional approach to problems by learning important basic concepts in terms of women's health and diseases |
| **LEARNING OUTCOMES OF THE COURSE** | At the end of this course the student;  1. To be able to follow gynecologic women's health and current developments to improve this health  2. Provide nursing care appropriate for different stages of women's life  3. Recognize and meet the needs of women  4. Develops the ability to conduct research on women's health and diseases |
| **TEXTBOOK** | Kızılkaya Beji, N. (Ed.). (2022). Hemşirelere ebelere yönelik kadın sağlığı ve hastalıkları (4. baskı). Nobel Tıp Kitabevleri. |
| **OTHER REFERENCES** | Taşkın, L. (Ed.). (2024). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9759466104  Nazik, E. (Ed.). (2022). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9786257409513  Kaptan, G. (Ed.). (2017). Ebe ve hemşireler için gebelikte iç hastalıkları. İstanbul Tıp Kitabevleri. ISBN 978-605-4499-09-0  Fışkın, G. (Ed.). (2022). Kadın sağlığı uygulamaları ve jinekolojik sorunlar. Nobel. ISBN 978-625-427-002-3  Recent articles |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Physiology of the mother in the postpartum period, postpartum complications and nursing care |
| 2 |  | Gynecological examination and diagnostic methods in gynecology |
| 3 |  | Abnormal uterine bleeding and pelvic pain |
| 4 |  | Dysmenorrhea, PMS... |
| 5 |  | Reproductive system infections and nursing approach |
| 6 |  | Endometriosis and current approaches |
| 7 |  | Urinary Incontinence |
| 8 |  | Living with incontinence: how should we support patients? |
| 9 |  | Pelvic organ prolapse (Uterine prolapse) |
| 10 |  | Pelvic organ prolapse (Cystocele, rectocele,..) |
| 11 |  | Literature review, studies on the ability to develop perspectives related to topics |
| 12 |  | Climacteric period and care |
| 13 |  | Sexual dysfunctions, vaginismus and approach |
| 14 |  | Ethical issues in women's health |
| 15 |  | Homework |
| 16 |  | Final Exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  | **X** |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  | **X** |  |
| LO 3 | Literature Review and Evaluation Skills |  |  | **X** |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | **X** |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | **X** |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  |  | **X** |
| LO 7 | Ability to recognize, formulate and solve medical problems |  | **X** |  |
| LO 8 | Ability to use computers effectively in research and data analysis |  | **X** |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | **X** |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **X** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **X** |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  |  | **X** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **X** |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  | **X** |  |

**Date**

**Instructor Name Sign**

**Assoc. Prof. Dr. Yeliz KAYA**

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| **COURSE CODE:** | **522304214** | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** | ACTIVE AGING AND GERIATRIC CARE | | | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Güler BALCI ALPARSLAN | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | |  | **X** |  |

**COURSE LEVEL**

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| --- | --- | --- | --- |
| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| 1st Mid-Term | | |  |  |
| 2 nd Mid- Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 40 |
| Project | | |  |  |
| Oral Exam | | |  |  |
| Final | | | 1 | 60 |
| **PREREQUISITE(S)** | | | - | | | | |
| **COURSE CONTENT** | | | Definition of Elderly, Concepts of Geriatrics and Gerontology, Changes in Physiological and Psychosocial Problems in the Elderly, Healthy-Active Aging and Health Promotion, Elderly Health Problems and Health Promotion, Geriatric Emergencies, Drug Use in the Elderly, Elderly Care at Home | | | | |
| **COURSE AIMS** | | | At the end of this couse, students can know the position of the elderly in Turkey and in the World, health problems of the elderly. Also, students can assess the health policies which protect and improve the quality of health in elderly. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | Students who successfully complete the course,   * Know the concepts of Geriatrics and Gerontology * Have information about elderly in Turkey and the World * Know that the health problems of the elderly * Take the developer and rehabilitative measures about protecting the health of the elderly | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | Students who complete the course;  Can assume the role of care in preventive and curative services for the elderly by knowing active aging and the position and problems of the elderly. | | | | |
| **TEXTBOOK(S)** | | | * Akdemir N (2022). Temel Geriatri ve Hemşirelik Bakımı. TÜED Eğitim Yayınları. Ankara * Kapucu S ( 2019). Geriatri Hemşireliği. Hipokrat Kitabevi. Ankara * Arıoğlu, S. (2006). Geriatri ve Gerontoloji, Akademisyen Kitabevi, 1. Basım * Altındiş, M. (2013). Yaşlılarda Güncel Sağlık Sorunları ve Bakımı, İstanbul Tıp Kitabevi, 1. Basım | | | | |
| **OTHER REFERENCES** | | | Articles and books on the subject | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | Computer, barcovision, blackboard, internet | | | | |

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|  | **COURSE SCHEDULE (Weekly)** |
| **WEEK** | **SUBJECTS/TOPICS** |
| 1 | Definition of Elderly, Geriatrics and Gerontology Concepts |
| 2 | Demographic Status and Epidemiology of Elderly in Turkey and in the World |
| 3 | Physiology of Aging and Theories |
| 4 | Common Problems in the Elderly and Health Protection |
| 5 | Healthy-Active Aging and Health Promotion |
| 6 | Assessment and Monitoring in Elderly |
| 7 | Home Care of the elderly |
| 8 | Common Physical Problems in Elderly |
| 9 | Improving the Quality of Life in Elderly People and Self-Care |
| 10 | Geriatric Emergencies (Falling, Drug Intoxication and etc.) and Prevention I |
| 11 | Geriatric Emergencies (Falling, Drug Intoxication and etc.) and Prevention II |
| 12 | Attitudes and Perceptions Old Individuals and Aging |
| 13 | Psychological, Socio-Economic Problems (Ageizm, Neglect, Abuse) which seen in the Elderly |
| 14 | Drug Use in the Elderly |
| 15 | **Final Exam** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | **CONTRIBUTION LEVEL** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  | **X** |  |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  |  | **X** |
| LO 3 | Literature Review and Evaluation Skills |  |  | **X** |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | **X** |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | **X** |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  |  | **X** |
| LO 7 | Ability to recognize, formulate and solve medical problems |  |  | **X** |
| LO 8 | Ability to use computers effectively in research and data analysis | **X** |  |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | **X** |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  | **X** |  |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **X** |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  | **X** |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **X** |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  Prof. Dr. Güler BALCI ALPARSLAN | **Date** |

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| **COURSE CODE:** | 522304215 | **DEPARTMENT:** NURSING | | | | |
| **COURSE NAME:** | PUBLIC HEALTH NURSING II | | | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Özlem ÖRSAL | | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Course Catagory** | | |
| Technical | Medical | Other(……) |
| Assoc. Prof. Dr. Pınar DURU | | |  |  | **X** |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 2 | 2 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM**  **SEMESTER**  **ACTIVITIES** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| Mid-Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 20 |
| Project | | | 1 | 30 |
| Oral Exam | | |  |  |
| Other (………) | | |  |  |
|  | | | **Final Examination** | | | 1 | 50 |
| **PREREQUISITE(S)** | | | None | | | | |
| **SHORT COURSE CONTENT** | | | The content of this course covers various topics that will help students develop a comprehensive understanding in the field of public health nursing. These topics include:   * Planning, implementation, and evaluation of school health services * The impact of environmental factors on health and methods for protecting environmental health * Strategies for preventing and controlling the spread of infectious diseases, and management of non-communicable (chronic) diseases * Planning and implementation of healthcare services in disasters and emergencies * Occupational health and nursing practices * Assessment, protection, and improvement of elderly health * Planning, implementation, and evaluation of home healthcare and home care services * Learning the operation of primary healthcare services and institutions through observation visits, and participation in applications under the guidance of faculty members for undergraduate students | | | | |
| **COURSE AIMS** | | | In the field of Public Health Nursing, the application of public health nursing principles to prevent diseases and promote health will be emphasized. Students will gain practical experience through observation visits and hands-on applications in these areas. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | * Provides comprehensive knowledge in areas such as school health, occupational health, environmental health, elderly health, and the management of communicable and non-communicable diseases. * Develops skills in the planning, implementation, and evaluation of preventive health services. * Provides knowledge and experience in planning and implementing health services for disaster and emergency situations. * Encourages active participation in community-based disaster management processes and develops crisis management skills. * Enhances professional competence in protecting and improving worker health through learning occupational health nursing practices. * Develops protective and preventive approaches by evaluating the impact of environmental factors on human health. * Provides skills in assessing the health needs of elderly individuals, planning and implementing healthcare services. * Develops skills in patient assessment, creating care plans, and managing the care process within home care services. * Fosters the ability to collaborate with various disciplines to ensure the effective delivery of public health services. * Builds the competence to collaborate with different sectors to enhance the reach and effectiveness of healthcare services. * Equips students with the ability to provide health education and counseling services to different segments of society. * Develops effective communication and educational strategies to reduce health risks and promote health. * Strengthens the ability to analyze epidemiological data related to public health and develop nursing practices based on scientific evidence. * Offers the opportunity to integrate theoretical knowledge with practical experience through observation visits and fieldwork in the public health field. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | 1. **Plans and Implements School Health Services**: Creates school health programs, develops strategies to protect and improve the health of children and adolescents. 2. **Evaluates the Impact of Environmental Factors on Health**: Analyzes factors that affect environmental health and applies preventive methods. 3. **Gains Skills in Preventing and Managing Communicable and Non-Communicable Diseases**: Develops strategies for preventing and controlling the spread of diseases by evaluating epidemiological data. 4. **Develops Knowledge and Skills in Disaster and Emergency Management**: Gains skills in planning, implementing, and evaluating health services during disasters and emergencies. 5. **Applies Occupational Health Nursing Principles**: Learns occupational health nursing practices to protect and improve workers' health. 6. **Develops Preventive and Promotive Approaches to Elderly Health**: Assesses the health needs of elderly individuals and identifies appropriate nursing interventions to improve elderly health. 7. **Plans and Implements Home Health and Home Care Services**: Organizes home health and care services, manages care processes to improve individuals' quality of life. 8. **Recognizes and Evaluates Health Institutions through Observation Visits**: Observes and evaluates the operations of health institutions, such as drinking water facilities, occupational health nursing practices, nursing homes, and home care centers. 9. **Develops Health Education and Counseling Skills**: Provides health education to various community groups and offers counseling to individuals. 10. **Supports Multidisciplinary Work to Improve Community Health**: Develops strategies to improve community health through collaboration with other healthcare professionals. | | | | |
| **TEXTBOOK** | | | Aylaz, R., Hacıhasanoğlu Aşılar, R. (Eds). (2024). Halk Sağlığı Hemşireliği ve Uygulamaları. Akademi Basın ve Yayıncılık.  Demirbağ, B. C. (2023). Toplum / Halk Sağlığı Hemşireliği. Ankara Nobel Tıp Kitabevleri  Erkin, Ö., Kalkım, A., Göl, İ. (2021). Halk Sağlığı Hemşireliği. Çukurova Nobel Tıp Kitabevi  Güler, Ç., Akın, L. (2015). Halk Sağlığı Temel Bilgiler, 3 Cilt. Hacettepe Üniversitesi Yayınları.  Tanır, F., Demirhindi, H. (2020). Halk Sağlığı Temel Bilgiler. Akademisyen Yayınevi.  Tulchinsky, T., Varavikova, E. (2019). Yeni Halk Sağlığı. Acar-Vaizoğlu, S. (Çeviri ed.). Palme Yayınevi. | | | | |
| **OTHER REFERENCES** | | | Akbulut, S., Özer, A. (Çeviri Ed.) (2023). Jekel’in Epidemiyoloji, Biyoistatistik, Koruyucu Hekimlik ve Halk Sağlığı. Beşinci Baskı. Akademisyen Kitabevi.  Atasoy, E., Özpulat, F. (Eds). (2022). Afet Hemşireliği. Nobel Akademik Yayıncılık.  Avcı, D., Ünsal, G., Duran, S. (2023). Toplum Ruh Sağlığı Hemşireliği El Kitabı. Akademisyen Kitabevi.  Aylaz, R., Dönmez, A. (Eds.) (2022). Toplum Ruh Sağlığı Hemşireliği. İstanbul Tıp Kitabevleri.  Bayık-Temel, A. (2021). Sağlığı Koruma ve Geliştirme 1 Kavramlar, Politikalar, Teoriler, Modeller ve Araştırma Yaklaşımları. Ema Tıp Kitabevi.  Bayık-Temel, A. (2022). Sağlığı Koruma ve Geliştirme 2 Bireysel, Çevresel, Toplumsal Önlemler. Ema Tıp Kitabevi.  Bayık-Temel, A. (2022). Sağlığı Koruma ve Geliştirme 3 Risk Grupları, Yaşam Ortamları ve Hastalıklardan Korunma. Ema Tıp Kitabevi.  Canbulat-Şahiner, N., Açıkgöz, A., Demirgöz-Bak, M. (Çeviri Eds.). (2014). Anne ve Çocuk Hemşireliği Klinik Uygulama Becerileri Kitabı. Nobel Akademik Yayıncılık.  Çevirme, A. (2023). Birinci Basamak Sağlık Hizmetleri Kapsamında Riskli Gruplar ve Riskli Durumlar Halk Sağlığı Hemşireliği Yaklaşımı. Akademisyen Kitabevi.  Güler, Ç. (2019). Halk Sağlığı Diyalektiğine İlk Adım. Palme Yayıncılık. | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | Textbooks, Video / Animation / Film, Online Tools / Materials (Web-based Tools), Real Objects, Guides, Brochures, Handbooks | | | | |

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|  | **COURSE SCHEDULE (Weekly)** |
| **WEEK** | **TOPICS** |
| **1** | School Health |
| **2** | Substance Use |
| **3** | Violence |
| **4** | Environmental Health |
| **5** | Accidents and Disasters |
| **6** | Occupational Health |
| **7** | Control of Infectious Diseases and Immunization |
| **8** | **Midterm Exams** |
| **9** | Control and Management of Non-communicable Diseases |
| **10** | Elderly Health |
| **11** | Home Visits and Home Care |
| **12** | Field Trips – Drinking Water Filling Facilities, Water Use, and Wastewater Treatment Plants |
| **13** | Field Trips – Occupational Health Nursing |
| **14** | Field Trips – Elderly Care Centers, Nursing Homes, Day Care Centers, etc. |
| **15** | Field Trips – Home Care Centers |
| **16&17** | **Final Exams** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Gather as well as apply knowledge of health sciences |  |  | **X** |
| LO 2 | Ask scientific questions and form hypothesis |  |  | **X** |
| LO 3 | Search and interpret scientific literature |  |  | **X** |
| LO 4 | Design and conduct experiments as well as analyze and interpret the data |  | **X** |  |
| LO 5 | Learn how to use the experimental equipment effectively | **X** |  |  |
| LO 6 | Function on multi-disciplinary teams |  |  | **X** |
| LO 7 | Identify, formulate, and solve medical problems |  |  | **X** |
| LO 8 | Use computer effectively both in conducting the experiments and analyzing the data |  | **X** |  |
| LO 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| LO 10 | Use effective written and oral communication/presentation skills |  | **X** |  |
| LO 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| LO 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| LO 13 | Get an understanding of basic concepts of medical education |  |  | **X** |
| LO 14 | Get an understanding of approaching to ethical problems with taking basic concepts to center |  | **X** |  |

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| **Instructor Name**  Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | **Date / Sign** |

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| **COURSE CODE: 522304216** | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** **PEDIATRIC DISEASE NURSING** | | | | | |
| **INSTRUCTOR NAME** | **COURSE LANGUAGE**  **Turkish: X**  **English:** | | **Course Catagory** | | |
| Technical | Medical | Other(…) |
| Prof. Dr. Ayfer AÇIKGÖZ  Assoc. Prof. Hamide ZENGİN  Asst. Prof. Merve ÇAKIRLI |  | |  | X |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
|  | **X** |  |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Autumn Spring **X** | 3 | 4 | 0 | 4 | 7,5 | COMPULSORY ELECTIVE  **X** |

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| **ASSESMENT CRITERIA** | | | | |
| **MID-TERM** | **ACTIVITY** | | **Sayı** | **Yüzdesi (%)** |
| 1st Mid-Term | | 1 | 20 |
| 2 nd Mid- Term | |  |  |
| Quiz | |  |  |
| Homework | | 1 | 20 |
| Project | |  |  |
| Oral Exam | |  |  |
| Other (practice) | | 1 | 20 |
| **FINAL** | Quiz | |  |  |
| Homework | |  |  |
| Project | |  |  |
| Oral Exam | |  |  |
| Other(……………….) | | 1 | 50 |
| **MAKE-UP EXAM** | Oral | Written | Oral and Written | Multiple Choice |
|  | **X** |  |  |
| **PREREQUISITE(S)** |  | | | |
| **COURSE CONTENT** | Child Who Has Acute / Chronic / Fatal Disease and Family Nursing Approach, Common Acute / Chronic / Fatal Diseases in Children and Nursing Care, Nursing Care of the Children Who Have Physical / Mental Disability and Their Family, Common Mental Disorders in Children | | | |
| **COURSE AIMS** | The purpose of this course is that student know children’s diseases and give nursing care and counseling for child and family about diseases. | | | |
| **COURSE OBJECTIVES** | Students who successfully complete the course,   * Assessable the Child Who Has Chronic or Acute Disease * Give Nursing Care for Sick Child * Give Counseling for Children and Their Families. | | | |
| **TEXTBOOK(S)** | Conk, Z., Başbakkal, Z., Yılmaz, B.H., Bolışık, B., (2021) Pediatri Hemşireliği, Akademisyen KitabeviTörüner, K.E., Büyükgönenç, L., (2023) Çocuk Sağlığı Temel Hemşirelik Yaklaşımları Genişletilmiş 3. Baskı, Ankara Nobel Tıp Kitabevleri, Ankara.Çavuşoğlu H.(2015). Çocuk Sağlığı Hemşireliği, Sistem Ofset Basımevi, AnkaraMarcdante KJ., Kliegman RM., Schuh AM. (2022). Nelson Essentials of Pediatrics (9th Edition). Elsevier - Health Sciences DivisionArslan S. (Ed.) (2023). Pediatri Hemşireliğinin Temelleri, Nobel Tıp KitabevleriSönme Düzkaya D., Uysal G., Bozkurt G. (Eds.) (2023). Çocuk Sağlığını Değerlendirme, Ankara Nobel Tıp Kitabevleri, Ankara.Yiğit R. (2020). Çocukluk Dönemlerinde Büyüme ve Gelişme (Genişletilmiş 2. Baskı), Çukurova Nobel Tıp Kitabevi.Güney R., Sezgin E. (2022). Çocuk Dostu Hastane. Nobel Akademik Yayıncılık, Ankara.Canbulat Şahiner, N., Açıkgöz, A., Demrgöz Bal, M., (2014) Anne ve Çocuk Hemşireliği Klinik Uygulama Becerileri Kitabı, Nobel Yayıncılık, İstanbulSavaşer, S., Yıldız, S.(2009) Hemşireler İçin Çocuk Sağlığı ve Hastalıkları Öğrenim Rehberi, İstanbul Tıp Kitabevi. | | | |
| **REFERENCES** | Barcovision, oral presentations, practical presentations, discussions, seminars | | | |

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|  | **COURSE SYLLABUS** |
| **WEEK** | **SUBJECTS/TOPICS** |
| 1 | Diagnosis of Children's Health Status |
| 2 | Children's Reactions to Illness and Hospitalization and the Role of the Nurse in Reducing Reactions |
| 3 | Approach to the Child and Family with Acute Illness  Approach to the Child and Family with Chronic Illness |
| 4 | Approach to the Child and Family with Terminal Illness |
| 5 | Pain in Children and Nursing Approach |
| 6 | Nursing Care for Special Needs Children and Their Families |
| 7 | **Mid-term Exam** |
| 8 | Common Respiratory System Diseases in Children and Nursing Care |
| 9 | Common Neurological System Problems in Children and Nursing Care |
| 10 | Common Endocrine and Metabolic Problems in Children and Nursing Care |
| 11 | Common Urinary System Problems in Children and Nursing Care |
| 12 | Common Hematologic Problems, Cancers and Nursing Care in Children |
| 13 | Common Digestive System Problems in Children and Nursing Care |
| 14 | Common Cardiologic Problems in Children and Nursing Care |
| 15 | Common Mental Disorders in Children |
| 16 | **Final** |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| 1 | Gather as well as apply knowledge of health sciences |  |  | **X** |
| 2 | Ask scientific questions and form hypothesis |  | **X** |  |
| 3 | Search and interpret scientific literature |  |  | **X** |
| 4 | Design and conduct experiments as well as analyze and interpret the data | **X** |  |  |
| 5 | Learn how to use the experimental equipment effectively | **X** |  |  |
| 6 | Function on multi-disciplinary teams |  | **X** |  |
| 7 | İdentify, formulate, and solve medical problems |  | **X** |  |
| 8 | Use computer effectively both in conducting the experiments and analyzing the data |  | **X** |  |
| 9 | Understand the impact of experimental solutions on national and international sciences |  | **X** |  |
| 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| 13 | Ability to recognize basic concepts in medical education |  |  | **X** |
| 14 | Ability to approach ethical problems by centering on basic concepts |  | **X** |  |

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| **Instructor Name**  **Sign**  Prof. Dr. Ayfer AÇIKGÖZ  Assoc. Prof. Hamide ZENGİN  Asst. Prof. Merve ÇAKIRLI | **Date** |

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| **COURSE CODE: 522304217** | | **DEPARTMENT: NURSING** | | | |
| **COURSE NAME:** **INTERNAL MEDICINE NURSING-II** | | | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Güler BALCI ALPARSLAN  Prof. Dr. Ayşe ÖZKARAMAN | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | | | | **M.SC.** | | | **Ph.D.** | | | **COURSE OF PROVINCE** | | |
| **◻** | | | | **X** | | | **◻** | | | **◻** | | |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theoric** | **Practice** | | | **Laboratory** | | **Credit** | **ECTS** | | **TYPE** | | |
| Spring  Autumn**X** | 3 | - | | | - | | 3 | 7,5 | | COMPULSORY ELECTIVE  **◻ X** | | |
| **ASSESMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM SEMESTER ACTIVITIES** | | | | **ACTIVITY** | | | | | | **Quantity** | **Percentage (%)** | |
| Mid-Term | | | | | |  |  | |
| Quiz | | | | | |  |  | |
| Homework | | | | | | 1 | 40 | |
| Project | | | | | |  |  | |
| Report | | | | | |  |  | |
|  | | | | | |  |  | |
|  | | | | **Final Examination 1** | | | | | | | **60** | |
| **PREREQUISITE(S)** | | | | -- | | | | | | | | |
| **SHORT COURSE CONTENT** | | | | Endocrine, cardiovascular, neurological, digestive, genitourinary system diseases, joint-connective tissue diseases, nervous system, immune diseases and nursing care and case analyses. | | | | | | | | |
| **COURSE AIMS** | | | | The aim of this course is to examine the concepts and issues that will form the basis for meeting patient-specific care needs by identifying the problem of the individual in need of care. | | | | | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | | Learning the basic concepts of internal diseases care, gaining the ability to approach problems by centring the patient's problems | | | | | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | | Students who successfully complete this course;  - Knows the diseases and provides care for them.  - Analyse and synthesise the issues related to Internal Medicine Nursing.  - Develops effective problem solving skills.  - Develops the concept of holistic care and application skills.  - Develops research skills on issues related to internal medicine and care  - Current developments and studies in the field of internal medicine nursing. | | | | | | | | |
| **TEXTBOOK** | | | | • https://calgaryguide.ucalgary.ca/  • Kapucu S, Kutlutürkan S, Akyar İ. (2023). İç Hastalıkları ve Hemşirelik Bakımı. Eds. Akdemir N, Birol L. Akademisyen yayınevi.  • Karadakovan A, Aslan FE (2022). Dahili ve Cerrahi Hastalıklarda Bakım. Akademisyen yayınevi.  • Temel İç Hastalıkları Hemşireliği ve Farklı boyutlarıyla kronik hastalıklar.(2017) Eds. Ovayolu Ö, Ovayolu N. Nobel tıp Kitapevi.  • Olgu, soru ve yanıtlarla onkoloji hemşireliği. Eds. Usta Yeşilbalkan Ö, Özkaraman A. Hipokrat Kitapevi, Ankara. 2023   * Oksel E, Balcı Alparslan G (2019). Romatoloji Hemşireliği, Hastalıklar ve Bakım. Ankara Nobel Tıp Kitabevi. Ankara * Akdemir N (2022). Temel Geriatri ve Hemşirelik Bakımı. TÜED Eğitim Yayınları. Ankara * Kapucu S ( 2019). Geriatri Hemşireliği. Hipokrat Kitabevi. Ankara | | | | | | | | |
| **OTHER REFERENCES** | | | | • Guyton A.C. ve Hall J.E. (2021). Tıbbi Fizyoloji (Medical Physiology). Çeviren: Yeğen BÇ, Alican İ, Solakoğlu Z. Güneş Tıp Kitapevi.  • Ganong W. (2022). Ganong’un Tıbbi Fizyolojisi. Çev: İşoğlu Alkaç Ü, Ermutlu N. Nobel Tıp Kitapevleri  • Pathology Illustrated.(2018) Roberts F, MacDuff E, Callander R, Ramsden I. Eıght edition. Elsevier. Edinburgh London New York Oxford Philadelphia St Louis Sydney Toronto | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer, barcovision, blackboard, internet | | | | | | | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Diagnosis and Nursing Care in Cardiovascular System Diseases, Case Analysis |
| 2 |  | Diagnosis and Nursing Care in Endocrine System Diseases, Case Analysis |
| 3 |  | Diagnosis and Nursing Care in Neurological System Diseases, Case Analysis |
| 4 |  | Diagnosis and Nursing Care in Digestive System Diseases, Case Analysis |
| 5 |  | Diagnosis and Nursing Care in Joint Connective Tissue Diseases, Case Analysis |
| 6 |  | Diagnosis and Nursing Care in Genitourinary System Diseases, Case Analysis |
| 7 |  | Diagnosis and Nursing Care in Immune System Diseases, Case Analysis |
| 8 |  | Homework |
| 9 |  | Diagnosis and Nursing Care in Neurological System Diseases, Case Analysis |
| 10 |  | Diagnosis and Nursing Care in Digestive System Diseases, Case Analysis |
| 11 |  | Diagnosis and Nursing Care in Joint Connective Tissue Diseases, Case Analysis |
| 12 |  | Diagnosis and Nursing Care in Genitourinary System Diseases, Case Analysis |
| 13 |  | Diagnosis and Nursing Care in Immune System Diseases, Case Analysis |
| 14 |  | Diagnosis and Nursing Care in Nervous System System Diseases, Case Analysis |
| 15 |  | Final |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  | **x** |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  |  | **x** |
| LO 3 | Literature Review and Evaluation Skills |  |  | **x** |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | **x** |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | x |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  | **x** |  |
| LO 7 | Ability to recognize, formulate and solve medical problems |  |  | **x** |
| LO 8 | Ability to use computers effectively in research and data analysis |  | **x** |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | **x** |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **x** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **x** |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  | **x** |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **x** |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  | **x** |  |

**Date**

**Instructor Name**

Prof. Dr. Güler BALCI ALPARSLAN

Prof. Dr. Ayşe ÖZKARAMAN **Sign**

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| **COURSE CODE:** | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** PEDIATRIC INFECTIOUS DISEASES NURSES | | | | | |
| **INSTRUCTOR NAME** | **COURSE LANGUAGE**  **Turkish: X**  **English:** | | **Course Catagory** | | |
| Technical | Medical | Other(…) |
| Prof. Dr. Ayfer AÇIKGÖZ  Asst. Prof. Merve ÇAKIRLI |  | |  | X |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
|  | **X** |  |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Autumn **X** Spring | 3 | 2 | 0 | 4 | 7,5 | COMPULSORY ELECTIVE  **X** |

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| **ASSESMENT CRITERIA** | | | | |
| **MID-TERM** | **ACTIVITY** | | **Sayı** | **Yüzdesi (%)** |
| 1st Mid-Term | | 1 | 20 |
| 2 nd Mid- Term | |  |  |
| Quiz | |  |  |
| Homework | | 1 | 20 |
| Project | |  |  |
| Oral Exam | |  |  |
| Other (………) | | 1 | 20 |
| **FINAL** | Quiz | |  |  |
| Homework | |  |  |
| Project | |  |  |
| Oral Exam | |  |  |
| Other(……………….) | | 1 | 40 |
| **MAKE-UP EXAM** | Oral | Written | Oral and Written | Multiple Choice |
|  | **X** |  |  |
| **PREREQUISITE(S)** |  | | | |
| **COURSE CONTENT** | Diagnostics for the Children Who Have Infectious Disease, The Role of Vaccines to Prevent Infectious Diseases, Common Infectious Diseases and New Defined Infectious Diseases in Our Country, Nursing Cares, Hospital Infections. | | | |
| **COURSE AIMS** | The purpose of this course is that students know common infectious diseases and nursing care, so they can use these information for application | | | |
| **COURSE OBJECTIVES** | Students who successfully complete the course,   * Knows children infectious diseases * Know the methods of infectious disease prevention, implement and provide training * Evaluate national and international data on infectious diseases | | | |
| **TEXTBOOK(S)** | 1- Topçu W.A., Söyletir G., Doğanay M.(ed).: İnfeksiyon Hastalıkları. Nobel Tıp Kitabevi, Ankara, 2001.  2- Hastane İnfeksiyonları Eğitim Programı 2007.Hastane İnfeksiyonları Dergisi 2007;11:1  3- Ajjan N.:Bağışıklama.(Fikri Ali Türkay:çev.ed.)Pasteur Merieux Connaught,İstanbul,1995.  4- Görak G.,Savaşer S.,Yıldız,S.:Bulaşıcı hastalıklar Hemşireliği (Genişletilmiş 3.Baskı). Nobel Tıp Kitabevleri, 2021. 5- Avcı A.İ.: İnfeksiyon Hastalıkları, Göktuğ Yayıncılık, Ankara,2010.  6- Ercan Şahin N. (Ed.). Bulaşıcı Hastalıklar ve Hemşirelik Bakımı, Nobel akademik yayıncılık, 2023 | | | |
| **REFERENCES** | Barcovision, oral presentations, practical presentations, discussions, seminars | | | |

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|  | **COURSE SYLLABUS** |
| **WEEK** | **SUBJECTS/TOPICS** |
| 1 | The infection process, general characteristics of infectious agents and the organism's defense mechanisms against infectious diseases. |
| 2 | Diagnosis in Children with Infectious Diseases |
| 3 | Immunization, Vaccine studies, Childhood vaccines |
| 4 | Prevention and Epidemic Control in Infectious Diseases |
| 5 | Respiratory diseases and nursing care |
| 6 | Digestive transmitted diseases and nursing care |
| 7 | **Mid-term Exam** |
| 8 | Contact-transmitted diseases and nursing care |
| 9 | Zoonotic diseases and nursing care |
| 10 | Vector-borne diseases and nursing care |
| 11 | Healthcare associated infections and their control |
| 12 | Newly Identified Infectious Diseases and Nursing Care |
| 13 | Infectious diseases and nursing care in disasters |
| 14 | Health education and psychosocial approach in infectious diseases |
| 15 | Infectious diseases and game theory approach |
| 16 | **FINAL** |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| 1 | Gather as well as apply knowledge of health sciences |  | **X** |  |
| 2 | Ask scientific questions and form hypothesis |  |  |  |
| 3 | Search and interpret scientific literature |  |  | **X** |
| 4 | Design and conduct experiments as well as analyze and interpret the data |  |  |  |
| 5 | Learn how to use the experimental equipment effectively |  |  |  |
| 6 | Function on multi-disciplinary teams |  | **X** |  |
| 7 | İdentify, formulate, and solve medical problems |  | **X** |  |
| 8 | Use computer effectively both in conducting the experiments and analyzing the data |  |  |  |
| 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| 10 | Use effective written and oral communication/presentation skills |  |  | **X** |
| 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  |  | **X** |
| 13 | Ability to recognize basic concepts in medical education |  | **X** |  |
| 14 | Ability to approach ethical problems by centering on basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  Prof. Dr. Ayfer AÇIKGÖZ  Asst. Prof. Merve ÇAKIRLI | **Date** |

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| |  |  | | --- | --- | | **COURSE CODE:** 522306221 | **DEPARTMENT:** NURSING | | **COURSE NAME:** LEADERSHIP HEALTH FIELD | | |

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| **INSTRUCTOR NAME**  Prof.Dr. Elif GÜRSOY | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | **Course Category** | | |
| Technical | Medical | Other(……) |
|  |  |  | X |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **X**  Autumm | 2 | 1 | 0 | 2,5 | 5 | COMPULSORY ELECTIVE  ** X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 20 |
| Quiz |  |  |
| Homework |  |  |
| Project | 1 | 40 |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | 1 | 40 |
| **PREREQUISITE(S)** | There isn’t any prerequisite.  The course is recommended to students who receive training in health-related fields. | | |
| **SHORT SHORT COURSE CONTENT** | 1. The importance of leadership in health service 2. Leadership in health education 3. Leadership in management 4. Leadership in practice 5. Leadership in research 6. Leadership in care and clinical 7. Leadership and organization in health 8. The role of leadership in the formation of health policies 9. Examples of the applications of the basic issues and leadership 10. Gender, leadership and health services 11. Leadership examples in health in Turkey and the world   Developing projects for increasing leadership capacity in health | | |
| **COURSE AIMS** | The aim of this course is to teach graduate students the importance of leadership in health and new leadership approaches and models in health services. It is aimed to increase the leadership capacity of the students to make them be able to find solutions to problems. At the same time, the course helps students to understand the importance of affective leadership in promoting health services, health occupations and for providing qualified and secure health services to the society. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Leadership in health includes understanding the difference between a leader and a manager, grasping the role and importance of leadership in an organization, analyzing successful leadership paths, determining the factors that affect leader behavior, discussing the relationship between gender and leadership, examining entrepreneurship and leadership roles in health services, evaluating leadership roles in health policies, discussing the impact of leadership in care, education, management and research, identifying leadership problems and developing solution strategies, determining the responsibilities of leaders in health services and analyzing the impact of leaders on the quality of health services and patient care worldwide. | | |
| **LEARNING OUTCOMES OF THE COURSE** | 1. Discusing the roles of leadership in health 2. Comprehending the importance of leadership and its role in the organisation 3. Comparison of management and leadership 4. Analyzing ways to be a successful leader 5. İdentifying the social enviromental and cultural factors that can affect the behaviours of nyrse leaders 6. Discussing its realtionship with gender&leadership 7. Discussing the enterprenevrship and leadership roles of leaders in health service 8. Discussing the role of nurse leaders in helath policy 9. Discusing the roles of leadership in health education, pratice, reserch an management. 10. İdentifying the issues of leadership in nursing analizng them and developing strategies for solutions. 11. Determining the responsibilities and role of leaders nurses in the execution 12. Analysing the impact of nurse leadership on health services and high-quality patient care in the world | | |
| **TEXTBOOK** | Gürsoy., E. 2020. Liderlik ve Hemşirelik Çağdaş Yaklaşımlar. Nobel Kitabevi. ANKARA | | |

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| **OTHER REFERENCES** | * Atilla, G., & Günal, Ö. (2024). Sağlık hizmetlerinde liderlik ve yöneticilik. *Süleyman Demirel Üniversitesi İnsan Kaynakları Yönetimi Dergisi*, 3(1), 57-67. * Alp, S., & Sevim, F. (2024). Sağlık sektöründe liderlik ve liderlik tarzları: Bir sistematik derleme çalışması. *Ordu Üniversitesi Sosyal Bilimler Araştırmaları Dergisi*, 14(1), 182-201. * Gün, İ. (2024). Sağlık hizmetlerinde liderlik kavramı üzerine yapılan çalışmaların VOSviewer ile bibliyometrik analizi. *Uluslararası İktisadi ve İdari İncelemeler Dergisi*, (45), 323-336. * Gök, G. (2023). Sağlık hizmetlerinde liderlik ve toksik liderliğin çok yönlü analizi. *İKSAD Yayınevi*. * Budak, F. (2018). Sağlık yönetiminde klinik liderlik. *Siyasal Kitabevi*. * Yıldırım, A., & Han, S. (2023). Karizmatik otoritenin sosyolojik analizi. *Disiplinlerarası Sosyal Bilimler Dergisi*, 14, 171-181. * Popovici, V. (2012). Democratic leadership in education. *Democratic Leadership in Education*, 1-192. * Bu makaleler, sağlık sektöründe liderlik ve liderlik tarzları üzerine güncel araştırmaları içermektedir. * Polat, M., Yalçın, S., & Köroğlu, M. (2024). Dönüşümcü liderlik, örgütsel sinizm ve örgütsel iletişim arasındaki ilişkinin incelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (71), 177-204. * Bingöl, Ş., & Okçu, V. (2023). Üniversite öğrencilerinin gençlik liderlik özellikleri ile sosyal-duygusal yetkinlikleri arasındaki ilişki. *Gençlik Araştırmaları Dergisi*, *11*(29), 30-55. * Kaşıkırık, A., & Çil Arslan, I. (2023). Yerel Eşitlik Eylem Planı Hazırlama Rehberi. * TÜBİTAK. (2023). Etkili sunumlar için el kitabı. <https://tubitak.gov.tr/sites/default/files/2023-10/sunum_el_kibabi.pdf>   Okunacak Kitaplar   * Nutuk-Mustafa Kemal ATATÜRK  Atatürk'ün Liderlik Sırları- Yüksel Mert- Cengiz Açıkgöz**Takım Oyunu – Seth Godin**  * Alışkanlıkları Gücü-Charles Duhigg * Liderlik ve İletişim- Kevin Murray * Karizmatik Liderlik-Kevin Murray * Duygusal Çeviklik-Dr. Susan David * Etkili İnsanların 7 Alışkanlığı-Stephen R. Covey * Akıllı Yaşam Kılavuzu-Albert Ellis&Robert A. Harper * Liderlikte Etkili İletişimin Sırları- Gail T. Fairhurst * Etkin İletişim Yetkin Liderlik- Ertuğrul Yaman * Duygusal Zeka- Şebnem Aslan |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Importance of Leaders in Health Services |
| 2 |  | Leadership in Health Education |
| 3 |  | Leadership in Health Management |
| 4 |  | Leadership in Health Research |
| 5 |  | Leadership in Practice and Care |
| 6 |  | The role of Leadership in the Formation of Health Policies |
| 7 |  | **Mid term exam** |
| 8 |  | Leadership, Organization Forming and Power in Health |
| 9 |  | Basic issues and examples of application in health service |
| 10 |  | Gender, Leadership and Heath Service |
| 11 |  | The role of Leadership in Formation of Health Policies |
| 12 |  | Leadership Examples in Health in Turkey and the World |
| 13 |  | Developing Project about Devoloping Leadership Capacity in Health |
| 14 |  | Developing Project about Solving Problems in Health Services |
| 15 |  | Project Presentation |
| 16 |  | **Final exam** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Gather As Well As Apply Knowledge Of Health Sciences |  |  | **X** |
| LO 2 | Ask Scientific Questions And Form Hypothesis |  |  | **X** |
| LO 3 | Search And İnterpret Scientific Literature |  |  | **X** |
| LO 4 | Design And Conduct Experiments As Well As Analyze And İnterpret The Data | **X** |  |  |
| LO 5 | Learn How To Use The Experimental Equipment Effectively | **X** |  |  |
| LO 6 | Function On Multi-Disciplinaryteams |  |  | **X** |
| LO 7 | İdentify, Formulate, And Solve Medical Problems |  |  | **X** |
| LO 8 | Use Computer Effectively Both İn Conducting The Experiments And Analyzing The Data |  | **X** |  |
| LO 9 | Understand The İmpact Of Experimental Solutions On National And İnternational Sciences | **X** |  |  |
| LO 10 | Use Effective Written And Oral Communication/Presentation Skills |  |  | **X** |
| LO 11 | Get An Understanding Of Professional And Ethical Responsibility |  |  | **X** |
| LO 12 | Get A Recognition Of The Need For, And An Ability To Engage İn Life Long Learning |  |  | **X** |
| LO 13 | Get Ability To Recognize Basic Concepts İn Medical Education |  | **X** |  |
| LO 14 | Basic Concepts The Ability To Approach Ethical Problems Bythe Center |  |  | **X** |

**Date**

20.03.2025

**Instructor Name**

Prof. Dr. Elif GÜRSOY

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| **COURSE CODE: 522306222** | | **DEPARTMENT: NURSİNG** | | | |
| **COURSE NAME:** **ASSESSMENT OF HEALTH** | | | | | |
| **INSTRUCTOR NAME**  Prof. Dr. Ayşe ÖZKARAMAN | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring **◻**  Autumn **X** | 2 |  | | 2 | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X** | |
| **ASSESMENT CRITERIA** | | | | | | | | |
| **MID-TERM SEMESTER ACTIVITIES** | | | **ACTIVITY** | | | | **Quantity** | **Percentage (%)** |
| Mid-Term | | | | 1 | 50 |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | |  |  |
| Application | | | |  |  |
| Other (Final exam) | | | | 1 | 50 |
|  | | | **Final Examination** | | | | |  |
| **PREREQUISITE(S)** | | | -- | | | | | |
| **SHORT COURSE CONTENT** | | | The short content of the course consists of methods in health assessment, history taking, physical examination, evaluation of vital signs, evaluation of physical and mental functions and the role of culture in health assessment. | | | | | |
| **COURSE AIMS** | | | The aim of this course is to enable the student to gain and develop specialised knowledge, attitudes and skills related to the evaluation of the health of the individual. | | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | To gain knowledge, skills and behaviours that can perform physical assessment of the patient and healthy individual. | | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | Students who successfully complete this course;  Comprehensively evaluate the individual physically, have knowledge about mental health. Provide information about the physical capacity of healthy and sick individuals. The individual can evaluate the individual. Learns the evaluation step, which is the first step of the nursing process, and can organise nursing care with the information obtained. | | | | | |
| **TEXTBOOK** | | | •Can G. (2023). Health Assessment & Physical Examination in Nursing. Nobel Tıp Kitapevi, İstanbul.  •Jarvis C. (2024). Physical Examination and Health Assessment. 9th Edition  •Connor G. (2021). Lab Values for Nurses: Must Know Labs with Easy Memorization Tricks and Nursing Implications  •Eti-Aslan F(Ed) 2016. Sağlığın Değerlendirilmesi ve Klinik Karar Verme, Akademisyen Kitabevi,İstanbul.  •Sabuncu N., Ay AF.(Ed) 2010.Klinik Beceriler: Sağlığın Değerlendirilmesi Hasta Bakımı ve Takibi, Nobel Tıp Kitabevleri, İstanbul.  •Aştı TA, Karadağ A. (Ed) 2011. Klinik Uygulama Becerileri ve Yöntemleri, Nobel Kitabevi, Adana.  •Kuyurtar F.2013 Klinisyen/Öğrenci Hemşire ve Ebeler İçin Fizik Muayene, Nobel Tıp Kitabevleri, İstanbul. | | | | | |

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| **OTHER REFERENCES** | Physical examination videos created by Youtube health experts  - Laboratory equipment |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, barcovision, blackboard, internet, laboratory equipment |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Assessment Techniques and Safety in the Clinical Environment |
| 2 |  | Health history |
| 3 |  | Vital signs and pain assessment |
| 4 |  | Evaluation of skin, hair and nails |
| 5 |  | Evaluation of head, face, neck and regional lymph nodes |
| 6 |  | Evaluation of breast, axilla and regional lymph nodes |
| 7 |  | Evaluation of the thorax and lungs |
| 8 |  | Evaluation of Heart and Neck Vessels, Peripheral Vascular System and Lymphatic System |
| 9 |  | Assessment of the abdomen |
| 10 |  | Genitourinary evaluation |
| 11 |  | Evaluation of musculoskeletal system |
| 12 |  | Neurological assessment |
| 13 |  | Mental State Assessment |
| 14 |  | Completing the evaluation |
| 15 |  | Final |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  | **x** |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  |  | **x** |
| LO 3 | Literature Review and Evaluation Skills |  |  | **x** |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | **x** |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | x |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  | **x** |  |
| LO 7 | Ability to recognize, formulate and solve medical problems |  |  | **x** |
| LO 8 | Ability to use computers effectively in research and data analysis |  | **x** |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | **x** |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **x** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **x** |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  | **x** |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **x** |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  | **x** |  |

**Date**

**Instructor Name**

Prof. Dr. Ayşe ÖZKARAMAN **Sign**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** 522304223 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** BASIC INFERTILITY NURSING | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Dr. Yeliz KAYA | **COURSE LANGUAGE**  Turkish | | **Course Catagory** | | |
| Technical | Medical | Diğer(……) |
|  | **X** |  |

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
|  |  |  | 0 |  |  |  |
| SPRING | 2 | 2 | 3 | 7,5 | Elective |
|  |  |  |  |  |  |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Application |  |  |
| Other (Practice) | 1 | 20 |
| **Final exam** | | **50** |
| **PREREQUISITE(S)** | -- | | |
| **SHORT COURSE CONTENT** | This course covers the knowledge and practices related to the evaluation, diagnosis and treatment methods of infertile couples and current approaches in nursing care. | | |
| **COURSE AIMS** | The aim of this course is to gain knowledge and skills related to the evaluation, diagnosis, treatment methods and nursing approach of infertile couples. | | |

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| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | To gain the ability to take an active role in theoretical, practical and research issues in the field of infertility nursing, as well as the ability to follow current developments and integrate them into practice |
| **LEARNING OUTCOMES OF THE COURSE** | At the end of this course the student,  1. Defines infertility, its causes and risk factors  2. Understands the importance of fertility awareness in terms of infertility  3. Explains the procedures performed to evaluate the infertile couple  4. Explains infertility treatment methods  5. Describes the psychosocial effects of infertility on couples  6. Explains assisted reproductive techniques and describes current developments  7. Identifies complications that may arise during infertility treatment and provides appropriate nursing care  8. Defines ethical issues in Assisted Reproductive Techniques  9. Describes the psychosocial effects of infertility on couples  10. Expresses the roles and responsibilities of the infertility nurse  11. Gives examples about services in infertility units |
| **TEXTBOOK** | Kızılkaya Beji, N. (Ed.). (2009). İnfertilite hemşireliği (No. 1). Üreme Sağlığı ve İnfertilite Hemşireliği Derneği Yayını. Acar Basım ve Cilt San. Tic. A.Ş. |
| **OTHER REFERENCES** | Kaya, Y., & Kızılkaya Beji, N. (Eds.). (2024). Hemşire ve ebelere yönelik olgularla infertilite. İstanbul Tıp Kitabevleri. ISBN 9786256820357.  Alanya Tosun, Ş., & Özel, M. K. (Eds.). (2020). İnfertilitede güncel yaklaşımlar. Akademisyen Kitabevi. ISBN 9786052589779.  Kızılkaya Beji, N. (Ed.). (2022). Hemşirelere ebelere yönelik kadın sağlığı ve hastalıkları (4. baskı). Nobel Tıp Kitabevleri.  Taşkın, L. (Ed.). (2024). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9759466104.  Nazik, E. (Ed.). (2022). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9786257409513.  Recent articles |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Definition of Infertility, Infertility in the World and Turkey |
| 2 |  | Causes of Female and Male Infertility (Factors Related to Reproductive Health) |
| 3 |  | Demographic, Sexuality and Lifestyle Factors Affecting Fertility |
| 4 |  | Developing Fertility Awareness and Its Importance for Infertility |
| 5 |  | Evaluation of the Infertile Couple |
| 6 |  | Treatment Approaches in Infertility |
| 7 |  | Nursing Approaches in the Diagnosis and Treatment Process of Infertile Couples |
| 8 |  | Current Developments in Assisted Reproductive Techniques |
| 9 |  | Complications that may arise during Assisted Reproductive Techniques and Treatment Process and Nursing Approach |
| 10 |  | Ethical Issues in Assisted Reproductive Techniques |
| 11 |  | Psychosocial Effects of Infertility |
| 12 |  | Education and Counseling Process for Infertile Couples |
| 13 |  | Roles and Responsibilities of Infertility Nurses |
| 14 |  | Clinical Services in Infertility Units in the World and Turkey |
| 15 |  | Homework |
| 16 |  | Final Exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  | **X** |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  | **X** |  |
| LO 3 | Literature Review and Evaluation Skills |  | **X** |  |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | **X** |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | **X** |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  |  | **X** |
| LO 7 | Ability to recognize, formulate and solve medical problems |  | **X** |  |
| LO 8 | Ability to use computers effectively in research and data analysis |  | **X** |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | **X** |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **X** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **X** |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  |  | **X** |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **X** |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  |  | **X** |

**Date**

**Instructor Name Sign**

**Assoc. Prof. Dr. Yeliz KAYA**

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** 522306224 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** GYNECOLOGICAL ONCOLOGY NURSING | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Dr. Yeliz KAYA | **COURSE LANGUAGE**  Turkish | | **Course Catagory** | | |
| Technical | Medical | Diğer(……) |
|  | **X** |  |

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
|  |  |  | 0 |  |  |  |
| SPRING | 3 | 0 | 3 | 7,5 | Elective |
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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Application |  |  |
| Other (Presentation) | 1 | 20 |
| **Final exam** | | **50** |
| **PREREQUISITE(S)** | -- | | |
| **SHORT COURSE CONTENT** | This course includes gynecological cancers, the importance of early diagnosis, risk factors, social, psychological and economic problems for the individual and family, chemotherapy-related symptoms and management, nursing practices in the terminal period in gynecological patients. | | |
| **COURSE AIMS** | To evaluate gynecologic cancer patients with a nursing perspective and to perform the roles of protecting and caring for the health of all women in an integrative approach and to contribute to the determination of standards. | | |

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| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Student,  To gain knowledge, awareness, application and problem solving skills in the field of gynecologic oncology |
| **LEARNING OUTCOMES OF THE COURSE** | At the end of this course the student,  1. Defines gynecologic cancer risk factors  2. Knows gynecologic cancers, diagnosis, treatment methods and applies nursing care  3. Knows pregnancy and cancer management  4. Knows the diagnosis and management of chemotherapy symptoms  5. Describes practices to improve the quality of life of patients with gynecologic cancer  6. Knows the current developments in gyneconcology nursing |
| **TEXTBOOK** | Özkan, S., Serçekuş, P., & Alataş, E. (Eds.). (2022). Jinekolojik onkolojide bakım. Akademisyen Kitabevi. ISBN 9786258430813. |
| **OTHER REFERENCES** | Kızılkaya Beji, N. (Ed.). (2022). Hemşirelere ebelere yönelik kadın sağlığı ve hastalıkları (4. baskı). Nobel Tıp Kitabevleri.  Taşkın, L. (Ed.). (2024). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9759466104.  Nazik, E. (Ed.). (2022). Doğum ve kadın sağlığı hemşireliği. Akademisyen Kitabevi. ISBN 9786257409513.  Recent articles |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projection |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Etiology and Epidemiology of Gynecologic Cancers |
| 2 |  | Vulvar Cancer, Diagnosis, Treatment and Care |
| 3 |  | Vaginal Cancer, Diagnosis, Treatment and Care |
| 4 |  | Uterine/Endometrial Cancer, Diagnosis, Treatment and Care |
| 5 |  | Cervical Cancer, Diagnosis, Treatment and Care |
| 6 |  | Ovarian Cancer, Diagnosis, Treatment and Care |
| 7 |  | Tuba Cancer, Diagnosis, Treatment and Care |
| 8 |  | Chemotherapy and Symptom Management in Gynecologic Cancers |
| 9 |  | Complementary and Alternative Treatment Applications in Gynecologic Cancers |
| 10 |  | Gynecologic Cancer and Pregnancy |
| 11 |  | Gynecologic Cancer and Sexual Function |
| 12 |  | Gynecologic Cancer and Quality of Life |
| 13 |  | Development of gynooncology nursing in the world and Turkey |
| 14 |  | Oncology Nursing Association and Activities |
| 15 |  | Homework |
| 16 |  | Final Exam |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability to collect information about health sciences and to apply the acquired knowledge |  |  | **X** |
| LO 2 | Scientific Inquiry and Hypothesis Formation Skills Literature Review and Evaluation Skills |  | **X** |  |
| LO 3 | Literature Review and Evaluation Skills |  | **X** |  |
| LO 4 | Ability to design and conduct experiments, analyze and evaluate data | **X** |  |  |
| LO 5 | Ability to recognize and use experimental tools and equipment appropriately | **X** |  |  |
| LO 6 | Ability to work in an interdisciplinary team |  |  | **X** |
| LO 7 | Ability to recognize, formulate and solve medical problems |  | **X** |  |
| LO 8 | Ability to use computers effectively in research and data analysis |  | **X** |  |
| LO 9 | Ability to understand the contribution of experimental studies to national and international science |  | **X** |  |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | **X** |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | **X** |
| LO 12 | Understanding the Importance of Lifelong Learning and Application Skills |  | **X** |  |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | **X** |
| LO 14 | Ability to Approach Ethical Problems by Centering Basic Concepts |  | **X** |  |

**Date**

**Instructor Name Sign**

**Assoc. Prof. Dr. Yeliz KAYA**

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| **COURSE CODE:** 522304227 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** ADVANCED MANAGEMENT IN NURSING | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Aysun TÜRE | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **X**  Autumn **◻** | 3 | 4 |  | 5 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 20 |
| Quiz |  |  |
| Homework | 1 | 25 |
| Project |  |  |
| Report |  |  |
| Practice | 1 | 25 |
|  | **Final Examination** | 1 | 30 |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | It is based on adapting the basic concepts and theories related to management and organization in nursing to the management of hospitals and nursing services. | | |
| **COURSE AIMS** | The aim of the Advanced Management in Nursing course is to provide students with basic knowledge and skills on national and international level related to nursing services management on basic concepts and theories related to management and organization in nursing. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Knowledge of management and organization in nursing enables nurses to carry out care processes in a planned, effective, and coordinated manner. Nurses who understand the stages of the management process and organizational structures strengthen teamwork and increase service efficiency. Mastery of decision-making, performance, and achievement evaluation principles contributes to both individual and institutional development. These skills and knowledge significantly support the delivery of high-quality, sustainable, and patient-centered nursing care. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Student;   * Define the basic concepts of management and organization in nursing. * Know performance management principles in nursing. * Knows success evaluation principles in nursing. * Knows the decision making process in nursing. * They explain the stages of the management process in nursing. * Knows organizational structures and organization principles in nursing. * The organizational chart in nursing is written and interpreted. * In nursing, the stages of the administration process are implemented. * Know the characteristics of nursing services organization. * Knows the organization of care management in nursing. | | |
| **TEXTBOOK** | Baykal Ü, Türkmen E. (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, İstanbul.  Koçel, T. (2015). İşletme Yöneticiliği, 16. Baskı, Beta Basım Yayın, İstanbul.  Eren E. (2015). Örgütsel Davranış ve Yönetim Psikolojisi, 15. Baskı Beta Basım Yayın, İstanbul.  Eren E. (2013). Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar), 11. Baskı Beta Basım Yayın, İstanbul.  Sur H, Palteki T. (ed.) (2013). Hastane Yönetimi, Nobel Tıp Kitapevleri, İstanbul.  Barker, A. M., Sullivan, D.T., Emery, M.J. (2007). Leadership competencies for clinical managers: the renaissance of transformational leadership. Sudbury, Mass.: Jones and Bartlett  Patronis Jones R.A. (2007) Nursing leadership and manamken: theories, processes, and practice. Philadelphia : F.A. Davis Co. | | |
| **OTHER REFERENCES** | Shaw, S. (2007) International Council of Nurses: nursing leadership. Oxford ; Malden, Mass. : Blackwell Pub.  Milstead, J. A. (2006) Handbook of nursing leadership : creative skills for a culture of safety. Sudbury, Mass. : Jones and Bartlett Publishers  Roussel L., Russell C. (2006) Management and leadership for nurse administrators. Sudbury, Mass. : Jones and Bartlett Publishers | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Organization and Management of Nursing Services |
| 2 |  | Investigation of Management Theories in terms of Nursing Management |
| 3 |  | Examination of Classical Management Theories in Terms of Nursing Management |
| 4 |  | Examination of Neo-Classical Management Theories in terms of Nursing Management |
| 5 |  | Examination of Modern Management Theories in Terms of Nursing Management |
| 6 |  | Nursing Management and Leadership |
| 7 |  | Decision Making Process in Nursing Management |
| 8 |  | **MID TERM** |
| 9 |  | Management Process in Nursing |
| 10 |  | Performance Evaluation in Nursing Management |
| 11 |  | Evaluation of Success in Nursing Management |
| 12 |  | Nursing Classification Systems in Nursing Management |
| 13 |  | Use of Information and Technology in Nursing Management |
| 14 |  | Organization of Care Management in Nursing |
| 15 |  | Training and Development of Nurses in Nursing Management |
| 16 |  | **FINAL EXAM** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| LO 2 | Ability on scientific questioning and forming hypothesis |  |  | **X** |
| LO 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| LO 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  | **X** |  |
| LO 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| LO 6 | Ability on performing multi-disciplinary team work |  |  | **X** |
| LO 7 | Ability on identifying, formulating, and solving medical problems |  | **X** |  |
| LO 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  |  | **X** |
| LO 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  | **X** |
| LO 10 | Ability to use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Ability to understand and apply professional and ethical responsibilities |  |  | **X** |
| LO 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  | **X** |
| LO 13 | Ability to know the basic concepts in medical education |  | **X** |  |
| LO 14 | Ability to approach to ethical problems by considering the basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  **Doç. Dr. Aysun TÜRE** | **Date**  **28.03.2025** |

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| **COURSE CODE:**522304228 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** QUALITY MANAGEMENT IN NURSING SERVICES | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Aysun TÜRE | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **X**  Autumn **◻** | 3 |  |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 30 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | Final Examination | 1 | 40 |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | This course; the use of quality management systems in nursing in health care institutions and nursing services. | | |
| **COURSE AIMS** | The aim of the course in Quality Management in Nursing Services is; to know the basic concepts and approaches related to quality management and to gain the skills required by the most frequently used quality management approaches in health services. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Quality management in nursing ensures that patient care is safe, effective, and continuous. Understanding basic concepts and processes helps nurses improve the quality of services. The implementation of quality assurance systems and Total Quality Management supports a culture of continuous improvement. Quality circles based on teamwork enhance collaboration and communication, increasing the efficiency of nursing services. These approaches contribute significantly to both professional development and patient satisfaction. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Student;   * Defines the basic concepts of quality management in nursing. * They explain the stages of the quality management process in nursing. * Describes quality assurance systems in nursing. * Knows Total Quality Management Process in Nursing. * The Total Quality Management process in nursing adapts to the management of nursing services. * A team in nursing interprets quality circles as a working model. | | |
| **TEXTBOOK** | Baykal Ü, Türkmen E. (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, İstanbul.Koçel, T. (2015). İşletme Yöneticiliği, 16. Baskı, Beta Basım Yayın, İstanbul.Eren E. (2015). Örgütsel Davranış ve Yönetim Psikolojisi, 15. Baskı Beta Basım Yayın, İstanbul.Eren E. (2013). Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar), 11. Baskı Beta Basım Yayın, İstanbul.Sur H, Palteki T. (ed.) (2013). Hastane Yönetimi, Nobel Tıp Kitapevleri, İstanbul.Özevren, M. (1997). Toplam Kalite Yönetimi, Temel Kavramlar ve Uygulamalar, Alfa Basım Yayım Dağıtım, İstanbul.Sanders, A.D. et all. (1998). ISO 9000 Nedir? Niçin? Nasıl?. Çeviren: Yenersoy G.), Rota Yayın Yapım Tanıtım Ticaret Ltd. Şti. İstanbul.Swansburg, R.C. and Swansburg, R.J. (1999). Introductory Management and Leadership for Nurses, Second Edition. Jones and Bartlett Publishers, Toronto, CanadaRowland, H.S. and Rowland, B.L (1997). Nursing Administration Handbook, Fourth Edition, An Aspen Publication, USA. | | |

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| **OTHER REFERENCES** | Shaw, S. (2007) International Council of Nurses: nursing leadership. Oxford ; Malden, Mass. : Blackwell Pub.Milstead, J. A. (2006) Handbook of nursing leadership : creative skills for a culture of safety. Sudbury, Mass. : Jones and Bartlett PublishersRoussel L., Russell C. (2006) Management and leadership for nurse administrators. Sudbury, Mass. : Jones and Bartlett Publishers |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Basic Concepts about Quality Management in Nursing |
| 2 |  | Quality Philosophies and Systems in Nursing |
| 3 |  | Quality Management Process in Nursing |
| 4 |  | Total Quality Management in Nursing |
| 5 |  | Process Management in Nursing |
| 6 |  | Process Improvement in Nursing |
| 7 |  | Quality Assurance Systems in Nursing (ISO, JCHO, Accreditation System etc.) |
| 8 |  | **MID TERM** |
| 9 |  | Total Quality Management in Nursing (TQM) |
| 10 |  | Quality Circles in Nursing |
| 11 |  | Six Sigma in Nursing |
| 12 |  | Integrated Quality Management Systems in Nursing |
| 13 |  | EFQM Excellence Model in Nursing |
| 14 |  | Quality Management in Health and Nursing Services in Nursing |
| 15 |  | Other Quality Management Systems in Nursing |
| 16 |  | **FINAL EXAM** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| LO 2 | Ability on scientific questioning and forming hypothesis |  |  | **X** |
| LO 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| LO 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  | **X** |  |
| LO 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| LO 6 | Ability on performing multi-disciplinary team work |  |  | **X** |
| LO 7 | Ability on identifying, formulating, and solving medical problems |  |  | **X** |
| LO 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  | **X** |  |
| LO 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  | **X** |
| LO 10 | Ability to use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Ability to understand and apply professional and ethical responsibilities |  |  | **X** |
| LO 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  | **X** |
| LO 13 | Ability to know the basic concepts in medical education |  |  |  |
| LO 14 | Ability to approach to ethical problems by considering the basic concepts |  |  | **X** |

**Date**

28.03.2025

**Instructor Name**

**Sign**

Assoc. Prof. Aysun TÜRE

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| **COURSE CODE:** 522304229 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** ORGANIZATIONAL BEHAVIOR IN NURSING | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Aysun TÜRE | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **X**  Autumn **◻** | 3 |  |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 30 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | Final Examination | 1 | 40 |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | This course includes basic concepts and approaches related to organizational behavior in nursing. | | |
| **COURSE AIMS** | The aim of Organizational Behavior in Nursing Services course is to inform about basic approaches related to organizational behavior and bring conscious in practicable in nursing services. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Knowledge of organizational behavior in nursing helps nurses improve teamwork, job satisfaction, and stress management skills. Understanding concepts such as organizational commitment, trust, and learning enhances efficiency and collaboration in nursing services. Applying these approaches to service management supports the development of stronger, more motivated, and effective nursing teams, ultimately improving care quality and patient satisfaction. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Student;   * Knows the basic concepts and theories of organizational behavior in nursing. * Knows the importance of organizational behavior in nursing. * Adapts the approaches to develop organizational behavior in nursing to the management of nursing services. * Knows the importance of nursing job satisfaction and stress management. * Knows the concepts of organizational change and organizational commitment in nursing. * Knows the concepts of organizational learning and organizational trust in nursing. | | |
| **TEXTBOOK** | Baykal Ü, Türkmen E. (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, İstanbul.  Koçel, T. (2015). İşletme Yöneticiliği, 16. Baskı, Beta Basım Yayın, İstanbul.  Eren E. (2015). Örgütsel Davranış ve Yönetim Psikolojisi, 15. Baskı Beta Basım Yayın, İstanbul.  Eren E. (2013). Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar), 11. Baskı Beta Basım Yayın, İstanbul.  Dienemann J. A ( 1998). Nursing Administration, Second Edition, Appleton & Lange, Stamford, USA.  Borkowski N. ( 2009). Organizational Behavior, Theory and Desing in Health Care, Jones and Barlett Publishers, Sudbury, USA.  Price S. A, Koch M. W, Basset S (1998). Health Care Resource Management, Mosby, St Luis, USA.  Marquis L, Huston C. J (1998): Management Decision Making for Nurses, Lippincott, Philedalphia, New York.  Eren, E. (2003). Yönetim ve Organizasyon, 6. Baskı, Beta Basım Yayınevi, İstanbul | | |
| **OTHER REFERENCES** | Swansburg, R.C and Swansburg R.J. (1999). Introductory Management and Leadership for Nurses, Second Edition. Jones and Bartlett Publishers, Toronto, Canada.  Rowland, H.S. and Rowland, B.L. (1997). Nursing Administration Handbook, Fourth Edition, An Aspen Publication, USA. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Organizational Behavior in Nursing |
| 2 |  | Organizational Culture in Nursing |
| 3 |  | Organizational Citizenship in Nursing |
| 4 |  | Perception and Individual Decision Making in Nursing |
| 5 |  | Team Creation and Team Dynamics in Nursing |
| 6 |  | Organizational Change in Nursing |
| 7 |  | Organizational Commitment in Nursing |
| 8 |  | **MID TERM** |
| 9 |  | Job Satisfaction in Nursing |
| 10 |  | Work Absenteeism and the Turnover of Staff |
| 11 |  | Organizational Learning in Nursing |
| 12 |  | Organizational Trust in Nursing |
| 13 |  | Burnout and intent to leave in Nursing |
| 14 |  | Stress Management in Nursing |
| 15 |  | Emotional Work and Emotional Intelligence in Nursing |
| 16 |  | **FINAL EXAM** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| LO 2 | Ability on scientific questioning and forming hypothesis |  |  | **X** |
| LO 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| LO 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  | **X** |  |
| LO 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| LO 6 | Ability on performing multi-disciplinary team work |  |  | **X** |
| LO 7 | Ability on identifying, formulating, and solving medical problems |  |  | **X** |
| LO 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  | **X** |  |
| LO 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  | **X** |
| LO 10 | Ability to use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Ability to understand and apply professional and ethical responsibilities |  |  | **X** |
| LO 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  | **X** |
| LO 13 | Ability to know the basic concepts in medical education |  |  |  |
| LO 14 | Ability to approach to ethical problems by considering the basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  **Assoc. Prof. Aysun TÜRE** | **Date**  **28.03.2025** |

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| **COURSE CODE:** 522304230 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** PROJECT MANAGEMENT IN NURSING | | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Aysun TÜRE | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring**X**  Autumn **◻** | 2 | 2 |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 30 |
| Quiz |  |  |
| Homework |  |  |
| Project | 1 | 30 |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | 1 | 40 |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | This course includes the project management process in nursing and the introduction of national and international project support organizations. | | |
| **COURSE AIMS** | The aim of the project management course in nursing; to inform about project management process steps in nursing, to introduce national and international organizations providing project support in nursing and to prepare the project drafting in nursing. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Knowledge of project management in nursing enables nurses to carry out innovative, planned, and goal-oriented work. Understanding the project process and the importance of leadership allows nurses to effectively guide teams and improve service quality. Recognizing national and international support mechanisms contributes to professional development and research opportunities. Project writing skills also empower nurses to take an active role in both scientific and practical fields. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Student;   * Knows the basic concepts of project management in nursing. * Explains the steps of the project management process in nursing. * Know the characteristics of project management in nursing. * It determines the importance of leadership in project management in nursing. * National and international projects supporting nursing are known. * It provides examples of project writing in nursing. | | |
| **TEXTBOOK** | Albayrak, B. (2016). Proje Yönetimi Analizi ve Danışmanlık, Nobel Akademik Yayıncılık, İstanbul.  Elmas, Ç. ve Elmas, A. (2013). Uluslararası Standartlara Göre Proje Yönetimi, Berikan Yayınları, İstanbul.  Demir, H., Avunduk, H., Güler, M.E. (2012), Proje Planlama ve Yönetimi**,** Nobel Akademik Yayıncılık, İstanbul.  Project Management, Irwin McGraw Hull, Boston.  Baykal Ü, Türkmen E. (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, İstanbul.  Koçel, T. (2015). İşletme Yöneticiliği, 16. Baskı, Beta Basım Yayın, İstanbul.  Eren E. (2015). Örgütsel Davranış ve Yönetim Psikolojisi, 15. Baskı Beta Basım Yayın, İstanbul.  Eren E. (2013). Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar), 11. Baskı Beta Basım Yayın, İstanbul. | | |
| **OTHER REFERENCES** | Swansburg, R.C. and Swansburg, R.J. (1999). Introductory Management and Leadership for Nurses, Second Edition. Jones and Bartlett Publishers, Toronto, Canada Rowland, H.S. and Rowland, B.L (1997). Nursing Administration Handbook, Fourth Edition, An Aspen Publication, USA. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Definition and Priority of Project Management in Nursing |
| 2 |  | Features of Project Management in Nursing |
| 3 |  | Project Management Tools and Techniques in Nursing |
| 4 |  | Benefits of Project Management in Nursing |
| 5 |  | Project Types in Nursing |
| 6 |  | Project Management Process in Nursing |
| 7 |  | Project Manager in Nursing |
| 8 |  | **MID TERM** |
| 9 |  | Features of the Project Manager in Nursing |
| 10 |  | Project Planning and Project Programming in Nursing |
| 11 |  | Project Budgeting in Nursing |
| 12 |  | Project Implementation in Nursing |
| 13 |  | Project Closure in Nursing |
| 14 |  | Project Reporting in Nursing |
| 15 |  | Strategic Project Management and Process in Nursing |
| 16 |  | **FINAL EXAM** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| LO 2 | Ability on scientific questioning and forming hypothesis |  |  | **X** |
| LO 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| LO 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  | **X** |  |
| LO 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| LO 6 | Ability on performing multi-disciplinary team work |  |  | **X** |
| LO 7 | Ability on identifying, formulating, and solving medical problems |  |  | **X** |
| LO 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  | **X** |  |
| LO 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  | **X** |
| LO 10 | Ability to use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Ability to understand and apply professional and ethical responsibilities |  |  | **X** |
| LO 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  | **X** |
| LO 13 | Ability to know the basic concepts in medical education |  |  |  |
| LO 14 | Ability to approach to ethical problems by considering the basic concepts |  |  | **X** |

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| **Instructor Name**  **Sign**  **Assoc. Prof. Aysun TÜRE** | **Date**  **28.03.2025** |

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| **COURSE CODE:** 522304231 | | **DEPARTMENT:** NURSING | | | |
| **COURSE NAME:** LAWS RELATED TO NURSING | | | | | |
| **INSTRUCTOR NAME** | **COURSE LANGUAGE**  **Turkish: ◻**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **X**  Autumn **◻** | 3 |  |  | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ X** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term | 1 | 30 |
| Quiz |  |  |
| Homework | 1 | 30 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | Final Examination | 1 | 40 |
| **PREREQUISITE(S)** | None | | |
| **SHORT SHORT COURSE CONTENT** | This course is predicated on basic legal arrangements concerned with health and nursing services. | | |
| **COURSE AIMS** | The aim of the Legal Arrangements Concerned With Nursing course is to inform about items of legal arrangements concerned with health services, that affect nursing directly or indirectly and is to furnish commenting of these items. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Knowing the laws, regulations, and international decisions related to nursing helps students understand their professional rights and responsibilities. This knowledge contributes to safe and ethical nursing practice within a legal framework. Additionally, the ability to follow changes in the healthcare system enhances professional awareness and supports effective and informed decision-making in nursing practice. | | |
| **LEARNING OUTCOMES OF THE COURSE** | Student;   * Interpret the differences between old and new "Nursing Law". * Know the Nursing Regulations. * Knows the factors affecting the nursing of the Bed Treatment Institutions Business Regulation. * The International Labor Organization knows the recommendations of the nurses regarding the working conditions. * International decisions about nursing (Alma Ata, Vienna, Munich). * It follows the legal regulations affecting nursing. | | |
| **TEXTBOOK** | Baykal Ü, Türkmen E. (2014). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, İstanbul.  Ulusal yasal düzenlemeler ( 2007 Hemşirelik Kanunu, Yataklı Tedavi Kurumları İşletme Yönetmeliği, Hemşirelik Yönetmeliği vb. )  Uyer G(1997): Hemşirelikte Yönetim, Hürbilek Matbaacılık, Ankara.  Uyer G (1996): Hemşirelik Hizmetleri Yönetimi El Kitabı, Vehbi Koç Vakfı Yayınları No:15, İstanbul.  Sur H, Palteki T. (ed.) (2013). Hastane Yönetimi, Nobel Tıp Kitapevleri, İstanbul.  The Journal of Nursing Administration Health Care, Law, Ethics and Regulations. | | |
| **OTHER REFERENCES** | Roussel L., Russell C. (2006) Management and leadership for nurse administrators. Sudbury, Mass. : Jones and Bartlett Publishers.  Barker, A. M., Sullivan, D.T., Emery, M.J. (2007). Leadership competencies for clinical managers: the renaissance of transformational leadership. Sudbury, Mass.: Jones and Bartlett  Patronis Jones R.A. (2007) Nursing leadership and manamken: theories, processes, and practice. Philadelphia : F.A. Davis Co.  Koçel, T. (2015). İşletme Yöneticiliği, 16. Baskı, Beta Basım Yayın, İstanbul.  Eren E. (2015). Örgütsel Davranış ve Yönetim Psikolojisi, 15. Baskı Beta Basım Yayın, İstanbul.  Eren E. (2013). Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar), 11. Baskı Beta Basım Yayın, İstanbul. | | |

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| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and barcovision |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Nursing, Health System  Effect of Health System on Nursing Practice |
| 2 |  | Nursing Law No. 6283 dated 25.02.1954 and its Impact on Nursing Practices |
| 3 |  | Law on the Amendment of the Nursing Law No. 5634 dated 02.05.2007 and its Impact on Nursing Practices |
| 4 |  | 08 March 2010, No. 27515 Nursing Regulation and its Impact on Nursing Practices |
| 5 |  | 19 April 2011, Regulation on the Amendment of the Nursing Regulation No. 27910 and its Impact on Nursing Practices |
| 6 |  | Operation Regulations of Bed Therapy Institutions and its Impact on Nursing Practices |
| 7 |  | 224 Law on the Socialization of Health Services and its Impact on Nursing Practices |
| 8 |  | **MID TERM** |
| 9 |  | Labor Law No. 4857 and its Impact on Nursing Practices |
| 10 |  | International Decisions on Nursing (Alma Ata, Vienna, Munich) - Health 21 Goals, Recommendations of the International Labor Organization (ILO) for the Nursing Personnel. |
| 11 |  | Patient / Employee Safety Legislation and its Impact on Nursing Practices |
| 12 |  | Social Insurance Act and its Impact on Nursing Practices |
| 13 |  | General Health Insurance Act and its Impact on Nursing Practices |
| 14 |  | Health Transformation Project and its Impact on Nursing Practices |
| 15 |  | Turkish Penal Code and its Impact on Nursing Practices |
| 16 |  | **FINAL EXAM** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  Mid | **3**  High |
| LO 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| LO 2 | Ability on scientific questioning and forming hypothesis |  |  | **X** |
| LO 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| LO 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  |  | **X** |
| LO 5 | Ability to identify the experimental equipments and use them appropriately |  | **X** |  |
| LO 6 | Ability on performing multi-disciplinary team work |  |  | **X** |
| LO 7 | Ability on identifying, formulating, and solving medical problems |  | **X** |  |
| LO 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  | **X** |  |
| LO 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  | **X** |
| LO 10 | Ability to use effective written and oral communication/presentation skills |  |  | **X** |
| LO 11 | Ability to understand and apply professional and ethical responsibilities |  |  | **X** |
| LO 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  | **X** |
| LO 13 | Ability to know the basic concepts in medical education |  | **X** |  |
| LO 14 | Ability to approach to ethical problems by considering the basic concepts |  |  | **X** |

**Date**

**28.03.2025**

**Instructor Name Sign**

Assoc. Prof. Aysun TÜRE

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE:** 522304232 | | NURSING | | | |
| **COURSE NAME:** DEVELOPING COMMUNİCATION SKILLS IN NURSEPATIENT RELATIONSHIP II | | | | | |
| **INSTRUCTOR NAME**  Doç. Dr. Hülya KÖK EREN | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **X**  Autumn **◻** | 2 | 2 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ x** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework |  | 40 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **60** |
| **PREREQUISITE(S)** | NO | | |
| **SHORT SHORT COURSE CONTENT** | The content of this course is; the dynamics of the patient-nurse relationship  and the basic knowledge of managing these dynamics. | | |
| **COURSE AIMS** | The aim of this course is to gain the necessary knowledge and skills to carry  out professional patient-nurse relationship and to use them in the field of  education, application and research. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | Students who successfully complete this course;  Can define basic communication skills in psychiatric nursing.  Knows the factors affecting communication  Knows and applies the principles of the professional assistant relationship  Communicates effectively  Can manage the conflict process  Knows solution-focused practices in psychiatric nursing  Knows and applies the principles of motivational interviewing  Communicates with specific patient groups | | |
|  |  | | |
| **LEARNING OUTCOMES OF THE COURSE** | 1. Knowing and applying effective communication techniques  2. Knowing the concepts of empathy and sympathy  3. Knowing conflict management  4. Knowing assertiveness and assertiveness skills  5. Knowing motivational interviewing techniques | | |
| **TEXTBOOK** | 1. Jean M, Patrick C (2011). Communication Skills For Mental Health Nurses: An introduction. E-Book Sully 2. P, Dallas J (2005). Essential Communication Skills for Nursing Practice EC Arnold, KU Boggs (2015). 3. Interpersonal Relationships: Professional Communication Skills for Nurses. E-Book Webb L (2011) 4. Nursing: Communication Skills in Practice. E-Book Özcan A (2012). 5. Hemşire Hasta İlişkisi ve İletişim Gürhan N, Okanlı A (2017). Yaşamın Sırrı İletişim | | |
| **OTHER REFERENCES** | 1. University databases 2. Turkish Nurses Association http://www.turkhemsirelerdernegi.org.tr/tr.aspx Association of Psychiatric Nurses http://www.phdernegi.org/ World Health Organization Mental Health 3. Programmes http://www.who.int/mental\_health/en/ The American Psychiatric Association 4. https://www.psychiatry.org/ American Psychiatric Nurses Association 5. https://www.apna.org/i4a/pages/index.cfm?pageid=1 | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, Projector, Internet connection | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Basic communication skills applications in psychiatric nursing |
| 2 |  | Value, culture and evidence-based communication |
| 3 |  | Professional helping relationship: Patient-centered care |
| 4 |  | Professional helping relationship: Empathy or sympathy? |
| 5 |  | Effective communication: Developing assertiveness skills |
| 6 |  | Conflict management: Nature, sources, causes and consequences of conflict |
| 7 |  | MIDTERM EXAM |
| 8 |  | Conflict management: Conflict resolution |
| 9 |  | Psychiatric Nursing: Solution-focused applications |
| 10 |  | Motivational interviewing: From theory to practice |
| 11 |  | Motivational interviewing: Stages of change |
| 12 |  | Communication with special patient groups |
| 13 |  | Example discussion of interaction report |
| 14 |  | FINAL EXAM |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect and Apply Information Regarding Health Sciences |  |  | X |
| LO 2 | Scientific Inquiry and Hypothesis Generation |  |  | X |
| LO 3 | Literature Scanning and Evaluation Skills |  |  | X |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data |  | X |  |
| LO 5 | Ability to Identify and Use Experimental Tools and Equipment Properly |  | X |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  |  | X |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems | X |  |  |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis |  |  | X |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science |  |  | X |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | X |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | X |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | X |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | X |
| LO 14 | Ability to Approach Ethical Problems by Focusing on Basic Concepts |  |  | X |

**Date: 19.03.2025**

**Instructor Name Sign**

**Doç. Dr. Hülya KÖK EREN**

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| **COURSE CODE:** | **522306233** | | | **DEPARTMENT: NURSING** | | | | |
| **COURSE NAME:** | | **CONTRIBUTION OF LIFE MODEL TO NURSING CARE** | | | | | |  |
| **INSTRUCTOR NAME**  **Assoc. Prof. Dr. Sevil PAMUK CEBECİ** | | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Course Catagory** | | | |
| Technical | Medical | Other(……) | |
|  | | |  | |  | **X** |  | |

**COURSE LEVEL**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 3 | 0 | 0 | 3 | 7.5 | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| 1st Mid-Term | | | 1 | 20 |
| 2 nd Mid- Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 30 |
| Project | | |  |  |
| Oral Exam | | |  |  |
| Other (Practice) | | |  |  |
| **FINAL** | | | Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral Exam | | |  |  |
| Other (Final Exam) | | | 1 | 50 |
| **MAKE-UP EXAM** | | | Oral | | Written | Oral and Written | Multiple Choice |
|  | |  |  |  |
| **PREREQUISITE(S)** | | |  | | | | |
| **COURSE CONTENT** | | | This course; nursing models / theories in line with the basic principles and practices of nursing care includes knowledge and skills.management in nursing. | | | | |
| **COURSE AIMS** | | | The aim of this course is to educate nurses who have the ability to make correct and appropriate decisions in the protection and improvement of health of individual, family and society, diagnosis of health problems, determination of nursing diagnosis, planning, implementation and evaluation of appropriate interventions. | | | | |
| **COURSE OBJECTIVES** | | | Student;  Understands the roles and responsibilities of nurses in the protection, development and maintenance of the health of the individual, family and society.  Uses nursing model / theories to meet the health care needs of the individual, family and society.  The nurse knows to evaluate the individual with a holistic and humanistic approach by taking all dimensions of the individual.  Nurse knows the problem, data collection, problem determination, creating possible solutions, choosing the appropriate solution, applying and evaluating the solution.  The nurse adopts sensitivity and respect for the autonomy of the individual in health care and decisions.  Nurses apply the principles that will guide them in communication with the individual / family and health team members. | | | | |
| **TEXTBOOK(S)** | | | Aştı TA, Karadağ A. (Ed.) Clinical Practice Skills and Methods. Nobel Medical Bookstores, Adana, 2011.Sabuncu N, Ay F. (Ed.). Clinical Skills, Health Assessment, Patient Care and Follow-up. Nobel Medical Bookstores, Istanbul, 2010.Perry AG, Potter PA. Fundamentals of Nursing, 7th Edition, Mosby, 2009.Babadağ K, Atabek Aştı T. (Ed.) Principles of Nursing Practice Guide, Istanbul Medical Publishing, Istanbul 2008.Carpenito-Moyet LJ. Handbook of Nursing Diagnosis, Lippincott Williams & Wilkins; 11th edition, 2005.Nettina SM. Lippincott Manual of Nursing Practice, 8th edition, Lippincott Williams & Wilkins, 2005.Ackley BJ, Ladwig GB. Nursing Diagnosis Handbook: A Guide to Planning Care: Mosby, 7 edition, 2005.White L. Foundations of Basic Nursing, 2 edition Thomson Delmar Learning, 2004.Johnson M, Bulechek G, Dochterman JM, Maas M, Moorhead S. Nursing Diagnoses, Outcomes, and Interventions: NANDA, NOC and NIC Linkages, 1st edition, C.V. Mosby, 2001. | | | | |
| **REFERENCES** | | | Timby BK. Fundamental Skills and Concept in Patient Care. 7th. Ed., Lippincott Co., Philadelphia, 2001.Craven RF, Hırnle CJ. Fundamentals of Nursing Human Health and Function. 3rd Ed., Lippincott Co., Philadelphia, 2000.Roper N, Logan W, Tierney AJ. The Elements of Nursing. Churchill Livingstone, London, 1996. Sabuncu N, Babadağ K, Taşocak G, Atabek T. Hemşirelik Esasları.Open Education Faculty Publications, No: 225, ETAM Inc., Eskisehir, 1991. | | | | |

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|  | **COURSE SYLLABUS** | |
| **WEEK** | **DATE** | **SUBJECTS/TOPICS** |
| 1 |  | N. Roper, W. Logan and AJ. Contribution of Tierney Life Model to Maintenance |
| 2 |  | Ensuring and Maintaining a Safe Environment from Daily Living Activities |
| 3 |  | Communication Activity |
| 4 |  | Respiratory Activity |
| 5 |  | Nutrition Activity |
| 6 |  | Discharge Activity |
| 7 |  | Personal Cleaning and Dressing |
| **8** |  | Body Temperature Control |
| 9 |  | Movement Activity |
| 10 |  | Work and Fun Activity |
| 11 |  | Expressing Sexuality |
| 12 |  | Sleep and Rest |
| 13 |  | Death |
| 14 |  | Sample Case Presentations |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| 2 | Ability on scientific questioning and forming hypothesis |  | **X** |  |
| 3 | Ability on reviewing and evaluating the scientific literature |  |  | **X** |
| 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  |  |  |
| 5 | Ability to identify the experimental equipments and use them appropriately |  |  | **X** |
| 6 | Ability on performing multi-disciplinary team work |  |  |  |
| 7 | Ability on identifying, formulating, and solving medical problems |  |  | **X** |
| 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  |  |  |
| 9 | Ability to understand the contribution of the experimental studies on national and international science |  |  |  |
| 10 | Ability to use effective written and oral communication/presentation skills |  |  |  |
| 11 | Ability to understand and apply professional and ethical responsibilities |  |  |  |
| 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  |  |
| 13 | Ability to know the basic concepts in medical education |  |  |  |
| 14 | Ability to approach to ethical problems by considering the basic concepts | **X** |  |  |

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| **Instructor Name**  **Sign**  Assoc. Prof. Dr. Sevil PAMUK CEBECİ | **Date**  08.11.2024 |

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| **COURSE CODE:** | **522304634** | | **DEPARTMENT: NURSING** | | | | |
| **COURSE NAME:** | **KNOWLEDGE AND SKILLS OF DRUG APPLICATION IN NURSING** | | | | | |  |
| **INSTRUCTOR NAME**  **Assoc. Prof. Dr. Sevil PAMUK CEBECİ** | | **COURSE LANGUAGE**  **Turkish: X**  **English: ** | | **Course Catagory** | | | |
| Technical | Medical | Other(……) | |
|  | |  | |  | **X** |  | |

**COURSE LEVEL**

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| --- | --- | --- | --- |
| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring ****  Autumn ** X** | **3** | **0** | **0** | **3** | **7.5** | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| 1st Mid-Term | | | 1 | 20 |
| 2 nd Mid- Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 30 |
| Project | | |  |  |
| Oral Exam | | |  |  |
| Other (Practice) | | |  |  |
| **FINAL** | | | Quiz | | |  |  |
| Homework | | |  |  |
| Project | | |  |  |
| Oral Exam | | |  |  |
| Other (Final Exam) | | | 1 | 50 |
| **MAKE-UP EXAM** | | | Oral | | Written | Oral and Written | Multiple Choice |
|  | |  |  |  |
| **PREREQUISITE(S)** | | |  | | | | |
| **COURSE CONTENT** | | | This course includes the characteristics, effects / side effects and application of pharmacological agents used in diagnosis and treatment in the field of health care. | | | | |
| **COURSE AIMS** | | | The aim of this course is; The aim of this course is to improve the knowledge, skills and the effects of pharmacological agents used in diagnosis and treatment in health care. | | | | |
| **COURSE OBJECTIVES** | | | Student;  Define the terms, principles, abbreviations and universal units of measurement in drug administration in nursing.  Explain the mechanism of action of drugs.  Define the legal and ethical responsibilities and obligations of the nurse in drug applications.  The nurse can apply the drugs correctly to strengthen the therapeutic effects and monitor the individual's responses.  The nurse can identify drug interactions, explain the major side effects of the drug groups, and effectively monitor the side effects of drugs, preventing or reducing the development of side effects.  The nurse can list the individual characteristics that affect the response to drug treatment.  The nurse can educate individuals and their families about the correct and safe use of drugs. | | | | |
| **TEXTBOOK(S)** | | | Potter, P.A and Perry A.G. Fundamentals of Nursing. 7th Edition, Mosby Company, Canada, 2009.  Aştı TA, Karadağ A. (Ed.) Clinical Practice Skills and Methods. Nobel Medical Bookstores, Adana, 2011.  Atabek Aştı T, Karadağ A. Klinik Uygulama Becerileri ve Yöntemleri. Nobel Tıp Kitabevi, Adana, 2011.  Tomey, A.M, Alligood, M.R. Nursing Theorists and Their Work. 6th Edition, Mosby Elsevier, St. Louis, 2006.  Craven RF, Hırnle CJ. Fundamentals of Nursing Human Health and Function. 3rd Ed., Lippincott Co., Philadelphia, 2000.  Carpenito LJ. Handbook of Nursing Diagnosis. 8th. Ed., J.B.Lippincott Co., Philadelphia, 1995.  Gulanic M, Kloop A, Galanes S, Gradishar D, Puzas MK. Nursing Care Plans. 4th. Ed. Mosby-Year Book Inc., St. Louis, 1998.    Potter P, Perry AG. Basic Nursing. 3rd. Ed., Mosby-Year Book Inc., Philadelphia, 1995. | | | | |
| **REFERENCES** | | | Taylor C, Lillis, C, Le Mone P. Fundamentals of Nursing The Art & Science of Nursing Care. Lippincott Co., Philadelphia, 2001.    Asperheim MK, Eısenhauer LA. The Pharmacologic Basis of Patient Care, WB. Saunders Comp. 4 th ed. Philadelphia, 1981.  Roper N, Logan W, Thierney AJ. The Elements of Nursing. Churchill Livingstone, London, 1996.  Sabuncu N, Babadag K, Tasocak G, Atabek T. Principles of Nursing. Open Education Faculty Publications, No: 225, ETAM Inc., Eskisehir, 1991. | | | | |

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|  | **COURSE SYLLABUS** | |
| **WEEK** | **DATE** | **SUBJECTS/TOPICS** |
| 1 |  | Ways of Drug Application in Nursing |
| 2 |  | Types of drugs according to the route of drug administration in nursing |
| 3 |  | Drug Name, Universal Units and Abbreviations in Drug Applications |
| 4 |  | Types of Drug Effects |
| 5 |  | Drug Interactions (Drug-drug, drug-nutrient, etc.) |
| 6 |  | Nurse-administered Oral, Buccal, Sublingual Drugs |
| 7 |  | Parenteral Drugs Applied by Nurses |
| 8 |  | Topical, Transdermal Drugs Applied by Nurse |
| 9 |  | Drugs Applied to Mucous Membranes Applied by the Nurse |
| 10 |  | Nursing Inhalation Drugs |
| 11 |  | Intraocular Disc Drugs Applied by Nurse |
| 12 |  | Factors Affecting Drug Administration in Nursing |
| 13 |  | Responsibility and Obligations of Nurse in Drug Applications |
| 14 |  | United States Accreditation Commission for Health Care Organizations (JCAHO) Patient Safety Objectives in Drug Applications |

**PROGRAM QUTCOMES**

Place choose never(1), few(2) or many(3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** |  | **1** | **2** | **3** |
| 1 | Ability on gathering information related to health sciences and applying it |  |  | **X** |
| 2 | Ability on scientific questioning and forming hypothesis |  |  |  |
| 3 | Ability on reviewing and evaluating the scientific literature |  |  |  |
| 4 | Ability on experimental design, experimentation, and analysis and evaluation of the data |  | **X** |  |
| 5 | Ability to identify the experimental equipments and use them appropriately |  |  | **X** |
| 6 | Ability on performing multi-disciplinary team work |  |  |  |
| 7 | Ability on identifying, formulating, and solving medical problems |  | **X** |  |
| 8 | Ability to effectively use computer both in conducting experiments and analyzing data |  |  |  |
| 9 | Ability to understand the contribution of the experimental studies on national and international science | **X** |  |  |
| 10 | Ability to use effective written and oral communication/presentation skills |  | **X** |  |
| 11 | Ability to understand and apply professional and ethical responsibilities |  |  |  |
| 12 | Ability to comprehend the importance of life-long learning and to apply it |  |  |  |
| 13 | Ability to know the basic concepts in medical education |  |  |  |
| 14 | Ability to approach to ethical problems by considering the basic concepts |  |  |  |

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| **Instructor Name Sign**  Assoc. Prof. Dr. Sevil PAMUK CEBECİ | **Date**  08.11.2024 |

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| **COURSE CODE** 522306235 | **DEPARTMENT** NURSING | | | |
| **COURSE NAME** BREASTFEEDING COUNSELLING | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Hamide Zengin | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | **COURSE CATAGORY** | | |
| **Technical** | **Medical** | **Other (…)** |
|  | X |  |

**COURSE LEVEL**

|  |  |  |
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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** |
|  | X |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | | |
| **TEORIC** | **PRACTICE** | **LABORATORY** | **CREDIT** | | **ECTS** | | **TYPE**  COMPULSORY **ELECTIVE**  **◻ X** |
| Autumn  **Spring X** | 2 | 2 | - | 3 | | 7.5 | |
|  | | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | | |
| **MID-TERM EXAM** | | | **Activity** | | **Quantity** | | **Percentage (%)** | |
| 1st Mid-Term | |  | |  | |
| 2nd Mid-Term | |  | |  | |
| Quiz | |  | |  | |
| Homework | | 1 | | 20 | |
| Project | |  | |  | |
| Oral Exam | |  | |  | |
| Other (Implementation) | | 1 | | 20 | |
| **FINAL EXAM** | | | | | | | 60 | |
| **PREREQUISITE(S)** | | | - | | | | | |
| **COURSE CONTENT** | | | Anatomical structure of the breast, lactation physiology, composition of breast milk, types and properties of breast milk, benefits of breast milk, breastfeeding techniques and products, expressing, storing, freezing and thawing breast milk, drug safety in breastfeeding, relactation, evidence-based practices in initiation and maintenance of breastfeeding, breastfeeding in special situations, development of clinical skills-case presentation. | | | | | |
| **COURSE AIMS** | | | The aim of this course is to teach theoretical and practical knowledge and counselling skills necessary for the initiation of a successful breastfeeding process and the continuation of effective breastfeeding. | | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | • Understand the importance of breastfeeding for mother, baby, family and public health.  • Can understand what needs to be done to encourage breastfeeding.  • May have the necessary counseling skills for a successful breastfeeding process.  • It can explain the hormonal control of milk formation and secretion in the mother.  • Knows and applies the 'Eleven Steps' for successful breastfeeding. | | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | Within the scope of this course, the student can follow scientific developments regarding breastfeeding consultancy, obtain evidence-based knowledge in the light of these developments and transfer it to practice and research with problem-solving skills. | | | | | |
| **TEXTBOOK(S)** | | | Çınar N, Tiryaki Ö, Pekşen, S. ‘Anne Sütü ve Emzirme’, Gece Akademi, 2019. | | | | | |
| **REFERENCES** | | | • Conk, Z., Başbakkal, Z., Bal Yılmaz, H., & Bolışık, B. (2018). Pediatri Hemşireliği. 3. Baskı. Akademisyen Kitabevi.  • Törüner, E. K., & Büyükgönenç, L. (2023). Çocuk Sağlığı Temel Hemşirelik Yaklaşımları. Genişletilmiş 3. Baskı. Ankara Nobel Tıp Kitabevleri  • T.C Sağlık Bakanlığı Ana Çocuk Sağlığı ve Aile Planlaması Genel Müdürlüğü. Emzirme Danışmanlığı Eğitici El Kitabı  • Taşkın L. ’Doğum ve Kadın Sağlığı Hemşireliği’. Genişletilmiş III. Baskı, Akademisyen Tıp Kitabevi, Ankara, 2016.  • Kızılkaya Beji N. (Ed.): Kadın Sağlığı ve Hastalıkları. Nobel Tıp Kitabevleri, İstanbul, 2015.  • Yurtsal, Zeliha Burcu. (2018). Anne Sütü ve Emzirmede Kanıt Temelli Uygulamalar. Anadolu Nobel Kitabevleri, Basım Sayısı: 1, Sayfa Sayısı: 206.  • Karen Wambach, Becky Spencer. ‘Breastfeeding and Human Lactation’, Enhanced Fifth Edition,2014.  • Wiessinger D, West D, Pitman T. (2011) Emzirme Sanatı, La Leche League International, (Çev: Bakkal AK.), Gün yayıncılık.  • Lawrence RA, Lawrence R.M. (2011) Breastfeeding, A Guide For The Medical Profession,7th Edition, Elsevier.  • Orshan S.A. (Ed) (2008) Maternity, Newborn & Women’s Health Nursing, Lippincott Williams & Wilkins, USA. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | Computer, Internet connection, Projector | | | | | |

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| **COURSE SYLLABUS** | | |
| **WEEK** | **DATE** | **SUBJECTS/TOPICS** |
| **1** |  | Breastfeeding in the World and Turkey |
| **2** |  | Anatomy of Breast and Lactation Physiology |
| **3** |  | Content of Breast Milk |
| **4** |  | Breastfeeding Techniques and Breastfeeding Support Products |
| **5** |  | Benefits of Breast Milk and Breastfeeding (Mother-Infant-Family-Community-Environment) |
| **6** |  | Expressing, Storing, Freezing and Thawing Breast Milk |
| **7** |  | Expressing, Storing, Freezing and Thawing Breast Milk |
| **8** |  | Relactation and Evidence-Based Practices |
| **9** |  | Drug Safety in Breastfeeding |
| **10** |  | Tandem Breastfeeding-Breastfeeding in Pregnancy |
| **11** |  | Breastfeeding in Congenital Lip and Palate Anomalies |
| **12** |  | Breastfeeding in Low Birth Weight Infants, Preterm Infants |
| **13** |  | Evidence-Based Approaches to Initiation and Maintenance of Breastfeeding |
| **14** |  | Development of Clinical Skills-Case Presentation |
| **15,16** |  | **FINAL EXAM** |

**PROGRAM QUTCOMES**

Place choose never (1), few (2) or many (3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **1** | **2** | **3** |
| **1** | Gather as well as apply knowledge of health sciences |  |  | X |
| **2** | Ask scientific questions and form hypothesis |  |  |  |
| **3** | Search and interpret scientific literature |  |  | X |
| **4** | Design and conduct experiments as well as analyze and interpret the data |  |  |  |
| **5** | Learn how to use the experimental equipment effectively |  |  |  |
| **6** | Function on multi-disciplinary teams |  | **X** |  |
| **7** | İdentify, formulate, and solve medical problems |  | **X** |  |
| **8** | Use computer effectively both in conducting the experiments and analyzing the data |  | **X** |  |
| **9** | Understand the impact of experimental solutions on national and international sciences |  |  |  |
| **10** | Use effective written and oral communication/presentation skills |  |  | X |
| **11** | Get an understanding of professional and ethical responsibility |  |  | X |
| **12** | Get a recognition of the need for, and an ability to engage in lifelong learning |  |  | X |
| **13** | Other (get an understanding of basic concepts of medical education) |  |  | X |
| **14** | Other (get an understanding of approaching to ethical problems with taking basic concepts to center) |  | **X** |  |

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| **INSTRUCTOR NAME** | **DATE** |
| Assoc. Prof. Hamide Zengin |  |

|  |  |  |  |  |  |
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| **COURSE CODE** | 522304236 | **DEPARTMENT** | NURSING | | |
| **COURSE NAME** OCCUPATIONAL HEALTH NURSING | | | | | |
| **INSTRUCTOR NAME** | | **COURSE LANGUAGE** | **COURSE CATAGORY** | | |
| Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | | Turkish | **Technical** | **Medical** | **Other (…)** |
|  | X |  |

**COURSE LEVEL**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **** | **X** | **** | **** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | |
| Spring **X**  Autumn **** | 2 | 2 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  ** X** | |
|  | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | |
| **MID-TERM**  **SEMESTER**  **ACTIVITIES** | | | **ACTIVITY** | | | **Quantity** | **Percentage (%)** |
| Mid-Term | | |  |  |
| Quiz | | |  |  |
| Homework | | | 1 | 20 |
| Project | | | 1 | 30 |
| Oral Exam | | |  |  |
| Other (………) | | |  |  |
|  | | | **Final Examination** | | | 1 | 50 |
| **PREREQUISITE(S)** | | | None | | | | |
| **SHORT COURSE CONTENT** | | | This course provides a holistic view of occupational health nursing by addressing the fundamental concepts, history, ethical principles, and current status worldwide. Students will gain knowledge on critical topics such as occupational health legislation, risk assessment, workplace accidents, and management of occupational diseases. They will also develop scientific and practical skills related to nursing approaches to occupational health, ergonomics, industrial hygiene, workplace violence, and burnout. The course aims to enable students to deliver effective health management and preventive health services in workplaces by discussing both theoretical information and evidence-based practical examples related to occupational health nursing. | | | | |
| **COURSE AIMS** | | | The Occupational Health Nursing course aims to teach students nursing practices in the field of occupational health and safety, helping them adopt evidence-based nursing approaches to protect and promote health in the workplace. This course contributes to the specialization of occupational health nurses in areas such as assessing employees' health, preventing occupational diseases, managing risks, planning ergonomic adjustments, and developing strategies for industrial hygiene. Additionally, it aims to ensure that students are well-informed about current policies, legal regulations, ethical principles, and professional responsibilities in the field of occupational health. | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | The Occupational Health Nursing course contributes to students' professional education by helping them specialize in protecting and promoting health in the workplace and preventing occupational diseases. The knowledge and skills gained in this course support students in becoming competent nurses in the field of occupational health and safety.   * Provides fundamental knowledge and skills for occupational health nursing practices. * Develops competencies in the planning, implementation, and evaluation of occupational health services. * Provides knowledge and skills for conducting risk assessments in the workplace and preventing occupational accidents and diseases. * Teaches evidence-based nursing approaches for the early diagnosis and management of occupational diseases. * Enhances the ability to assess employees' health, plan and conduct workplace health screenings. * Teaches nursing approaches for acute and chronic health issues. * Equips students with the competency to plan and implement industrial hygiene practices. * Develops the ability to create workplace health promotion programs through ergonomic adjustments. * Encourages teamwork by promoting collaboration with various disciplines in occupational health (e.g., safety experts, occupational physicians). * Helps students understand the importance of multidisciplinary approaches to improving worker health. * Develops skills in evaluating psychosocial risk factors such as workplace violence, burnout, and job satisfaction. * Provides the competency to develop strategies to protect employees' psychosocial health. * Equips students with the ability to conduct scientific research in occupational health and integrate findings into professional practices. * Develops the ability to implement evidence-based occupational health development programs. | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | 1. Explain the basic concepts, history, ethical principles, and legal regulations of occupational health nursing. 2. Analyze the roles, duties, and responsibilities of an occupational health nurse. 3. Compare theoretical approaches used in occupational health and evaluate appropriate models. 4. Plan and implement nursing interventions aimed at promoting occupational health. 5. Conduct risk assessments related to workplace accidents, occupational diseases, and industrial hygiene. 6. Evaluate workers' health status and manage workplace health screenings. 7. Utilize evidence-based approaches in occupational health nursing practices. 8. Apply nursing approaches for the prevention and management of occupational diseases. 9. Prepare ergonomic adjustments and health promotion programs for the workplace. 10. Understand the importance of multidisciplinary teamwork in occupational health and apply it in practice. 11. Make and implement decisions based on ethical principles in occupational health nursing. 12. Conduct scientific research in the field of occupational health and integrate research findings into professional practices. 13. Evaluate psychosocial risk factors in the workplace and develop solutions addressing job satisfaction and burnout levels among employees. | | | | |
| **TEXTBOOK** | | | Yıldız, A. N., Sandal, A. (2020). İş Sağlığı ve Güvenliği Meslek Hastalıkları. Hacettepe Üniversitesi Yayınları.  Türkiye Klinikleri Halk Sağlığı Hemşireliği – İş Sağlığı Hemşireliği Özel Sayısı  Guzik, A. (2013). Essentials for occupational health nursing. John Wiley & Sons.  Bilir, N. (2019). İş sağlığı ve güvenliği. Güneş Tıp Kitabevi | | | | |
| **OTHER REFERENCES** | | | Acar, H., Üçüncü, K. (2020). İş Sağlığı ve Güvenliği. Nobel Tıp Kitabevleri.  Bilir, N. (2019). İş Sağlığı ve Güvenliği, Hacettepe Üniversitesi Yayınları.  Çevirme, A. (2019). Sağlık Profesyonelleri ve Tüm Paydaşlar İçin İş Sağlığı ve Güvenliği. 2. Baskı. Vize Yayıncılık.  ÇSGB. (2011). Meslek Hastalıkları Rehberi. Çalışma ve Sosyal Güvenlik Bakanlığı, İş Sağlığı ve Güvenliği Genel Müdürlüğü (İSGGM).  Güler, Ç., Akın, L. (2015). Halk Sağlığı Temel Bilgiler, Cilt 2, Hacettepe Üniversitesi Yayınları.  Kanten, S. (Ed.) (2019). İş Sağlığı ve Güvenliği Yönetimi. Nobel Akademik Yayıncılık.  Selek, H. S. (2022). İş Sağlığı ve Güvenliği (İSG) Temel Konular. Seçkin Yayıncılık.  Şahinöz, S., Çelenk-Kaya, E., Şahinöz, T., Kıvanç, A. (2021). Sağlık Sektöründe İş Sağlığı ve Güvenliği. Akademisyen Kitabevi.  Electronic search engines and databases related to the topic (Google Scholar, Cochrane, Ebscohost, Proquest, Science Direct, Scopus, Ulakbim national databases, Web of Knowledge, etc.)  International Journal of Occupational and Environmental Health  International Archives of Occupational and Environmental Health  International Journal of Occupational Medicine and Environmental Health  Archives of Environmental & Occupational Health  Journal of Occupational Health  Journal of Occupational Health Psychology  Safety and Health at Work | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | Textbooks, Video / Animation / Film, Online Tools / Materials (Web-based Tools), Real Objects, Guides, Brochures, Handbooks | | | | |

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|  | **COURSE SCHEDULE (Weekly)** |
| **WEEK** | **TOPICS** |
| **1** | Definition, history, importance, and purpose of occupational health and occupational health nursing |
| **2** | Roles, responsibilities, and practice standards of the occupational health nurse  Ethical issues in occupational health services |
| **3** | Current status of occupational health nursing in the world and in Turkey |
| **4** | Legislation related to occupational health |
| **5** | Theories and models related to occupational health nursing |
| **6** | Example applications and projects in occupational health nursing |
| **7** | Evidence-based occupational health development programs |
| **8** | **Midterm exams** |
| **9** | Assessment of worker health, workplace health screenings |
| **10** | Risk assessment in the workplace  Occupational accidents, causes, and preventive measures |
| **11** | Occupational hygiene |
| **12** | Ergonomics |
| **13** | Occupational diseases and work-related illnesses |
| **14** | Nursing approaches to acute and chronic health issues |
| **15** | Workplace violence, burnout, job satisfaction |
| **16** | **Final exams** |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Gather as well as apply knowledge of health sciences |  |  | **X** |
| LO 2 | Ask scientific questions and form hypothesis |  |  | **X** |
| LO 3 | Search and interpret scientific literature |  |  | **X** |
| LO 4 | Design and conduct experiments as well as analyze and interpret the data |  | **X** |  |
| LO 5 | Learn how to use the experimental equipment effectively | **X** |  |  |
| LO 6 | Function on multi-disciplinary teams |  |  | **X** |
| LO 7 | Identify, formulate, and solve medical problems |  |  | **X** |
| LO 8 | Use computer effectively both in conducting the experiments and analyzing the data |  | **X** |  |
| LO 9 | Understand the impact of experimental solutions on national and international sciences |  |  | **X** |
| LO 10 | Use effective written and oral communication/presentation skills |  | **X** |  |
| LO 11 | Get an understanding of professional and ethical responsibility |  |  | **X** |
| LO 12 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| LO 13 | Get an understanding of basic concepts of medical education |  |  | **X** |
| LO 14 | Get an understanding of approaching to ethical problems with taking basic concepts to center |  | **X** |  |

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| **Instructor Name**  Prof. Dr. Özlem ÖRSAL  Assoc. Prof. Dr. Pınar DURU | **Date / Sign** |

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| **COURSE CODE:** 522306237 | | NURSING | | | |
| **COURSE NAME:** CHILD AND ADOLESCENT MENTAL HEALTH AND DISEASES NURSING | | | | | |
| **INSTRUCTOR NAME**  Doç. Dr. Hülya KÖK EREN | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | | **Course Catagory** | | |
| Technical | Medical | Other(……) |
|  | **X** |  |

COURSE LEVEL

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** | **COURSE OF PROVINCE** |
| **◻** | **X** | **◻** | **◻** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | **COURSE OF** | | |
| **Theoric** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** |
| Spring **X**  Autumn **◻** | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ELECTIVE  **◻ x** |

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| **ASSESMENT CRITERIA** | | | |
| **MID-TERM SEMESTER ACTIVITIES** | **ACTIVITY** | **Quantity** | **Percentage (%)** |
| Mid-Term |  |  |
| Quiz |  |  |
| Homework |  | 40 |
| Project |  |  |
| Report |  |  |
| Other (………) |  |  |
|  | **Final Examination** | | **60** |
| **PREREQUISITE(S)** | NO | | |
| **SHORT SHORT COURSE CONTENT** | Characteristics of childhood and adolescence, mental disorders in childhood and adolescence, and nursing care. | | |
| **COURSE AIMS** | To protect and develop the mental health of children and adolescents and to provide knowledge and skills in nursing practices in the diagnosis, treatment, care and rehabilitation process of mental disorders specific to this period. | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | In parallel with the changes and developments in the world and in our country, it is aimed to examine the philosophy of child and adolescent mental health nursing, the relationship between basic human sciences and child and adolescent mental health nursing, the examination of current practices, and the compatibility of theory and practices with the philosophy of child and adolescent mental health nursing. | | |
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| **LEARNING OUTCOMES OF THE COURSE** | 1. Knowing the basic concepts related to child and adolescent development;  2. Knowing the epidemiology of child and adolescent mental health;  3. Being able to understand and recognize developmental disorders in children and adolescents;  4. Being able to plan, implement and evaluate effective nursing care in children and adolescents;  5. Being able to transfer the knowledge acquired while providing care to children and adolescents;  6. Being able to use effective communication techniques and act with team awareness;  7. Being able to gain sufficient knowledge and opinion on planning and conducting research that will be important in the development of child and adolescent nursing;  8. Being able to apply ethical approaches while providing care to children and adolescents;  9. Being able to follow child and adolescent mental health policies; | | |
| **TEXTBOOK** | 1. Doğan ,S.;Arkan, B;Varol, B;Karakaya, D. (2024). Çocuk Ergen Ruh Sağlığını Koruma ve Geliştirme. Ankara: Akademisyen Yayınevi. 2. Çam, O. , Engin, E.: Ruh Sağlığı ve Hemşireliği Bakım Sanatı. İstanbul Tıp Kitabevi. 2020, İstanbul. 3. Akay, A., Ercan, E. (2021). Çocuk ve Ergen Ruh Sağlığı ve Hastalıkları. Türkiye Çocuk ve Genç Psikiyatrisi Derneği. Ankara 4. Köroğlu, E. (çev).DSM-5 Tanı Ölçütleri. (2014). Amerikan Psikiyatri Birliği.   Ercan ve ark. (2020). Çocuk ve Ergen Psikiyatrisi. Ankara: Akademisyen Yayınevi. | | |
| **OTHER REFERENCES** | 1. Çıtak, E., Hiçdurmaz, D. (2020). Psikiyatri Hemşireliği Akıl Notları. Ankara: Güneş Tıp Kitabevleri. 2. Buket Şimşek Arslan & Kadriye Buldukoğlu (2015). Çocukla Terapötik Görüşmenin Hemşirelik Sürecine Göre İncelenmesi, Hacettepe University Faculty of Health Sciences Journal, s:657-663. 3. Karabekiroğlu K (2012). Bebek Ruh Sağlığı (0-4 yaş) Temel Kitabı, Ankara. 4. Yankı Yazgan & Elif Akın (2014). Çocuk ve Ergenlerde Klinik Psikiyatrik Değerlendirme, Türkiye Psikiyatri Derneği Sürekli Eğitim/Sürekli Mesleki Gelişim Dergisi, s:1-4. 5. UNICEF (2020a). COVID-19 Ebeveyni Olmak, COVID-19 Hakkında Konuşmak. https://868b1700-4f92-4143-a9e1- 4d615770397f.filesusr.com/ugd/d13cc0\_2da2137f5a394f77a9686aa13be024b7.pdf 6. Özçevik D. Ocakçı A. F. (2020). COVID-19 ve Ev Hapsindeki Çocuk: Salgının Psikolojik Etkileri ve Hafifletme Yolları. ASHD. 13-17 7. Saygılı, S. (2007). Ruhen ve Bedenen Sağlıklı Çocuk Yetiştirmek, Hayat Yayınları, 1. Baskı, İstanbul. 8. Ögel K. (2007). Riskli davranışlar gösteren çocuk ve ergenler alanda çalışanlar için bilgiler. İstanbul,Yeniden Sağlık ve Eğitim Derneği. | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, Projector, Internet connection | | |

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|  | **COURSE SCHEDULE (Weekly)** | |
| **WEEK** | **DATE** | **TOPICS** |
| 1 |  | Child Mental Health and Development |
| 2 |  | Childhood Characteristics and Adolescent Psychological Development Characteristics |
| 3 |  | Psychological Status Assessment in Children and Adolescents |
| 4 |  | Therapeutic Communication Skills with Children and Adolescents |
| 5 |  | Neurodevelopmental Disorders |
| 6 |  | Disruptive Behavior Disorders |
| 7 |  | Midterm Exam |
| 8 |  | Anxiety Disorders in Children and Adolescents |
| 9 |  | Mood Disorders in Children and Adolescents |
| 10 |  | Expulsion Disorders |
| 11 |  | Child Neglect and Abuse |
| 12 |  | Eating Disorders in Adolescence |
| 13 |  | Child and Adolescent Mental Health Development and Mental Disorder Prevention Policies |
| 14 |  | Final Exam |
| 15 |  |  |
| 16 |  |  |

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| **CONTRIBUTION OF THE COURSE LEARNING OUTCOMES TO THE PROGRAM LEARNING OUTCOMES** | | **CONTRIBUTION LEVEL** | | |
| **NO** | **LEARNING OUTCOMES (MSc)** | **1**  Low | **2**  MId | **3**  HIgh |
| LO 1 | Skills to Collect and Apply Information Regarding Health Sciences |  |  | X |
| LO 2 | Scientific Inquiry and Hypothesis Generation |  |  | X |
| LO 3 | Literature Scanning and Evaluation Skills |  |  | X |
| LO 4 | Ability to Design, Conduct Experiments, Analyze and Evaluate Data |  | X |  |
| LO 5 | Ability to Identify and Use Experimental Tools and Equipment Properly |  | X |  |
| LO 6 | Ability to Work in Interdisciplinary Teams |  |  | X |
| LO 7 | Ability to Identify, Formulate and Solve Medical Problems | X |  |  |
| LO 8 | Ability to Use Computers Effectively in Research and Data Analysis |  |  | X |
| LO 9 | Ability to Understand the Contribution of Experimental Studies to National and International Science |  |  | X |
| LO 10 | Effective Written and Oral Communication/Presentation Skills |  |  | X |
| LO 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | X |
| LO 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | X |
| LO 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | X |
| LO 14 | Ability to Approach Ethical Problems by Focusing on Basic Concepts |  |  | X |

**Date: 19.03.2025**

**Instructor Name Sign**

**Doç. Dr. Hülya KÖK EREN**

|  |  |  |  |  |
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| **COURSE CODE** 522304239 | **DEPARTMENT** NURSING | | | |
| **COURSE NAME** PEDIATRIC SURGICAL NURSING | | | | |
| **INSTRUCTOR NAME**  Assoc. Prof. Hamide Zengin | **COURSE LANGUAGE**  **Turkish: X**  **English: ◻** | **COURSE CATAGORY** | | |
| **Technical** | **Medical** | **Other (…)** |
|  | X |  |

**COURSE LEVEL**

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| **PROPAEDEUTIC** | **M.SC.** | **Ph.D.** |
|  | X |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | **COURSE OF** | | | | |
| **TEORIC** | **PRACTICE** | | **LABORATORY** | **CREDIT** | | **ECTS** | | **TYPE**  COMPULSORY **ELECTIVE**  **◻ X** |
| Autumn  **Spring X** | 3 | - | | - | 3 | | 7.5 | |
|  | | | | | | | | | |
| **ASSESMENT CRITERIA** | | | | | | | | | |
| **MID-TERM EXAM** | | | | **Activity** | | **Quantity** | | **Percentage (%)** | |
| 1st Mid-Term | | 1 | | 20 | |
| 2nd Mid-Term | |  | |  | |
| Quiz | |  | |  | |
| Homework | | 1 | | 20 | |
| Project | |  | |  | |
| Oral Exam | |  | |  | |
| Other (………) | |  | |  | |
| **FINAL EXAM** | | | | | | | | 60 | |
| **PREREQUISITE(S)** | | | | - | | | | | |
| **COURSE CONTENT** | | | | It covers the approach according to the age and developmental stages of the child, starting from the preoperative period, perioperative and post-operative, common problems requiring surgical approach according to systems, and evidence-based practices. | | | | | |
| **COURSE AIMS** | | | | This lesson amis to improve the student's knowledge and skills in providing evidence-based nursing care in childhood surgical diseases. | | | | | |
| **COURSE CONTRBUTION TO THE PROFESSIONAL EDUCATION OBJECTIVES** | | | | 1. Knows the approach to the child and his family according to the child's age and developmental periods.  2. Recognize common surgical diseases in children.  3. Gains knowledge and skills in determining the problems seen in the perioperative period and providing nursing care in line with evidence-based practices. | | | | | |
| **LEARNING OUTCOMES OF THE COURSE** | | | | Within the scope of this course, the student can follow scientific developments in pediatric surgery nursing, reach evidence-based knowledge in the light of these developments and transfer it to practice and research with problem-solving skills. | | | | | |
| **TEXTBOOK(S)** | | | | Çınar, N., Aygin, D. (2023). Çocuk Cerrahisi Hemşireliği. Ankara Nobel Tıp Kitabevleri. | | | | | |
| **REFERENCES** | | | | 1. Bolışık, Z., Yardımcı, F., & Akçay Didişen, N. (2015). Pediatrik Cerrahi Hastasının Hemşirelik Bakımı. Nobel.  2. Conk, Z., Başbakkal, Z., Bal Yılmaz, H., & Bolışık, B. (2018). Pediatri Hemşireliği. 3. Baskı. Akademisyen Kitabevi.  3. Törüner, E. K., & Büyükgönenç, L. (2023). Çocuk Sağlığı Temel Hemşirelik Yaklaşımları. Genişletilmiş 3. Baskı. Ankara Nobel Tıp Kitabevleri  4. Görak G, Çınar N. Çocukta Fiziksel Sağlığı Değerlendirme (Hemşire ve Ebeler için Rehber), 2018, Nobel Tıp Kitapevleri, İstanbul.  5. Darendeliler F, Neyzi O, Ertuğrul T. (2020). Pediatri, 5. Baskı, 1-2 Cilt İstanbul, Nobel Tıp Kitabevi  6. Aksoy G, Kanan N, Akyolcu N. (2017) Cerrahi ve Cerrahi Hemşireliği. Cerrahi Hemşireliği I. Nobel Tıp Kitabevleri, Genişletilmiş 2. Baskı, İstanbul  7. Aslan FE. (2016), Cerrahi Bakım Vaka Analizleri İle Birlikte. Akademisyen Kitabevi, Ankara  8. Karadakovan A, Aslan FE. (2017), Dahili ve Cerrahi Hastalıklarda Bakım. Akademisyen Kitabevi, 4. Baskı, Cilt 1, Ankara  9. Ignatavicius DD, Workman ML. (2010). Medical-Surgical Nursing. Patient-Centered Collaborative Care, 6nd  10. Erdil F, Elbaş NÖ. (2001), Cerrahi Hastalıkları Hemşireliği. Genişletilmiş IV. Baskı, Ankara  11. Yavuz Van Giersbergen M, Kaymakçı Ş. (2015), Ameliyathane Hemşireliği. Meta Basım  12. Akyolcu N, Aksoy G, Kanan N. (2011), Cerrahi Hemşireliği Uygulama Rehberi. İstanbul Tıp Kitabevi:33-68. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer, Internet connection, Projector | | | | | |
| **COURSE SYLLABUS** | | | | | | | | | |
| **WEEK** | **DATE** | | **SUBJECTS/TOPICS** | | | | | | |
| **1** |  | | Patient Safety in Pediatric Surgery | | | | | | |
| **2** |  | | Ethical and Legal Issues in Pediatric Surgery | | | | | | |
| **3** |  | | Evaluation and Care of the Child in the Perioperative Period and Nursing Approach to the Family | | | | | | |
| **4** |  | | Day Pediatric Surgery and Nursing Care in Pediatrics | | | | | | |
| **5** |  | | Pain Management in Pediatric Surgery | | | | | | |
| **6** |  | | Nursing Care in Pediatric Traumas | | | | | | |
| **7** |  | | Nursing Care in Pediatric Heart and Circulatory System Surgeries | | | | | | |
| **8** |  | | Nursing Care in Pediatric Heart and Circulatory System Surgeries | | | | | | |
| **9** |  | | Nursing Care in Digestive System Surgeries in Children | | | | | | |
| **10** |  | | Nursing Care in Genito-Urinary System Surgeries in Children | | | | | | |
| **11** |  | | Nursing Care in Nervous System Surgery in Children | | | | | | |
| **12** |  | | Nursing Care in Pediatric Organ Transplantation | | | | | | |
| **13** |  | | Preoperative – Postoperative Period Games and Activities | | | | | | |
| **14** |  | | Care of Technology-Dependent Children with Stoma and Nursing Care | | | | | | |
| **15,16** |  | | FINAL EXAM | | | | | | |

**PROGRAM QUTCOMES**

Place choose never (1), few (2) or many (3) regarding your course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **1** | **2** | **3** |
| **1** | Gather as well as apply knowledge of health sciences |  |  | X |
| **2** | Ask scientific questions and form hypothesis | X |  |  |
| **3** | Search and interpret scientific literature |  |  | X |
| **4** | Design and conduct experiments as well as analyze and interpret the data |  |  |  |
| **5** | Learn how to use the experimental equipment effectively |  |  |  |
| **6** | Function on multi-disciplinary teams |  | X |  |
| **7** | İdentify, formulate, and solve medical problems |  | X |  |
| **8** | Use computer effectively both in conducting the experiments and analyzing the data |  | X |  |
| **9** | Understand the impact of experimental solutions on national and international sciences |  | X |  |
| **10** | Use effective written and oral communication/presentation skills |  |  | X |
| **11** | Get an understanding of professional and ethical responsibility |  |  | X |
| **12** | Get a recognition of the need for, and an ability to engage in lifelong learning |  |  | X |
| **13** | Other (get an understanding of basic concepts of medical education) |  |  | X |
| **14** | Other (get an understanding of approaching to ethical problems with taking basic concepts to center) |  | X |  |

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| **INSTRUCTOR NAME** | **DATE** |
| Assoc. Prof. Hamide Zengin |  |