**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSE TITLE** | Elemantary Of Nursing | **CODE** | 291111103 |

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| **COORDINATOR** | Prof. Dr. Nedime KÖŞGEROĞLU | **INSTRUCTORS** | Prof. Dr. Nedime KÖŞGEROĞLU |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 1 | 0 | 0 | | 1 | 1 | ELECTIVE | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOPLAM** | | | | 2 | 100 |
| **PREREQUISITES** | | | | 1.The course is compulsory. If the student get over 30% hours of teoric hours and 20% hours of practic hours, the student isn’t taken final exams.  2.The student list (aren’t taken exam) is hanged before final exam by the lecturer. | | | | | |
| **CONTENTS** | | | | Nursing profession, nursing education, nursing law, duty and function of nursing, concept and theory of nursing, evidence-based nursing,rights of patients. | | | | | |
| **GOALS** | | | | The student is provided to;  -recognize nursing profession and know criterions of nursing  profession.  -recognize concepts of nursing discipline,  -have information about law of nursing profession.  -have information about the development of nursing and nursing  profession on the world.  -have information about duty and function of nursing | | | | | |
| **LEARNİNG OUTCOMES** | | | | The student will able to  -Get an understanding of nursing profession, duty and function of nursing, and assimilate them.  -Have an interest of nursing.  -Build relation between concepts about discipline of nursing like human, health, disease and environment.  -Get a recognition of social, educational process of nursing and law of nursing.  -Take part in activities about nursing and health services.  - Get an understanding about protective, educational, supporting, guidance and supplementary functions of nursing, and improve these functions.  -Have knowledge about historical development of nursing and nursing in the world, disseminate and use for the benefits of society. | | | | | |
| **SOURCES** | | | | 1-BİROL L., Hemşirelik Süreci, Hemşirelik Bakımında Sistematik Yaklaşım,İzmir.  2-Editör :SABUNCU N., Hemşirelik Bakımında İlke ve Uygulamalar,2009  3- Course Notes.  4-KÖŞGEROĞLU N., “Kayıtlara Geçilsin Kadın Var”,Anfora Yayıncılık,2010.  5-KÖŞGEROĞLU N. “İnsan, Sağlık, Hastalık Kavramları Doğrultusunda Hemşirelik”, Sendrom Dergisi, Vol: 8 (6), 65-67, 1996.  6- KÖŞGEROĞLU N. “Hemşireliğin Felsefesi” , Sendrom Dergisi Vol.18, No 5, Mayıs s:90-93, 2006.  7- KÖŞGEROĞLU N. “Hemşirelikte Değişim”, Sendrom Dergisi, Vol:9, Sayı:1, 1997.  8- KÖŞGEROĞLU N. “Hemşirelikte Hak ve Sorumlulukların Yerine Getirilmesini Etkileyen Faktörler”  9- KÖŞGEROĞLU N. “Hemşirelikte Hümanistik Yaklaşımın Önemi”, Türk Hemşireler Dergisi, Vol:44, Num:5-6, 3-6, 1994.  10- KÖŞGEROĞLU N. “Küresel Sağlığın Karşı Karşıya Olduğu Sorunlar Ve Hemşirelik” Eskişehir’e Yeni BAKIŞ Aylık Haber ve Yorum Dergisi, Haziran Temmuz 2008. | | | | | |
| **TEACHING METHODS** | | | | Description Method, Question and Answer Method, Using Slides | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction And Explanation of The Course |
| 2 | Historical development of nursing |
| 3 | Nursing Profession and Nursing Education |
| 4 | Changes in Nursing Profession in Last 30 Years, Law of Nursing, Duty and Function of Nurses |
| 5 | Organizations and İnstitutions About Nursing |
| 6 | Philosophy of Nursing |
| 7 | Globalization and Nursing |
| 8 | **MIDTERM EXAM** |
| 9 | The Role of Nurse in Team Collobration |
| 10 | Problem Solving and Process Thought Process |
| 11 | Process of Scientific Problem-Solving Process |
| 12 | Evidence-Based Nursing |
| 13 | The Effects of Being woman in nursing |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | **X** |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | **X** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSE TITLE** | Histology | **CODE** | 291111105 |

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| **COORDINATOR** | Assist.Prof.Dr. Onur UYSAL | **INSTRUCTORS** | Assist. Prof. Dr. Onur UYSAL |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| Fall | 1 | 0 | 1 | | 1,5 | 2 | COMPULSORY | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First MidTerm | | | | 1 | 50 |
| Second MidTerm | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 50 |
| **TOPLAM** | | | | 2 | 100 |
| **PREREQUISITES** | | | | NOT PRESENT | | | | | |
| **CONTENTS** | | | | Content of thecourse is as follows: İntroductiontohistologyandhistologicaltechniques, cell, epithelialtissue, connectivetissue, bloodtissue, muscletissue, cartilage, bone, nervetissue. | | | | | |
| **GOALS** | | | | The main aim of the course is to teach histological structure of basic tissues. | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1. To learn histological structure of basic tissues.  2. Learning as a result of the normal structure of tissues, to be knowledgeableaboutthepathologicalmechanismsthatmayoccur in ourbodies.  3. Applyingthenursingprofession, usingthebasichistologicalinformation, diseasemechanisms, a moreconsciousapproach. | | | | | |
| **SOURCES** | | | | 1. Histoloji ve Hücre Biyolojisi. Patolojiye Giriş. Abraham L. Kierszenbaum, M.D.,PhD. Çev. Ed.: Prof. Dr. Ramazan DEMİR. Yayıncılık. Ankara, 2006.  2. Moore, K. L.,Persaud, T. V. N. : theDeveloping Human. 6th Ed. W. B. SaundersComp., 1998, Philadelphia. | | | | | |
| **TEACHING METHODS** | | | | Theinstructor'slecturenotespreparedby, barcovision, chalk. | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to histology and histological techniques |
| 2 | Cell-I |
| 3 | Cell-II |
| 4 | Epithelial Tissue-I |
| 5 | Epithelial Tissue-II |
| 6 | Epithelial Tissue (Secretion and Glands) |
| 7 | ConnectiveTissue |
| 8 | Blood Tissue |
| 9 | Muscle Tissue |
| 10 | Cartilage |
| 11 | Bone |
| 12 | Nerve Tissue |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basisprinciples in Nursinginstitutionseducation |  | **X** |  |
| 2 | Get an abilitytosolveethicalproblemswithbasicprinciples | **X** |  |  |
| 3 | NursinginstitutionseducationGather as well as applyknowledge of healthsciences |  | **X** |  |
| 4 | Function on multi-disciplinaryteams |  | **X** |  |
| 5 | Identify, formulate, andsolvemedicalandNursinginstitutionseducationproblems | **X** |  |  |
| 6 | Useeffectivewrittenand oral communication/presentationskills | **X** |  |  |
| 7 | Get an understanding of professionalandethicalresponsibility | **X** |  |  |
| 8 | Get a recognition of theneedfor, and an abilitytoengage in lifelonglearning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yescontribution | | | | |

**Date Signature**

**15.07.2016**



**FACULTY OF HEALTH SCIENCE NURSING DEPARTMENT INFORMATION FORM OF COURSE**

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| **TERM** | FALL |

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| **COURSE TITLE** | Interpersonal Relationships In Nursing | **CODE** | 291111106 |

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| **COORDINATOR** | Assoc. Prof. Erhan Eroğlu | **INSTRUCTORS** | Prof.Dr. Nedime KÖŞGEROĞLU  Assoc. Prof. Erhan Eroğlu |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| 1 | 2 | 0 | 0 | | 2 | 2 | COMPULSORY () ELECTIVE( x ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOPLAM** | | | | 2 | 100 |
| **PREREQUISITES** | | | | 1.The course is compulsory. If the student get over 30% hours of teoric hours and 20% hours of practic hours, the student isn’t taken to final exams.  2.The student list (aren’t taken exam) is hanged before final exam by the lecturer. | | | | | |
| **CONTENTS** | | | | Information, skills and attitudes for students about communication and relationships with counterparts in health institutions, managers, patients patients' relatives after graduating. | | | | | |
| **GOALS** | | | | Learning concepts and definitions of interpersonal communication with patients and healthy people | | | | | |
| **LEARNING OUTCOMES** | | | | At the end of this course the student will be able to;  -understand the definition and importance of interpersonal relationship,  -realize importance of knowing yourself and others in human relations  -gain speaking and listening skills  -establish a therapeutic relationship | | | | | |
| **SOURCES** | | | | 1.Köşgeroğlu, N. (2013).Hemşirelik ve Estetik.Nobel Tıp Kitabevi.  2.Özcan A.,(1996)Hemşire-Hasta İlişkisi Ve İletişim.Dokuz Eylül Üniversitesi Hemşirelik Yüksekokulu,İzmir  3.Cüceloğlu D.,(1995)Yeniden İnsan İnsana,Remzi Kitabevi,Ankara,9.baskı 4.Cüceloğlu D.,(1997)İçimizdeki Çocuk,Remzi Kitabevi,İstanbul,17.baskı.  5.Dökmen Ü.,(2000) İletişim Çatışmaları ve Empati,İstanbul,Sistem Yayıncılık 12.basım  6.Gordon T.,(1975)Etkili Ana Baba Eğitimi,Çev:Emel Aksay,İstanbul,Sistem Yayıncılık 17.Basım 2004.  7.Ergin, A. (2016). Sağlık Hizmetlerinde İletişim. Anı yayınları. | | | | | |
| **TEACHING METHODS** | | | | Slideshow, ınternet use, video presentation, questions and answers | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Explaning Communication Concept |
| 2 | Explaning Of The Communication Process And Communication With Healty Patients |
| 3 | Verbal Communication |
| 4 | Speaking And Listening Skills |
| 5 | Nonverbal Communication / Signs And Meanings |
| 6 | Individual Characteristics And Patient Communications Coping With Anger |
| 7 | Stress And Stress Management |
| 8 | **MIDTERM EXAM** |
| 9 | Persuasive Speech, Persuasion İn Organizations |
| 10 | Body Language |
| 11 | The Importance Of Empathy İn Nursing |
| 12 | Ability To Understand And Be Able To Explain Properly |
| 13 | Communication Theory |
| 14 | Communication İn Nursing |
| 15 | Contact Block Approaches In Communication |
| 16 | **FINAL EXAM** |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/Midwifery/Management of healthcare institutions education | **x** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **x** |  |  |
| 3 | Nursing education gather as well as apply knowledge of health sciences | **x** |  |  |
| 4 | Function on multi-disciplinary teams | **x** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing/Midwifery/Management of healthcare institutions education problems | **x** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **x** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **x** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **x** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date**  **Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSE TITLE** | Psychology | **CODE** | 291111107 |

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| **COORDINATOR** | Prof. Dr. Nilüfer Özabacı | **INSTRUCTORS** | Prof. Dr. Nilüfer Özabacı |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| III | 2 | 0 | 0 | | 3 | 5 | ELECTİVE | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOPLAM** | | | | 2 | 100 |
| **PREREQUISITES** | | | | There is no prerequisite or co-requisite for this course. | | | | | |
| **CONTENTS** | | | | To study on concepts on psychology, human psychology, development | | | | | |
| **GOALS** | | | | The purpose of this course is to gain to students knowing the basic concepts of psychology and understanding the human behaviour, emotion and cognition and apply the knowldge about the psychology | | | | | |
| **LEARNİNG OUTCOMES** | | | | At the end of this course; Students  1. Know the basic concepts of psychology  2. Know the therotical and application subjects related with psychology  3. Apply person-in communication strategies and concepts learned in the conflict.  4. Understand the relationship between interpersonal and may develop effective strategies in resolving conflicts.  5. Use the knowledge about learning, motivation and brain  6.Know the learning theories  7.Learn about the concepts used in the psychological profession | | | | | |
| **SOURCES** | | | | 1.“Psikolojiye Giriş”, Rita L. Atkinson, Ernest R. Hilgard, Richard C. Atkinson, Sosyal Yayınlar, Çeviren: Aysun Yavuz, Kemal Atalay, Mustafa Atalay, 1996.  2.“İnsan ve Davranışı, D. Cüceloğlu, Remzi Kitapevi”  3.“Psikolojiye Giriş”, T. M. Cliford, Meteksan Ltd., Ankara, 2001.  4.“Genel psikoloji”, Baymur, Feriha, “ İnkılap Kitapevi”  ”Psikolojiyi anlamak, (psikolojiye giriş)”, Charles G. Morris; çeviri editörleri  5. H. Belgin Ayvaşık, Melike Sayıl. Ankara : Türk Psikologlar Derneği, 2002. | | | | | |
| **TEACHING METHODS** | | | | Teoric, face to face | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The input to meet, the course content, resources and information on the psychiatric evaluation of the promotion of science |
| 2 | Psychology theories and fields |
| 3 | The biological basis of behavior |
| 4 | Theories of development |
| 5 | Theories of development (continue) |
| 6 | Personality and personality |
| 7-8 | MidTerm Exam |
| 9 | theories Blockage and conflict  Defense mechanisms |
| 10 | Learning Theories |
| 11 | Motive, impulse, and theories |
| 12 | Dealing with concerns and anxieties |
| 13 | Abnormal behavior psychology |
| 14 | Stress and cope with stress |
| 15-16 | Final Exam |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | **X** |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | **X** |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  |  | **X** |
| 4 | Function on multi-disciplinary teams |  | **X** |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems |  |  | **X** |
| 6 | Use effective written and oral communication/presentation skills |  | **X** |  |
| 7 | Get an understanding of professional and ethical responsibility |  | **X** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSE TITLE** | Microbiology and Parasitology | **CODE** | 291111108 |

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| **COORDINATOR** | **Asst. Prof. Dr. Yasemin ÖZ** | **INSTRUCTORS** | **Asst. Prof. Dr. Yasemin ÖZ** |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 3 | 0 | 2 | | 4 | 5 | COMPULSORY (X ) ELECTIVE ( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 50 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 50 |
| **TOPLAM** | | | | 1 | 100 |
| **PREREQUISITES** | | | | Introduction to Microbiology, Microscopes, instruments used in Microbiology, Structure and physiology of bacteria, Genetics of bacteria and antimicrobial agents, Cultivation media for microorganisms,  Stains and staining methods, Microbiology of environment, Sampling techniques, Sterilization and disinfection, Introduction to Immunology and antigen, Structure of immune system, Immunoglobulins (antibodies), Immune response, Innate Immunity, Immunization, Diagnostic methods of Microbiology. | | | | | |
| **CONTENTS** | | | | The main aim of the course is to introduce basic information about Microbiology and immunology. | | | | | |
| **GOALS** | | | | Learning the microorganisms, host defences mechanisms, infectious diseases and microbiological diagnostic methods | | | | | |
| **LEARNİNG OUTCOMES** | | | | Learn description, branches and history of Microbiology  Learn classification of Microbiology  Know instruments used in Microbiology laboratory  Learn shapes, structures, enzymes and metabolisms of bacteria  Know genetical characteristics of bacteria and learn antimicrobial agents  Know cultivation, media and cultivating methods for microorganisms  Learn stains used in Microbiology and staining mechanisms and methods  Learn sampling and transporting methods of samples for microbiological examination  Understand sterilization, disinfection methods and mechanisms  Know the description of immunology and characteristics of antigen  Learn lenfoid organs and cells of immune response  Understand the characteristics of immunoglobulins  Learn kinds of immune response and allergic reactions  Learn the importance of innate immunity  Know immunization and applications  Learn diagnostic methods used in Microbiology | | | | | |
| **SOURCES** | | | |  | | | | | |
| **TEACHING METHODS** | | | | Barcovision in the theorical lessons, Microbiology Department Laboratory Of Medical Faculty in labpratory lessons | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to Microbiology and History, Instruments used in Microbiology laboratory |
| 2 | Structure and physiology of bacteria, Genetical characteristics of bacteria and Antimicrobial agents, Cultivation media of microorganisms |
| 3 | Stains and staining methods, Infectious diseases, Environmental microbiology, Normal microbiota, sampling methods |
| 4 | Sterilization and disinfection, Microbiological diagnostic methods |
| 5 | Introduction to immunology and Structure of immunological system |
| 6 | Antigens, Immunoglobulins (antibodies) |
| 7 | The formation of immune respons, Hypersensitivity reactions, Vaccines and immune sera |
| 8 | Introduction to specific microbiology and Gram positive cocci |
| 9 | Gram negative cocci, Gram negative bacilli related with respiratory system |
| 10 | Zoonosis agent Gram negative bacilli, Gram negative bacilli,Gram positive bacilli |
| 11 | Mycoplasma, Spirochetes, Chlamydia, Rickettsiae |
| 12 | Mycobacteriae and Actinomycetes |
| 13 | Medical virology, Medical Mycology |
| 14 | Medical parasitology |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **X** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSE TITLE** | English (I) | **CODE** | 291111102 |

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| **COORDINATOR** | Lec. Sevgi GÖKÇE BATURLAR | **INSTRUCTORS** | Lec. Sevgi GÖKÇE BATURLAR |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 2 | 0 | 0 | | 0 | 2 | COMPULSORY (X) ELECTIVE( ) | | ENGLISH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40% |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60% |
| **TOPLAM** | | | | **2** | **100%** |
| **PREREQUISITES** | | | | - | | | | | |
| **CONTENTS** | | | | Activities including four fundamental language skills: speaking, writing, listening and reading | | | | | |
| **GOALS** | | | | To equip students with basic communication skills | | | | | |
| **LEARNİNG OUTCOMES** | | | | Individuals who can communicate in oral and written forms at a basic level of English | | | | | |
| **SOURCES** | | | | Arıkan, A.; Saraç, H.S.; Brooks, Z.; Özkanal, Ü. (2011). *Number One: A Coursebook in English.* Ankara: Data Publishing. | | | | | |
| **TEACHING METHODS** | | | | Presentation, question and answer, role plays, games | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introducing the course content |
| 2 | Introducing oneself and others, social chats, greeting, farewell |
| 3 | Numbers, countries, nationalities, colors |
| 4 | Describing an object or a person |
| 5 | Talking about daily life, frequency adverbs |
| 6 | Days, months, seasons |
| 7 | Simple Present Tense, time |
| 8 | Family members |
| 9 | Possession, sports |
| 10 | Giving advice about health, food |
| 11 | “There is / There are”, Present Continuous Tense |
| 12 | Prepositions, home contents |
| 13 | Abilities, jobs, activities |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  |  |  |
| 4 | Function on multi-disciplinary teams |  |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems |  |  |  |
| 6 | Use effective written and oral communication/presentation skills |  | **X** |  |
| 7 | Get an understanding of professional and ethical responsibility |  |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| --- | --- | --- | --- |
| **COURSE TITLE** | Turkish Language I | **CODE** | 291111101 |

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| **COORDINATOR** | Lec. Tuba Onat Çakıroğlu | **INSTRUCTORS** | Lec. Tuba Onat Çakıroğlu |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 2 | 0 | 0 | | 0 | 2 | COMPULSORY (X) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | **1** | **40** |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | **1** | **60** |
| **TOPLAM** | | | | **2** | **100** |
| **PREREQUISITES** | | | | Definition of language, linguistic stocks in the world and Turkish’s situation in worlds languages, historical develpoment of Turkish literary language, recognition ways to Turkish words. | | | | | |
| **CONTENTS** | | | | Gain to know in the proper sense fine points of languages of students. | | | | | |
| **GOALS** | | | | To come into to use of language’s fine points and excellences in social sciences. | | | | | |
| **LEARNİNG OUTCOMES** | | | |  | | | | | |
| **SOURCES** | | | | G.Gülsevin-E.Boz Türk Dili ve Kompozisyon,Tablet Yay.,Konya , 2009  N.sami Banarlı,Türkçe’nin Sırları, Kubbealtı Neş.,İstanbul,2002  İmla Kılavuzu Türk Dil Kurumu,Ankara,2000 | | | | | |
| **TEACHING METHODS** | | | |  | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Language & Culture |
| 2 | Turkish languges situation in worlds languages |
| 3 | Historical development of Turkish language |
| 4 | Linguistic revolution |
| 5 | The alphabets used by Turkishs |
| 6 | Phonetics |
| 7 | Main sound events of Turkish words |
| 8 | Nouns, adjectives |
| 9 | Pronouns, adverbs and prepositions |
| 10 | Verbs |
| 11 | Types of words |
| 12 | Phrases and sentence |
| 13 | Punctuation |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems |  |  |  |
| 6 | Use effective written and oral communication/presentation skills |  |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | **X** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | FALL |

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| **COURSE TITLE** | **COMPUTER** | **CODE** | 291111143 |

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| **COORDINATOR** | Prof. Dr. Fezan MUTLU | **INSTRUCTORS** | Prof. Dr. Fezan MUTLU |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 1 | 2 | 0 | | 0 | 2 | COMPULSORY (X) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | **1** | **50** |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | **1** | **50** |
| **TOPLAM** | | | | **2** | **100** |
| **PREREQUISITES** | | | | NOT PRESENT | | | | | |
| **CONTENTS** | | | | Information technology, hardware and software concept, document processes, formatting processes, page layout, print settings, table processes, object processes, creating worksheets, writing formulas, logical test, drawing graphics, and creating a presentation | | | | | |
| **GOALS** | | | | Introduce students to information technology, teaching the role of computer systems within information technologies, and obtaining ability to use effectively word processing, spreadsheet, presentation programs | | | | | |
| **LEARNİNG OUTCOMES** | | | | * Understanding the importance of the computer within information technologies * Learning software and hardware components of computer * Learning the working princips of equipments in coordination with each other * Obtaining general information about software * Understanding the working principles of operating systems * Creating document processing, formatting, transactions, page setup and print settings, table operations, the object of making transactions in word processing program, * Creating calculations and graphics on the data in spreadsheet program to make calculations on the data * Preparing effective presentations on presentation program | | | | | |
| **SOURCES** | | | | **Temel** Bilgi Teknolojileri. Anadolu Üniversitesi Açık Öğretim Fakültesi Yayını, Yeni basım 2010, Eskişehir.  Osman Gürkan, Microsoft Office 2010, [Nirvana Yayınları](http://www.idefix.com/kitap/nirvana-yayinlari/firma.asp?fid=4440) [Bilgi Teknolojileri Dizisi](http://www.idefix.com/kitap/nirvana-yayinlari-bilgi-teknolojileri-dizisi/firma_urun.asp?fid=4440&dzid=8459), Ankara. | | | | | |
| **TEACHING METHODS** | | | | Computer lab., Barcovision, Core i5 Computer, Microsoft Office 2010  software package. | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Information, The Importance of Information, Information processing period, Information Technologies, definition of Computer, Types of Computer |
| 2 | hardware Concept |
| 3 | Basic Hardware Units |
| 4 | software Concept |
| 5 | operating Systems |
| 6 | Basic Information on Programming Languages ​​and package programs |
| 7 | Create and save a document, move and copy the text, change the appearance of text |
| 8 | Introduction to word processing program, to edit page structure, draw a table |
| 9 | Introduction to Spreadsheet Program, Creating a Worksheet, write the formula |
| 10 | Worksheet formatting, presenting data by graphics |
| 11 | Introduction to the Presentation Program, create a presentation, work on presenttation, add a text a presentation and make changes on it |
| 12 | Applying the template, use the Color Scheme, draw object and make changes on it |
| 13 | Information, The Importance of Information, Information processing period, Information Technology, definition of Computer, Types of Computer |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **X** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSE TITLE** | Physical Education 1 | **CODE** | 291111138 |

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| **COORDINATOR** | Lec. Çağdaş Çınar | **INSTRUCTORS** | Lec. Çağdaş Çınar |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 1 | 0 | 0 | | 0 | 1 | ELECTIVE | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOTAL** | | | | 2 | 100 |
| **PREREQUISITES** | | | |  | | | | | |
| **CONTENTS** | | | | Physical education; running, joint and muscle groups convenient to theirs level, sport branch, basketball, volleyball, handball ,football, field measures and rules of game, sport benefits to our health; health, first aid, matches in class. | | | | | |
| **GOALS** | | | | The ability of having knowledge concerning the orders of the lecture.  The ability of running all the organs and systems to convenience of theirs level.  The ability of improving the nerve muscle and joint coordinating.  The ability of having basic knowledge, skill, manner and habits concerning physical education and sport  Take responsibility and duty, to go with leader and the ability of doing leadership  Playing amicably and competition appreciating the winner acceptance of loosing, and can be object to trick and injustice.  Having knowledge about sport, vehicle and facilities and can use this. | | | | | |
| **LEARNİNG OUTCOMES** | | | | The ability of growing health, happy, developed aspect of physical and psychological, self confident individuals who have the sense competitioning amicably. | | | | | |
| **SOURCES** | | | | Physical Education at Schools (Hikmet Aracı l999) | | | | | |
| **TEACHING METHODS** | | | |  | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Giving general knowledge about the subject of physical education. |
| 2 | Jogging, rotating which is softening joint and muscle groups. Giving knowledge about basic basketball rules, the matters to take care of passing and rubbing ball. |
| 3 | Jogging, warning movements, defense and offence studies at basketball. |
| 4 | Jogging, stretching movements, rubbing ball, exit to turnstile studies, attack sets at basketball. |
| 5 | Atatürk’s words on sport, jogging, passing and playing short-time match in basketball playing rules. |
| 6 | Jogging, stretching movements, giving basic knowledge about basic volleyball techniques, finger pass on net and control pass studies. |
| 7 | Interval studying, stretching movements headline at volleyball, pass and service firing, return in field at volleyball. |
| 8 | What’s benefit of sport our health? Stretching movements, doing match in volleyball playing rules. |
| 9 | Running athletics (short, middle, long) knowledge about distance, warning studying, short-time volleyball match. |
| 10 | Jogging, stretching movements, giving knowledge about basic handball techniques. |
| 11 | Jogging, movement for strengthening joint and muscles groups, rubbing ball and pass studies at handball. |
| 12 | Exercise for stretching and loosening the muscles, football playing rules and passing studies, short-time football match |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **x** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **x** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  |  |  |
| 4 | Function on multi-disciplinary teams | **x** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **x** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **x** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **x** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **x** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | SPRING |

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| **COURSE TITLE** | Biochemistry | **CODE** | 291312103 |

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| **COORDINATOR** | Prof.Dr.Güngör Kanbak | **INSTRUCTORS** | Prof.Dr.Güngör Kanbak |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
|  | 2 | 0 | 0 | | 2 | 2 | COMPULSORY | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First MidTerm | | | | 1 | 50 |
| Second MidTerm | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 50 |
| **TOPLAM** | | | | 2 | 100 |
| **PREREQUISITES** | | | |  | | | | | |
| **CONTENTS** | | | | IntroductiontoBiochemistry, DNA, carbohydrate,lipid,hemoglobine biochemistry,glicolysis,gluconeogenesis,glycogenolysis,synthesis of lipids,lipidoxidation,biochemistry of metabolicdisorders,bodyfluids,watermetabolism,vitamines,hormones | | | | | |
| **GOALS** | | | | Toteachmacromoleculesandrelatedmechanisms in humanorganisms,,Tounderstandthe role of biochemstry on healthandillness, Thustoprovidemoreeffective role on medicalpractise of students | | | | | |
| **LEARNİNG OUTCOMES** | | | |  | | | | | |
| **SOURCES** | | | | Lecturenotes | | | | | |
| **TEACHING METHODS** | | | |  | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | IntroductiontoBiochemistry |
| 2 | Amino acidsandProteins |
| 3 | Biochemistry of Enzymes |
| 4 | Biochemistry of Carbohydrates |
| 5 | Glycolysis, glukoneogenesis, glycenolysis |
| 6 | Biochemistry of Lipids |
| 7 | Synthesis of lipidsandlipidoxidation |
| 8 | Hormones |
| 9 | Nucleicacids |
| 10 | Vitamines |
| 11 | Biochemistry of metabolicdisorders |
| 12 | Body fluids |
| 13 | Themetabolism of water |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basisprinciples in Nursinginstitutionseducation |  |  | **X** |
| 2 | Get an abilitytosolveethicalproblemswithbasicprinciples |  |  | **X** |
| 3 | NursinginstitutionseducationGather as well as applyknowledge of healthsciences |  | **X** |  |
| 4 | Function on multi-disciplinaryteams |  |  | **X** |
| 5 | Identify, formulate, andsolvemedicalandNursinginstitutionseducationproblems |  | **X** |  |
| 6 | Useeffectivewrittenand oral communication/presentationskills |  |  | **X** |
| 7 | Get an understanding of professionalandethicalresponsibility |  | **X** |  |
| 8 | Get a recognition of theneedfor, and an abilitytoengage in lifelonglearning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yescontribution | | | | | |

**Date Signature**

**15.07.2016**

**FACULTY OF HEALTH NURSING DEPARTMENT,**

**INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | Turkish Language II | **CODE** | 291112201 |

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| **COORDINATOR** | Lecturer Tuba Onat Çakıroğlu | **INSTRUCTORS** | Lecturer Tuba Onat Çakıroğlu | **Teaching Instructor Uğur BİLGE** |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| 2 | 2 | 0 | 0 | | 0 | 2 | COMPULSORY (\*) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | **1** | **40** |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | **1** | **60** |
| **TOPLAM** | | | | **2** | **100** |
| **PREREQUISITES** | | | |  | | | | | |
| **CONTENTS** | | | | The rules of writing, types of written composition, types of oral composition, planned writing applications | | | | | |
| **GOALS** | | | | Gain to know in the proper sense fine points of languages of students. To show Turkish’s productiveness, to gain national language consciousness. | | | | | |
| **LEARNING OUTCOMES** | | | | Provide to speak and write in a good way to Turkish in students daily life. | | | | | |
| **SOURCES** | | | | G.Gülsevin-E.Boz Türk Dili ve Kompozisyon,Tablet Yay.,Konya , 2009  N.sami Banarlı,Türkçe’nin Sırları, Kubbealtı Neş.,İstanbul,2002  İmla Kılavuzu Türk Dil Kurumu,Ankara,2000 | | | | | |
| **TEACHING METHODS** | | | |  | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | The rules of writing |
| 2 | Out of order |
| 3 | Types of written expression I |
| 4 | Types of written expression II |
| 5 | Types of written expression III |
| 6 | Types of written expression IV |
| 7 | Types of written expression V |
| 8 | Narrative writings novel, story, theater |
| 9 | Official letters I |
| 10 | Official letters II |
| 11 | Types of poem |
| 12 | Types of oral expression |
| 13 | Preparation techniques of scientific works |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | **X** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date**  **Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT,**

**INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | English (II) | **CODE** | 291112203 |

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| **COORDINATOR** | Lec. Sevgi GÖKÇE BATURLAR | **INSTRUCTORS** | Lec. Sevgi GÖKÇE BATURLAR |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | | **TYPE** | **LANGUAGE** |
| 2 | 2 | 0 | 0 | | 0 | 2 | | COMPULSORY (X) ELECTIVE( ) | ENGLISH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | **Quantity** | | **Percentage** |
| First Mid Term | | | **1** | | **40** |
| Second Mid Term | | |  | |  |
| Practice | | |  | |  |
| Homework | | |  | |  |
| Presentation/Preparing Seminer | | |  | |  |
| Final Examination | | | **1** | | **60** |
| **TOTAL** | | | **2** | | **100** |
| **PREREQUISITES** | | | | - | | | | | |
| **CONTENTS** | | | | Activities including four fundamental language skills: speaking, writing, listening and reading | | | | | |
| **GOALS** | | | | To equip students with basic communication skills | | | | | |
| **LEARNING OUTCOMES** | | | | Individuals who can communicate in oral and written forms at a basic level of English | | | | | |
| **SOURCES** | | | | Arıkan, A.; Saraç, H.S.; Brooks, Z.; Özkanal, Ü. (eds.) (2011). *Number One: A Coursebook in English.* Ankara: Data Yayınları | | | | | |
| **TEACHING METHODS** | | | | Presentation, question and answer, role plays, games | | | | | |

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| **COURSE CONTENT** | | | | | |
| **WEEK** | **TOPICS** | | | | |
| 1 | Introduction of the course contents, revision | | | | |
| 2 | Simple past tense, regular and irregular verbs | | | | |
| 3 | Simple past tense, questions | | | | |
| 4 | Future tense | | | | |
| 5 | Future tense | | | | |
| 6 | Countable and uncountable things | | | | |
| 7 | Health | | | | |
| 8 | Weather | | | | |
| 9 | Comparison | | | | |
| 10 | Present Perfect Tense | | | | |
| 11 | Present Perfect Tense | | | | |
| 12 | Recommendations | | | | |
| 13 | Travel | | | | |
| **NUMBER** | | **PROGRAM OUTCOMES** | **3** | **2** | **1** | |
| 1 | | Get a recognition of basis principles in Nursing institutions education | **X** |  |  | |
| 2 | | Get an ability to solve ethical problems with basic principles | **X** |  |  | |
| 3 | | Nursing institutions education Gather as well as apply knowledge of health sciences | **X** |  |  | |
| 4 | | Function on multi-disciplinary teams | **X** |  |  | |
| 5 | | Identify, formulate, and solve medical and Nursing institutions education problems | **X** |  |  | |
| 6 | | Use effective written and oral communication/presentation skills |  | **X** |  | |
| 7 | | Get an understanding of professional and ethical responsibility | **X** |  |  | |
| 8 | | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  | |
| **1**:No contribution **2**:Partially contribution. **3**: Yes contribution | | | | | | |

**Date**  **Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

|  |  |
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| **TERM** | Autumn |

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| **COURSE TITLE** | Medical Nursing | **CODE** | 291113121 |

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| **COORDINATOR** | Prof. Dr. Güler Balcı Alparslan, | **INSTRUCTORS** | Prof. Dr. Güler Balcı Alparslan  Asst. Prof.Ayşe Özkaraman,  Lec. Zeliha Öz  Asst. Prof. Aysun Türe Yılmaz |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| III | 6 | 16 | 0 | | 12 | 20 | COMPULSORY (X)  ELECTIVE ( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | | - | - |
| Practice | | | | - | - |
| Homework | | | | - | - |
| Presentation/Preparing Seminer | | | | - | - |
| Final Examination | | | | 1 | 60 |
| **TOPLAM** | | | | **2** | **100** |
| **PREREQUISITES** | | | | 1. Fundamentals of Nursing and Nursing Fundamentals course has received the application and be successful. The course is compulsory. If the student get over 30% hours of teoric hours the student isn’t taken final exams. If the student get over 20% hours of pratic hours the student isn’t taken final exams.  2.The student list (aren’t taken exam) is hanged before final exam by the lecturer. | | | | | |
| **CONTENTS** | | | | -Introduction of Medical Nursing and Nursing Process, Medical Nursing  -Fluid-Electrolyte Balances and Imbalances  -Acid and Base Balances and Imbalances  -Shock and Nursing Care  -Endocrine System, Diseases and Nursing  -Respiratory System, Diseases and Nursing  -Oncology Nursing  -Digestive System Diseases and Nursing  -Allergic Diseases and Nursing  -Neurologic System, Diseases and Nursing  -Renal System, Diseases and Nursing  -Geriatric Patient and Care  -Skeletal System and Nursing  -Cardiovascular System, Diseases and Nursing  -Haematological System, Diseases and Nursing  -Metabolic Diseases and Nursing  -Presenting seminars and cases | | | | | |
| **GOALS** | | | | To earn knowledge and skill about medical and medical nursing care and to coach nurses giving into care at high profile. | | | | | |
| **LEARNING OUTCOMES** | | | | Student;  Acquires knowledge about medical diseases and nursing care  Analyzis and synthesis knowledges acquired from this course with other courses  Uses the problem solving skill effectively  Give care a holistic approach for physical, psychological and social caring of patients  Participates as an effective member of group work  Acquires skill of research about current health topics | | | | | |
| **SOURCES** | | | | Akdemir N, Birol L. (2004). İç Hastalıkları ve Hemşirelik Bakımı. (Medical Nursing and Care)Ankara: Sistem Ofset.  Karadakovan A, Aslan FE (2010). Dahili ve Cerrahi Hastalıklarda Bakım (Medical and Surgical Nursing and Care). Adana: Adana Nobel Kitabevi. Birol L (2004). Hemşirelik Süreci (Nursing Process). İzmir: Etki Matbaacılık Yayıncılık Ltd. Şti.  Karadeniz G. (2008). İç Hastalıkları Hemşireliğinde Teoriden Uygulamaya Temel Yaklaşımlar (The Principle Approachs from Teoric to Practice). Ankara: Baran Ofset.  Egemen N, Aslantaş A. (2006). Nörolojik Bilimler Hemşireliği (Neurologic Sciences and Nursing). Ankara: Gözde Ofset  Yarbro H, Frogge H, Goodman M (2005). Cancer Nursing. Sıxth edition. Jones and Bartlett Publishers. Massachussetts. Devita VT, Lawrence S, Rosenberg SA (2008). Principles and Practice of Oncology. 8th edition. Lippincott Williams and Wilkins. Boyle P, Levin B (2008). Dünya Kanser Raporu (World Cancer Report) 2008. Uluslararası Kanser Araştırmaları Kurumu  Akdemir N. (1997). Hemşirelik Bakımı (Nursing Care). In: Gökçe Kutsal Y, Çamakçı M, Ünal S (Eds). Geriatri 1. Ankara: Medokomat Basım Yayın.  Fadıloğlu Ç. (2002).Kronik Hastalıklarda Bakım (Care in Chronic Diseases). İzmir: Intertıp Tıbbi Yayıncılık.  Black JM., Hawks JH. (2005). Medical-Surgical Nursing: Clinical Management for Positive Outcomes. America: Elsevier Saunders.  Aksoy M. (2000). Beslenme Biyokimyası (Nutrition biochemistry). Ankara: Hatipoğlu Yayınevi.  Acunas G., Adalet K., Aliksanyan V. Ve ark. (2000). Semptomdan Teşhise (From symptome to Diagnose). Filiz Kitabevi; İstanbul.  GuytonA.C., Hall J.E. (2001). Tıbbi Fizyoloji (Medical Physiology). Çeviren: Hayrünnisa Çavuşoğlu, 10.  Baskı. İstanbul: Yüce Yayınları.  Ganong W. (1996). Tıbbi Fizyoloji (Medical Physiology). Çev: Türk Fizyolojik Bilimler Derneği. Ankara: Melisa Matbaacılık. | | | | | |
| **TEACHING METHODS** | | | | **Materials :** Powerpoint programs, computer, internet and metarial for seminar  **Technics:** Speech, interactive technic, seminar | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | -Introduction of Medical Nursing and Nursing Process, Medical Nursing  -Fluid-Electrolyte Balances and Imbalances  -Acid and Base Balances and Imbalances |
| 2 | -Acid and Base Balances and Imbalances  -Shock and Nursing Care  -Endocrine System, Diseases and Nursing |
| 3 | -Endocrine System, Diseases and Nursing |
| 4 | -Endocrine System, Diseases and Nursing  -Respiratory System, Diseases and Nursing |
| 5 | -Respiratory System, Diseases and Nursing  -Oncology Nursing |
| 6 | -Oncology Nursing  -Digestive System Diseases and Nursing |
| 7 | -Digestive System Diseases and Nursing  -Allergic Diseases and Nursing |
| 8 | -Allergic Diseases and Nursing  -Neurologic System, Diseases and Nursing |
| 9 | -Neurologic System, Diseases and Nursing  -Renal System, Diseases and Nursing |
| 10 | -Geriatric Patient and Care  -Skeletal System and Nursing |
| 11 | -Skeletal System and Nursing  -Cardiovascular System, Diseases and Nursing |
| 12 | -Cardiovascular System, Diseases and Nursing  -Haematological System, Diseases and Nursing |
| 13 | -Haematological System, Diseases and Nursing  -Metabolic Diseases and Nursing |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/Midwifery/Management of healthcare institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | **X** |  |
| 3 | Nursing education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | **X** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date**  **Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSE TITLE** | Pathology | **CODE** | 291113114 |

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| **COORDINATOR** | Asst. Dr. Funda CANAZ | **INSTRUCTORS** | Asst. Dr. Funda CANAZ |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| III | 2 | 0 | 0 | | 2 | 2 | COMPULSIVE | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOPLAM** | | | | 2 | 100 |
| **PREREQUISITES** | | | | NOT PRESENT | | | | | |
| **CONTENTS** | | | |  | | | | | |
| **GOALS** | | | | To educate nurse about pathogenesis of disease | | | | | |
| **LEARNİNG OUTCOMES** | | | | the ability to determine the cause of the disease  the ability to determine the ocurrence mechanism of the disease  the ability to determine the fonction disorder of the organs and tissue | | | | | |
| **SOURCES** | | | | 1.Kumar V, Cotran R, Robbins S. Robbins Temel Patoloji , Nobel Tıp Kitabevleri , 7. baskı, İstanbul 2003  2. Tel N, Öner Ü, Paşaoğlu Ö: T.C. Anadolu Üniversitesi Açıköğretim Yayınları 1991 | | | | | |
| **TEACHING METHODS** | | | | Computer and projector | | | | | |
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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction and history of pathology |
| 2 | -Initial handling of specimens  -Fixation  -General principles of gross examination  -Sampling of histologic examination  -Special techniques in pathology |
| 3 | General aspects of cell structure |
| 4 | Cell injury and errors of metabolism |
| 5 | Cell injury and errors of metabolism |
| 6 | -Characteristics of inflamatory cells  -Definition and signs of inflamation  -Main events in acute inflamatory process |
| 7 | -Features of chronic inflamation  - Granulomatous inflamation  -Lymphatic system |
| 8 | Healing process  -Resolution, regeneration, organization, reparation  -Healing by first intention |
| 9 | Disturbances of body water and circulation of blood  -Edema  -Hyperemia  -Bleeding |
| 10 | Hemostasis and thrombosis  -Formation and structure of a thrombus |
| 11 | Embolism  Tromboembolism |
| 12 | Infarktion  -Types of infarcts  Shock  -Etiology, types, pathogenesis |
| 13 | Neoplasia  -Defination, tumor classification |
| 14 | Neoplasia  Tumor behavior, etiology and pathogenesis |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | x |  |
| 2 | Get an ability to solve ethical problems with basic principles |  |  | x |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  | x |  |
| 4 | Function on multi-disciplinary teams |  |  | x |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems |  | x |  |
| 6 | Use effective written and oral communication/presentation skills |  |  | x |
| 7 | Get an understanding of professional and ethical responsibility |  | x |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | x |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT**

**INFORMATION FORM OF COURSE**

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| **TERM** | Autumn |

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| **COURSE TITLE** | Epidemiology | **CODE** | 291113115 |

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| **COORDINATOR** | Prof. Dr. Özlem ÖRSAL | **INSTRUCTORS** | Prof. Dr. Özlem ÖRSAL |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3 | 2 | 0 | 0 | | 2 | 2 | Elective | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 30 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | | 1 | 20 |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 50 |
| **TOPLAM** | | | | 3 | 100 |
| **PREREQUISITES** | | | | None | | | | | |
| **CONTENTS** | | | | Providing health and disease control and understanding of causes  Analyzing health and disease events in the society systematically | | | | | |
| **GOALS** | | | | To learn epidemiological methods and their usage in application areas  To get knowledge about: definition and goals of epidemiology, types of studies, calculation of rates, ratios and risks related to health-related situations and events.  To ensure that they act according to epidemiological rules in planning, implementing and evaluating health services. | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1. Make definition of epidemiology  2. Describe the usage areas of epidemiology  3. Classify epidemiological research types  4. Describe the purpose of epidemiological investigations  5. Understand the importance of epidemiological investigations  6.Know the advantages and disadvantages of epidemiological research types  7.Choosing the right epidemiologic method when planning a study | | | | | |
| **SOURCES** | | | | 1. Kublay G., Emiroğlu ON., Subaşı Baybuğa M., Örsal Ö., Tokur Kesgin M. Sağlık Bilimlerinde Epidemiyoloji. Amasya, Göktuğ Yayıncılık, 2017  2. Gordis L. Epidemiology Student Consult. 5 ed. Philadelphia, Canada: Elsevier, Saunders, 2014.  3. Beaglehole R, Bonita R, Kjellström T. Basic Epidemiology [Temel Epidemiyoloji]. Cenevre: WHO 1997:42.  Bonita R, Beaglehole R, Kjellstrom T. Basic Epidemiology. Geneva: WHO 2006:45-48.  4. Bonita R, Beaglehole R, Kjellstrom T. Basic Epidemiology. Geneva: WHO 2006:45-48.  5. Vaughan JP. Morrow RH. Çeviri Edi. Bertan M., Enünlü T. Bölge Sağlık Yönetiminde Epidemiyoloji El kitabı, Ankara, Dünya Sağlık Örgütü, Halk Sağlığı Vakfı, 1995  6. Özatalay N. Bulaşıcı Hastalıklar ve Epidemiyoloji, Ankara Hatipoğlu Yayınevi, 1995  7. Bilir N., Güler Ç., Epidemiyoloji, Ankara, Hatipoğlu Yayınevi, 1989  8. Tezcan S. Epidemiyoloji Tıbbi Araştırmaların Yöntem Bilimi, Ankara, Hacettepe Halk Sağlığı Vakfı, 1992  9. Gordis L., Epidemiyoloji, U.S., W.B. Sounders Company,1996  10. Sümbüloğlu V., Sezer E., Sümbüloğlu K. Epidemiyoloji ve Araştırma Teknikleri, Ankara, Somgür Yayıncılık, 1999 | | | | | |
| **TEACHING METHODS** | | | | Teoric | | | | | |
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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Definition, scope and areas of uses of epidemiology  Epidemiological process and research process |
| 2 | Data, features and epidemiological data sources |
| 3 | Concept of health and disease  Determinants of health and health measures |
| 4 | Descriptive research |
| 5 | Case-control studies |
| 6 | Case report |
| 7 | Ecological research |
| 8 | Analytical research |
| 9 | Cross-sectional studies |
| 10 | Cohort investigations |
| 11 | Clinical experimental epidemiology  Community-based experimental epidemiology |
| 12 | Methodological research |
| 13 | Surveillance and surveys |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **x** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | **x** |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **x** |  |  |
| 4 | Function on multi-disciplinary teams |  | **x** |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **x** |  |  |
| 6 | Use effective written and oral communication/presentation skills |  |  | **x** |
| 7 | Get an understanding of professional and ethical responsibility |  | **x** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **x** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | PHARMACOLOGY | **CODE** | 291113116 |

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| **COORDINATOR** |  | **INSTRUCTORS** | Assistant Professor Doctor Engin Yıldırım  Assistant Professor Doctor Mahmut Özdemir |

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| **SEMESTER** | **HOURS PER WEEK** | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | **Credit** | | **ECTS** | **TYPE** | **LANGUAGE** |
| 2nd Semester | 2 | 0 | 0 | 2 | | 2 | Compulsory | Turkish |
| **ASSESMENT SYSTEM** | | | | | | | | |
| **IN-TERM STUDIES** | **Type of Activity** | | | | **Quantity** | | | **Percentage** |
| First Mid Term | | | | 1 | | | 40 |
| Second Mid Term | | | |  | | |  |
| Practice | | | |  | | |  |
| Homework | | | |  | | |  |
| Presentation/Preparing Seminer | | | |  | | |  |
| Final Examination | | | | 1 | | | 60 |
| **TOTAL** | | | | 2 | | | 100 |
| **PREREQUISITES** | No the prerequisite of lesson | | | | | | | |
| **CONTENTS** | General information about drugs and pharmacotherapy  Pharmacokinetics and pharmacodynamics of drugs  drug interactions  Drug poisoning and treatment  Autonomic nervous system drugs  central nervous system drugs  Cardiovascular system drugs  chemotherapeutics  digestive system medications  Respiratory system medications  Drugs acting on the endocrine system | | | | | | | |
| **GOALS** | The aim of the course is to learn what drugs and drug therapy are, to know which drug can/cannot be used in diseases of various systems, to know the side effects that can be seen during the use of these drugs and the precautions/treatments to be taken against them. | | | | | | | |
| **LEARNİNG OUTCOMES** |  | | | | | | | |
| **SOURCES** | 1. KAYAALP, S O. (2012); Akılcıl Tedavi Yönünden Tıbbi Farmakoloji.  2. Basic and Clinical Pharmacology: Bertram G. Katzung,  3. Toksikoloji (Akut zehirlenmelerde Tanı ve tedavi)  4. GOODMAN AND GİLLMAN‘S (2011). The Pharmacological basis of Therapeutics. 12th edition | | | | | | | |
| **TEACHING METHODS** |  | | | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to pharmacology |
| 2 | Pharmacokinetics-I |
| 3 | Pharmacokinetics-II |
| 4 | Pharmacodynamics-I |
| 5 | Pharmacodynamics-II |
| 6 | drug interactions |
| 7 | Acute drug poisoning and its treatment |
| 8 | Autonomic nervous system drugs |
| 9 | central nervous system drugs |
| 10 | Cardiovascular system drugs |
| 11 | digestive system medications |
| 12 | Respiratory system medications |
| 13 | chemotherapeutics |
| 14 | Endocrine system drugs |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Gathering and Obtained Information on Health Sciences  Application Skill |  |  | X |
| 2 | Scientific Inquiry and Hypothesis Making Skills |  | **X** |  |
| 3 | Literature Review and Evaluation Skill |  | **X** |  |
| 4 | Designing and Conducting Experiments, Analyzing Data and  Evaluation Skill | **X** |  |  |
| 5 | Experimental Tools and Equipment Recognition and  Ability to Use Appropriately | **X** |  |  |
| 6 | Ability to Make Interdisciplinary Teamwork |  | **X** |  |
| 7 | Ability to Recognize, Formulate and Solve Medical Problems |  |  | X |
| 8 | Ability to Use Computer Effectively in Research and Data Analysis |  | **X** |  |
| 9 | Experimental studies carried out nationally and internationally  The Ability to Understand Its Contribution to Science |  | **X** |  |
| 10 | Effective Written and Oral Communication/Presentation Skill |  | **X** |  |
| 11 | Ability to Understand and Apply Professional and Ethical Responsibility |  |  | X |
| 12 | Ability to Understand and Apply the Importance of Lifelong Learning |  |  | X |
| 13 | Ability to Recognize Basic Concepts in Medical Education |  |  | X |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **Term** | Autumn |

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| **COURSE CODE** | 291113109 | **COURSE NAME** | ENGLISH III |
| **COORDINATOR** |  | **INSTRUCTORS** | Lec. Ebru EROĞLU |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 0 | 2 | COMPULSORY () ELECTIVE ( X ) | | | English-Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
|  | |  | | | | %100 | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | none | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic English Structures | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Teaching English tenses in elementary level, making sentences, comprehending and asking and answering the spoken English in this level, giving vocabulary knowledge | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Using the basic English Grammar structures  Using classroom English  Comprehending the English dialogues  Reading and comprehending the reading texts  Speaking with the people using the language | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Defining the basic English structures.  2. Analysing the English dialogues in elementary level.  3. Explaining a text in the language in this level.  4. Communicating by writing and speaking | | | | | | | |
| **TEXTBOOK** | | | | | Essential English- Beginner | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Murphy, R., 2004, English Grammar in Use, Cambridge University Press, 2. Dictionary of Contemprary English, Longman.  3. Start Up Comprehensive English Practice, 2007, Nüans Publishing, | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Course book, repetition with sample sentences, students’ participation in doing the exercises, listening in silence and repetition of the Listening texts, doing Word Bank activities and Activity Book exercises | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | --- |
| 2 | Revision, Present Simple, *to / for*, articles *a/an, the, zero article*, common adjectives and colours, question formation, classroom nouns, activitybook exercises |
| 3 | Present Continous Tense, common verbs, dates, ordinal numbers, activitbook exercises |
| 4 | *A lot of, some, an, not any, no*, asking and answering the cost, money and prices, activitbook exercises |
| 5 | Telling about clothes, asking and answering the cost, *how much +*singular and plural, *which one(s)?* |
| 6 | *There is / There are, many, lots of,a lot of*, prepsitions of place, *how often,* determiners, activitbook exercises |
| 7 | *Is thre / Are tehre?*, Countable and uncountable nouns, *have got*, revision of prepositions of place, places in a city (nouns), activitbook exercises |
| 8 | Past Simple (*to be), was were*, time expressions in Past Simple, *at / in* + place |
| 9 | Ara Sınav |
| 10 | Ara Sınav |
| 11 | *There was / There were*, time expressions, dates, activitbook exercises |
| 12 | Past Simple (regular verbs), requests, travelling |
| 13 | Past Simple (irregular verbs), activitbook exercises |
| 14 | Past Simple negatives, nouns (music types and musicians) |
| 15 | Past Simple *Wh-* questions and short answers, Revision |
| 16 | Yarıyıl sonu sınavı |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Contribute to the level of professional knowledge |  |  | Χ |
| 2 | Develop professional communication skills |  |  | Χ |
| 3 | Create to current information on the ability of the program to reach |  |  | Χ |
| 4 | Gain the ability to communicate and exchange information with counterparts in the field of professional practice. |  |  | Χ |
| 5 | Gain awareness of the application of the rules of professional deontology |  |  | Χ |
| 6 | Have a basic level of knowledge related to the field of health |  |  | Χ |
| 7 | Be able to use technological products related to the field |  |  | Χ |
| 8 | Gain required hand skills related to the field |  |  | Χ |
| 9 | Gain the habit of ability to practice sterilization, disinfection, and antisepsi |  |  | Χ |
| 10 | Gain the ability to solve problems that may arise during the professional practice in a healthy way |  |  | Χ |
| 11 | Gain the authority to make decisions quickly and accurately related to the field |  |  | Χ |
| 12 | Have information about the health care legislation |  |  | Χ |
| 13 | Gain awareness of professional responsibility |  |  | Χ |
| 14 | Gain the required knowledge and experience in occupational safety |  |  | Χ |
| 15 | Contribute to the intellectual level |  |  | Χ |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Okt. Nurcan Parlakyıldız

**Signature**: **Date:**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 291113120 | **COURSE NAME** | Atatürk’s Pr. & The History of Rev. I |
| **COORDINATOR** |  | **INSTRUCTORS** | Assistant Professor Doctor Mehmet KAYIRAN |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **General Literature** | | **Foreign Languages** | | | | **Comparative Literature** | | | | | **Social Science** |
|  | |  | | | |  | | | | | x |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | |  | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | The Description of the term “revolution”; major historical events in the Ottoman Empire to the end of World War I; a general overview of Mustafa Kemal’s life; certain associations and their activities; arrival of Mustafa Kemal to Samsun; the congresses, gathering of the last Ottoman Assembly and the proclamation of the “national oath”; opening of the Turkish Grand National Assembly; War of independence to the Victory of Sakarya; Victory of Sakarya; financial sources of the war of independence; grand counter-attack; Armistice of Mudanya; abolution of the Sultanate; Peace Conference of Lausanne. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To help the students to appreciate the hard conditions under which the war of independence, under the leadership of Mustafa Kemal, was fought and how an independent Turkish state was created. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To underline the idea that the national unity based on the principle “peace in the country peace in the world” can only be achieved through political, economic and military progress. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course; Students  1.Explains Principles of Atatürk and main concepts related to Revolution history.  1.1.Explians the concepts of Reform/Revolution.  1.2.Describes the concept of National Forces.  1.3.Explains the concepts of Republic/Democracy.  1.4.Recognizes the concept of Ideology.   2.Explains the main points of the period related to Turkish War of Independence and foundation of the Turkish State.  2.1.Explains the developments at Ottoman Empire before Turkish Revolution.  2.2.Describes the World War I and its results.  2.3.Explains Turkish War of Independence.  2.4.Recognizes Turkish Revolution.  2.5.Remembers the mian principles of Turkish foreign politics.  2.6.Explains Principles of Atatürk and their importance.   3.Explains the effects of the developments at Europe and World on Turkish Republic.  3.1.Explains the effects of European and World politics on Turkey and the results of them.  3.2.Describes the effects of Capitalism/Emperialism on Turkey.  3.3.Explains the relations / problems between Turkey and its neighbours.  3.4.Explains the importance of Turkey at Europe and World. | | | | | | |
| **TEXTBOOK** | | | | | Turan Şerafettin, Türk Devrim Tarihi, C.I-II, İstanbul, 1991–1995 | | | | | | |
| **OTHER REFERENCES** | | | | | \* Ateş,Toktamış.(2001)Türk Devrim Tarihi.İstanbul:Der Yayınları. \* Aybars,Ergün.(200)Türkiye Cumhuriyeti Tarihi.İzmir:Ercan Kitabevi. \* Eroğlu,Hamza.(1990)Türk İnkılasp Tarihi.Ankara:Savaş Yayınları. \* Kongar,Emre.(1999)Devrim Tarihi ve Toplumbilim Açısından Atatürk.İstanbul.Remzi Kitabevi. \* Selek,sebahattin.(1987)Anadolu İhtilali.İstanbul:Kastaç A.Ş.Yayınları. \* Şamsutdinov,A.M.(1999)Mondros'tan Lozan'aTürkiye Ulusal Kurtuluş Savaşı Tarihi (1918-1923)Çeviren:Ataol Behramoğlu.İstanbul:Doğan Kitapçılık. \* Timur,Taner.(1997)Türk Devrimi ve Sonrası.Ankara:İmge Kitabevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Balkan Wars. First World War and input to war Ottoman Empire. The fronts that Ottoman Empire fighted and the results of the war. |
| 2 | Revolution, evolution, rebellion, coup and reform. The characteristics of the Turkish Revolution. the reasons of collapse of the Ottoman Empire. |
| 3 | Mondros Armistice Agreeement and occupations on the Ottoman Empire. National İndependence War. The occupation of Izmir and effects of this occupation. The preparation period of National Independence War |
| 4 | The movement of Mustafa Kemal to Samsun and to be started the organization of Anadolu Revolution. Amasya Circular, Erzurum and Sivas Congresses, to be founded of the Deputation. |
| 5 | Opening of the TBMM. Rebellions against the TBMM. Sevr Treaty. To be founded "Kuva-yı Milliye" and national army. |
| 6 | Mudanya Armistice Agreement. Abolution of sultanate. Lausanne Treaty. Abolution of caliphate and lodges |
| 7 | MidTerm Exam |
| 8 | Constitutional developments in Turkey. Internal and external political developments in the period of Atatürk's and Inönü's. |
| 9 | The political currents that effected Turkish revolution. Democratic law state. |
| 10 | The political currents that effected Turkish revolution. Democratic law state. |
| 11 | Establishment of the Turkish law and educational system |
| 12 | Nationalism, Etatism and Populism. |
| 13 | Securalism, Revoluationism |
| 14 | General ecalutation. |
| 15,16 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Sufficient knowledge of comparative literature; an ability to apply theoretical and practical knowledge on this area. | **x** |  |  |
| 2 | Ability to communicate in written and oral forms in Turkish/English; proficiency at least one foreign language. |  | **x** |  |
| 3 | Understanding of professional and ethical issues and taking responsibility. | **x** |  |  |
| 4 | Using data shows and workshops for getting knowledge on the area. | **x** |  |  |
| 5 | Increasing proficiency of foreign language for providing sources about this area |  |  | **x** |
| 6 | Ability to work effectively in individual and inner-disciplinary or multi-disciplinary teams. |  | **x** |  |
| 7 | Searching literary texts which are belong to different nations; identifying different cultures through these texts and examining concept of multiculturalism. |  | **x** |  |
| 8 | Providing students with the ability to follow documents from Turkish and world literatures. |  | **x** |  |
| 9 | Providing students with the ability to analyze literary texts from Turkish and world literatures with a comparative approach. |  | **x** |  |
| 10 | Gaining knowledge about comparative literature and subsidiary disciplines. |  | **x** |  |
| 11 | Gaining critical point of view. | **x** |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Sami KARAKOCA

**Signature**:  **Date:**

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**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | Surgical Nursing | **CODE** | 291114237 |

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| **COORDINATOR** | **Prof. Dr. Nedime KÖŞGEROĞLU** | **INSTRUCTORS** | **Prof. Dr. Nedime KÖŞGEROĞLU**  **Prof. Dr. Güler Balcı ALPARSLAN**  **Asst. Prof Aysun Türe YILMAZ** |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 6 | 16 | 0 | | 12 | 20 | COMPULSORY | | TURKISH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Type of Activity** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOTAL** | | | | **1** | **100** |
| **PREREQUISITES** | | | | **1**.The course is compulsory. If the student get over 30% hours of teoric hours the student isn’t taken final exams.  **2.**The student list (aren’t taken exam) is hanged before final exam by the lecturer. | | | | | |
| **CONTENTS** | | | | This course is the understanding of preventive health services in line with the basic principles of surgical nursing, and nursing care systems, diseases that require surgical intervention brings about the knowledge and skills. | | | | | |
| **GOALS** | | | | The student is provided to get a recognation of surgical diseases and nursing care to individuals in the highest level of theoretical knowledge and practical skills to acquire and train nurses in providing care. | | | | | |
| **LEARNİNG OUTCOMES** | | | | The student is provided  1-To be able to use the theoretical knowledge and skills related to to surgical diseases and nursing care,  2-To determine surgical patient care needs and to plan appropriate maintenance requirements, implement and evaluate care,  3- Gain the ability to apply technical skills required at surgical nursing clinics. | | | | | |
| **SOURCES** | | | | 1. Aksoy,G.,Kanan,N.,Akyolcu,N.Cerrahi Hemşirleiği I.Nobel Tıp Kitabevleri, 2012. 2. Akyolcu,N.,Kanan,N. (Editör) Yara ve Stoma Bakımı.Nobel Tıp Kitabevleri.2015. 3. Akyolcu N, Aksoy G, Kanan N. Cerrahi Hemşireliği Uygulama Rehberi, İstanbul Tıp Kitabevi, İstanbul, 2011. 4. Aslan,F.E.(Editör). Cerrahi Bakım Vaka Analizleri ile Birlikte.Güneş Tıp Kitabevleri, 2016. 5. Çelik, S.,Yeşilbakan,U.Ö.(Çeviri editörleri) Dahili ve Cerrahi Hastalıklar Hemşireliği,Nobel akademik Yayıncılık.2015. 6. Ders Kitabı: Erdil F, Elbaş NÖ. Cerrahi Hastalıkları Hemşireliği, Genişletilmiş IV. Baskı, Aydoğdu Ofset, Ankara, 2008. 7. Elbaş,N.Ö. Cerrahi Hastalıkları Hemşireliği Akıl Notları,Güneş Tıp Kitabevleri.2015. 8. Egemen N.,Arslantaş A., (Editör) Nörolojik Bilimler Hemşireliği, 2006. 9. Karadakovan A, Eti Aslan. Dahili ve Cerrahi Hstalıklarda Bakım, 1. Ed, Nobel Tıp Kitabevi, Adana, 2010. 10. Köşgeroğlu N, “Meme Kanserinizi İlk Siz Tanıyabilirsiniz” Alter Yayınları, 2011. 11. Smeltzer S, Bare GB. Brunner&Suddarth's Textbook of Medical Surgical Nursing, Tenth edition, Lippincott Williams&Wilkins, 2004. 12. Türkiye Klinikleri Cerrahi Hastalıkları Hemşireliği Üreme Sistemi Cerrahi Hastalıkları Hemşireliği Özel Sayısı,1(1),2015. | | | | | |
| **TEACHING METHODS** | | | | Case discussion, the use of a slide | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Fundamental Principles of Surgical ,New Technological Advances in Surgery |
| 2 | Effect of Surgery on The Patient and Hemostasis,Surgical Stress,Shock and Nursing Care |
| 3 | Fluid-Electrolyte Balances and Imbalances ,Acid and Base Balances and Imbalances |
| 4 | Inflammation, Wound Healing, Burn Care and Nursing |
| 5 | Surgical Process,Preoperative Postoperative Intraoperative Care |
| 6 | Role of nurses in Surgical Infections,Surgery and Nursing Care of Individuals Living in Pain |
| 7 | Urogenital System Surgery ,Transplants and Nursing Care |
| 8 | Cardiovascular Surgery and Nursing Care |
| 9 | Respiratory System Diseases and Surgery |
| 10 | Breast Surgery and Nursing Care |
| 11 | Nervous System Diseases and Surgery |
| 12 | Muscle and Skeleton System Diseases and Surgery |
| 13 | Digestive System Diseases and Surgery |
| 14 | Diseases of Eye and Nursing Care,Otolaryngology Medicine and Nursing Care |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | **X** |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | **X** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| --- | --- |
| **TERM** | Spring |

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| **COURSE TITLE** | HEALTH SOCIOLOGY | **CODE** | 291114220 |

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| **COORDINATOR** | Assist. Prf. Dr. Temmuz GÖNÇ ŞAVRAN | **INSTRUCTORS** | Assist. Prf. Dr. Temmuz GÖNÇ ŞAVRAN |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| III | 2 | 0 | 0 | | 3 | 4 |  | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Type of Activity** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 30 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | | 1 | 20 |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 50 |
| **TOTAL** | | | |  |  |
| **PREREQUISITES** | | | | No | | | | | |
| **CONTENTS** | | | | The student after graduation Societys social structure, values and knowledge about the effects on their health allows for Nutrition and Dietetics department students, | | | | | |
| **GOALS** | | | | Societys social structure, values ??and knowledge about the effects on their health allows for Nutrition and Dietetics department students, | | | | | |
| **LEARNİNG OUTCOMES** | | | | Know the basic concepts related to health sociology.  Historical development, social determinants of health are known.  Know the acteristics of traditional and modern medicine.  Patient-nurse-dietitian and physician relations and knows their sociological roles.  Family and family types are known.  Social system knows the location of health and illness.  Role and status of patients, the effect of the individuals social life knows.  Culture, know the relation between health and illness. | | | | | |
| **SOURCES** | | | | 1) Doğan, İ., Sociology Lecture Notes, 1999.  2) Ozcan, A., Nurse Patient Communication, 2006.  3) Cirhinlioğlu, Victory (2001). Health Sociology. Ankara: Nobel Publications.  4) Ozcelik Adak, N. (2002). Health Sociology of Women and Urbanization, individuals Publishing.  5) Duyan V. (2004). Sexual Attitude Scale. Ankara: The School of Social Service Publication No. H: 14 | | | | | |
| **TEACHING METHODS** | | | | Face To Face | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Sociology Definition, properties. Relationships with other departments of sociology |
| 2 | Sociology as a science, sociology and subject area, the branches of Sociology |
| 3 | What is society? -What are the elements that make up the social structure of? b-such as role, status, groups, institutions |
| 4 | Patients in terms of health and disease. Patient and the illness from a sociological perspective, role and status of the patient. |
| 5 | Health in Turkey, Turkeys social structure, health policies |
| 6 | Diseases relationship with the social structure of the society, culture, health-disease relationship |
| 7 | Midterm  Exam |
| 8 | Midterm  Exam |
| 9 | The concept of family and family, patient family, family medicine, preventive medicine, public health concepts |
| 10 | Health education and its place in the social structure of the system |
| 11 | Organizational administrative structure of hospitals and health institutions. Health professionals such as dietitians, doctors, nurses. |
| 12 | Social etiology. Social ecology of the disease. Clinical sociology. Social Epidemiology. Medical demography |
| 13 | Social etiology. Social ecology of the disease. Clinical sociology. Social Epidemiology. Medical demography |
| 14 | Final Exam |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | 2 |  |
| 2 | Get an ability to solve ethical problems with basic principles | 3 |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | 3 |  |  |
| 4 | Function on multi-disciplinary teams | 3 |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | 3 |  |  |
| 6 | Use effective written and oral communication/presentation skills | 3 |  |  |
| 7 | Get an understanding of professional and ethical responsibility | 3 |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | 3 |  |  |
| 1:No contribution Yok. 2:Partially contribution. 3: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | SPRING |

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| **COURSE TITLE** | Introduction to Nutrition | **CODE** | 291114241 |

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| **COORDINATOR** | Lec. DİLRUBA BİNBOĞA | **INSTRUCTORS** | Lec. DİLRUBA BİNBOĞA |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 2 | 0 | 0 | | 2 | 2 | COMPULSORY | | TURKISH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | | 0 | 0 |
| Practice | | | | 0 | 0 |
| Homework | | | | 0 | 0 |
| Presentation/Preparing Seminer | | | | 0 | 0 |
| Final Examination | | | | 1 | 60 |
| **TOTAL** | | | | **2** | **100** |
| **PREREQUISITES** | | | | Absent | | | | | |
| **CONTENTS** | | | | Relation of nutrition and health | | | | | |
| **GOALS** | | | | Assessment of nutrition, food items, food groups and nutrition aimed to be learned in various situations. | | | | | |
| **LEARNİNG OUTCOMES** | | | | Student organizes information, attitudes and behaviors related to nutrition.  The student will have information about food items and food groups.  The student learns how to feed in special situations (pregnancy, lactation, infancy, old age, etc.). | | | | | |
| **SOURCES** | | | | Baysal, A. (2013). Genel Beslenme. Hatipoğlu Yayın Evi. Ankara | | | | | |
| **TEACHING METHODS** | | | | Lecture, discussion, brainstorming | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to Nutrition |
| 2 | Grouping Nutrients, Functions of Food Elements |
| 3 | Food Additives, Food Safety |
| 4 | Energy Value of Foods, Energy Requirement |
| 5 | Food Groups |
| 6 | Nutrition in Special Situations (Pregnant Women, Breast-Feeding Women, Baby Feeding, Breastfeeding) |
| 7 | Nutrition in Special Situations (Nutrition of Preschool Children, Nutrition of School- Age Child, Nutrition of Adolescents) |
| 8 | Nutrition in Special Situations (Nutrition in the Elderly, Nutrition for Athletes) |
| 9 | Nutrition in Special Situations (Nutrition of Obese and Weak People, Nutrition of Workers) |
| 10 | Nutrition in Most Frequent Diseases (Cardiovascular Diseases, Diabetes) |
| 11 | Nutrition in Most Frequent Diseases (Kidney Diseases, Gastritis and Ulcer) |
| 12 | Nutrition in Most Frequent Diseases (Gout, Liver Disease, Allergy and Food Intolerance) |
| 13 | Nutrition in Most Frequent Diseases (Cancer, Infectious Diseases, Diarrhea and Constipation) |
| 14 | Food and Nutrition in Disasters and Emergencies |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/ midwifery/ health institutions management institutions education |  | **x** |  |
| 2 | Get an ability to solve ethical problems with basic principles |  |  | **x** |
| 3 | Nursing/ midwifery/ health institutions management institutions education Gather as well as apply knowledge of health sciences | **x** |  |  |
| 4 | Function on multi-disciplinary teams |  | **x** |  |
| 5 | Identify, formulate, and solve medical and Nursing/ midwifery/ health institutions management institutions education problems |  |  | **x** |
| 6 | Use effective written and oral communication/presentation skills |  |  | **x** |
| 7 | Get an understanding of professional and ethical responsibility |  | **x** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **x** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

01.11.2017 Araş. Gör. Dr. Pınar DURU

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | English IV | **CODE** | 291114202 |

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| **COORDINATOR** |  | **INSTRUCTORS** | Lec. Sevgi GÖKÇE BATURLAR |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | 0 | 0 | | 0 | 2 | COMPULSORY (x) ELECTIVE( ) | | ENGLISH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40% |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60% |
| **TOTAL** | | | | **2** | **100%** |
| **PREREQUISITES** | | | | - | | | | | |
| **CONTENTS** | | | | Activities including four fundamental language skills: speaking, writing, listening and reading | | | | | |
| **GOALS** | | | | To equip students with basic communication skills | | | | | |
| **LEARNING OUTCOMES** | | | | Individuals who can communicate in oral and written forms at a basic level of English | | | | | |
| **SOURCES** | | | | Internet sources and miscellaneous books | | | | | |
| **TEACHING METHODS** | | | | Presentation, question and answer, role plays, games | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction of the course contents, revision |
| 2 | Imperatives to be used in vocational lives of nursing students |
| 3 | Routines of jobs |
| 4 | Permissions and requests |
| 5 | Present perfect for illnesses |
| 6 | Describing people |
| 7 | Describing places |
| 8 | “would like to” |
| 9 | Making suggestions |
| 10 | Comparatives, superlatives |
| 11 | If conditional |
| 12 | Making predictions |
| 13 | Passive voice |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/Midwifery/Management of healthcare institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing/Midwifery/Management of healthcare institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing/Midwifery/Management of healthcare institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills |  | **X** |  |
| 7 | Get an understanding of professional and ethical responsibility | **X** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| **1**:No contribution **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date**  **Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 291114238 | **COURSE NAME** | Atatürk’s Pr. & The History of Rev. II |
| **COORDINATOR** |  | **INSTRUCTORS** | Assistant Professor Doctor Mehmet KAYIRAN |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **General Literature** | | **Foreign Languages** | | | | **Comparative Literature** | | | | | **Social Science** |
|  | |  | | | |  | | | | | x |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | |  | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  | 60 |
| **PREREQUIEITE(S)** | | | | | Yok | | | | | | |
| **COURSE DESCRIPTION** | | | | | Proclamation of the Republic, Abolution of the Caliphate, the Constitution of 1924, Attempts of multi-party administration, Sheikh Said Uprising, Other Reactions against the Republic, Alphabet Reform, University Reform, History and Language Reform, Reform in economic, financial, social life, Reforms in judicial life, Turkish foreign and internal policy during Ataturk’s time, Republicanism, Nationalism, Populism, Statism, Laicism, Reformation, Reflections of Ataturk’s death in Turkey and abroad, Internal and external developments after the death of Ataturk | | | | | | |
| **COURSE OBJECTIVES** | | | | | To allow the students to be sensitive to the revolutionary principles of Ataturk and to induce them to protect the contemporary, secular and democratic values. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To encourage the students to adopt the democratic values as the only way of a modern life and to incite them to defend these values | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course; Students  1.Explains Principles of Atatürk and main concepts related to Revolution history.  1.1.Explians the concepts of Reform/Revolution.  1.2.Describes the concept of National Forces.  1.3.Explains the concepts of Republic/Democracy.  1.4.Recognizes the concept of Ideology.  2.Explains the main points of the period related to Turkish War of Independence and foundation of the Turkish State.  2.1.Explains the developments at Ottoman Empire before Turkish Revolution.  2.2.Describes the World War I and its results.  2.3.Explains Turkish War of Independence.  2.4.Recognizes Turkish Revolution.  2.5.Remembers the mian principles of Turkish foreign politics.  2.6.Explains Principles of Atatürk and their importance.  3.Explains the effects of the developments at Europe and World on Turkish Republic.  3.1.Explains the effects of European and World politics on Turkey and the results of them.  3.2.Describes the effects of Capitalism/Emperialism on Turkey.  3.3.Explains the relations / problems between Turkey and its neighbours.  3.4.Explains the importance of Turkey at Europe and World. | | | | | | |
| **TEXTBOOK** | | | | | Turan Şerafettin, Türk Devrim Tarihi, C.I-II, İstanbul, 1991–1995. | | | | | | |
| **OTHER REFERENCES** | | | | | \* Ateş,Toktamış.(2001)Türk Devrim Tarihi.İstanbul:Der Yayınları. \* Aybars,Ergün.(200)Türkiye Cumhuriyeti Tarihi.İzmir:Ercan Kitabevi. \* Eroğlu,Hamza.(1990)Türk İnkılasp Tarihi.Ankara:Savaş Yayınları. \* Kongar,Emre.(1999)Devrim Tarihi ve Toplumbilim Açısından Atatürk.İstanbul.Remzi Kitabevi. \* Selek,sebahattin.(1987)Anadolu İhtilali.İstanbul:Kastaç A.Ş.Yayınları. \* Şamsutdinov,A.M.(1999)Mondros'tan Lozan'aTürkiye Ulusal Kurtuluş Savaşı Tarihi (1918-1923)Çeviren:Ataol Behramoğlu.İstanbul:Doğan Kitapçılık. \* Timur,Taner.(1997)Türk Devrimi ve Sonrası.Ankara:İmge Kitabevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Balkan Wars. First World War and input to war Ottoman Empire. The fronts that Ottoman Empire fighted and the results of the war. |
| 2 | Revolution, evolution, rebellion, coup and reform. The characteristics of the Turkish Revolution. the reasons of collapse of the Ottoman Empire |
| 3 | Mondros Armistice Agreeement and occupations on the Ottoman Empire. National İndependence War. The occupation of Izmir and effects of this occupation. The preparation period of National Independence War |
| 4 | The movement of Mustafa Kemal to Samsun and to be started the organization of Anadolu Revolution. Amasya Circular, Erzurum and Sivas Congresses, to be founded of the Deputation. |
| 5 | Opening of the TBMM. Rebellions against the TBMM. Sevr Treaty. To be founded "Kuva-yı Milliye" and national army. |
| 6 | Mudanya Armistice Agreement. Abolution of sultanate. Lausanne Treaty. Abolution of caliphate and lodges. |
| 7 | MidTerm Exam |
| 8 | Constitutional developments in Turkey. Internal and external political developments in the period of Atatürk's and Inönü's. |
| 9 | The political currents that effected Turkish revolution. Democratic law state. |
| 10 | The political currents that effected Turkish revolution. Democratic law state. |
| 11 | Establishment of the Turkish law and educational system. |
| 12 | Nationalism, Etatism and Populism. |
| 13 | Securalism, Revoluationism |
| 14 | General ecalutation. |
| 15,16 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Sufficient knowledge of comparative literature; an ability to apply theoretical and practical knowledge on this area. | **x** |  |  |
| 2 | Ability to communicate in written and oral forms in Turkish/English; proficiency at least one foreign language. |  | **x** |  |
| 3 | Understanding of professional and ethical issues and taking responsibility. | **x** |  |  |
| 4 | Using data shows and workshops for getting knowledge on the area. | **x** |  |  |
| 5 | Increasing proficiency of foreign language for providing sources about this area |  |  | **x** |
| 6 | Ability to work effectively in individual and inner-disciplinary or multi-disciplinary teams. |  | **x** |  |
| 7 | Searching literary texts which are belong to different nations; identifying different cultures through these texts and examining concept of multiculturalism. |  | **x** |  |
| 8 | Providing students with the ability to follow documents from Turkish and world literatures. |  | **x** |  |
| 9 | Providing students with the ability to analyze literary texts from Turkish and world literatures with a comparative approach. |  | **x** |  |
| 10 | Gaining knowledge about comparative literature and subsidiary disciplines. |  | **x** |  |
| 11 | Gaining critical point of view. | **x** |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Sami KARAKOCA

**Signature**:  **Date:**

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**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | FALL |

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| **COURSE TITLE** | **Obstetric and Women’s Disease Nursing** | **CODE** | 291115161 |

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| **COORDINATOR** | Asst. Prof. Yeliz KAYA | **INSTRUCTORS** | Assoc. Prof. Nebahat Özerdoğan  Assoc. Prof.  F.Deniz Sayıner  Lec. Sevgi Giray |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 6 | 0 | 16 | | 12 | 20 | Copulsory | | TURKISH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First MidTerm | | | | 1 | 40 |
| Second MidTerm | | | | 0 | 0 |
| Practice | | | | 0 | 0 |
| Homework | | | | 0 | 0 |
| Presentation/Preparing Seminer | | | | 0 | 0 |
| Final Examination | | | | 1 | 60 |
| **TOPLAM** | | | | **2** | **100** |
| **PREREQUISITES** | | | | Theattendance of thecourse is compulsoryexceptthestudentswhotakethecourseforthesecond time | | | | | |
| **CONTENTS** | | | | * Overview of WomenandReproductiveHealth * ReproductiveSystemStructureandFunction * Formation of pregnancyandintrauterinedevelopment * Family Planning * Geneticcounselingandpreconceptionalcare * The Prenatal Period * Mother of physiology in pregnancy * GestationProblemsandNursingCare * Normal labor * RiskySituations in Labor * Normal Newborn * ThePostnatalPeriod * RiskySituations inPostnatalPeriod * TheDiagnosisandTreatmentMethods in Gynecology * Reproductive Organ Dysfunction * Infections of theReproductiveOrgans * TheBenignandMalignantTumorsInReproductiveSystem * ClimactericPeriod * InfertilityandNursingCare * Women's Life Cycle of SexualityandSexualHealth * GenderandWomen'sHealth * ViolenceandthewomanDevelopments in LegislationAgainstWomen | | | | | |
| **GOALS** | | | | Make Students To Get Required SkillsAnd Knowledge for SustainingandEnhancingtheHealth Of Family, Woman, FetusandNewborn.  ProvideStudentstoHandleWoman’sHealthIssuesWith a HolisticVisionandLetStudentstoNegotiate New Approaches in NursingToSolveProblems | | | | | |
| **LEARNİNG OUTCOMES** | | | | To be abletoexplaintheproblems of ReproductiveHealth in Turkeyandalsothemethod, techniquesandservicesthatarecontributedtothesolution of relatedproblems.  To be abletoperceiveanatomyandphysiology of Man andWomanReproductiveOrgans  To be abletonoticeriskysituationsduringpregnancyandgivecaring, training, andconsulting as precautionstorelatedsituations  To be able to explainthephysiology oflaborprocessandmonitorthepregnantandfetusandalsogivecareduringlabour  To be abletonoticeriskysituationsduringlaborandgivecaring, training, andconsultingtoretainandimprovethehealth of motherandbabythatareunder risk.  To be abletorecognizephysiologicalchangesduringpostnatalperiod, and plan andapplyhealtheducationfornewborn’sandmother’scareduringthatpostnatalperiod  To be abletodeterminehealthproblems of thewomenaccordingto her life periodsandtogainknowledgeandskillsforimprovinghealthcare plan tosolverelatedproblems  To be abletoclassifyFamily Planning methodsandto be ablemakeconsultingaboutfamilyplanningmethodssuitableforeachindividual  To be ablediagnosethepatientswithgynecologicalproblems, determinecareneedsandgiveappropriatecareforthatpatients  To be abletogainclinicalcharachteristics, treatment, protectionandnursingcareknowledge of Reproductivesysteminfectiondiseases  To be abletogiveeducationtowoman, her family, andsocietyintendedforprotectionfromReproductivesystemCancers, andapplynursingcareproceduresforpatientswithreproductivesystemcancers. | | | | | |
| **SOURCES** | | | | 1.Arısan K.: Propedötik Kadın-Doğum, Nobel Tıp Kitapevleri, II. Baskı, İstanbul, 1997.  2.Cunningham F.G.,Gant N.F., LevenoK.J.Gilstrap L.C., Haut J.C., Wenstrom K.D.: Williams Obstetrics. McGraw-HillCompanies., Newyork, 2001.  3.Demir N.: Normal doğum. Ed: M.S Belzaç., Demir N., Koç A., Yüksel A.,ObstetrikMaternal-Fetal Tıp ve Perinatoloji. Kozan Ofset, 2001.  4.Coşkun A.: Kadın Sağlığı ve Hastalıkları Hemşireliği El Kitabı. Koç Üniversitesi Yayınları, İstanbul, 2012.  5. Kızılkaya Beji N. (Ed.): Kadın Sağlığı ve Hastalıkları. Nobel Tıp Kitabevleri, İstanbul, 2015.  6. Taşkın L.: Doğum ve Kadın Sağlığı Hemşireliği. Genişletilmiş III. Baskı, Akademisyen Tıp Kitabevi, Ankara, 2016. | | | | | |
| **TEACHING METHODS** | | | | Givingspeech, question-answermethod,role-playmethod ,brainstorming,barcovision,internet,practice in skilllaboratory | | | | | |
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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Overview of WomenandReproductiveHealth  ReproductiveSystemStructureandFunction |
| 2 | Formation of pregnancyandintrauterinedevelopment  Family Planning |
| 3 | Geneticcounselingandpreconceptionalcare  The Prenatal Period |
| 4 | Mother of physiology in pregnancy  GestationProblemsandNursingCare |
| 5 | GestationProblemsandNursingCare |
| 6 | Normal labor  RiskySituations in Labor |
| 7 | Normal Newborn  ThePostnatalPeriod  RiskySituations in PostnatalPeriod |
| 8 | TheDiagnosisandTreatmentMethods in Gynecology |
| 9 | Reproductive Organ Dysfunction  Infections of theReproductiveOrgans |
| 10 | TheBenignandMalignantTumorsInReproductiveSystem |
| 11 | ClimactericPeriod  InfertilityandNursingCare |
| 12 | Women's Life Cycle of SexualityandSexualHealth  GenderandWomen'sHealth |
| 13 | ViolenceandthewomanDevelopments in LegislationAgainstWomen |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basisprinciples in Nursinginstitutionseducation | **x** |  |  |
| 2 | Get an abilitytosolveethicalproblemswithbasicprinciples | **x** |  |  |
| 3 | NursinginstitutionseducationGather as well as applyknowledge of healthsciences | **x** |  |  |
| 4 | Function on multi-disciplinaryteams | **x** |  |  |
| 5 | Identify, formulate, andsolvemedicalandNursinginstitutionseducationproblems | **x** |  |  |
| 6 | Useeffectivewrittenand oral communication/presentationskills | **x** |  |  |
| 7 | Get an understanding of professionalandethicalresponsibility | **x** |  |  |
| 8 | Get a recognition of theneedfor, and an abilitytoengage in lifelonglearning | **x** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yescontribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Autumn |

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| **COURSE TITLE** | Research in Nursing | **CODE** | 291115163 |

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| **COORDINATOR** | Prof Dr. Kazım OZDAMAR | **INSTRUCTORS** | Prof Dr. Kazım OZDAMAR |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | 2 | 0 | | 3 | 4 | Compulsory | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | **1** | **20** |
| Second Mid Term | | | |  |  |
| Practice | | | | **1** | **30** |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | | **1** | **10** |
| Final Examination | | | | **1** | **40** |
| **TOPLAM** | | | | **4** | **100** |
| **PREREQUISITES** | | | | Absent | | | | | |
| **CONTENTS** | | | | Science and scientific method, dicipline of nursing and research, ethical methods of nursing research, principles and methods of nursing research and organization of research process, basic elements of conceptual framework, basic sampling concepts, sampling methods, research designs, desinging and implementing data collection, The analyze of research data, discussion and findings of research, writing a research report, preparing poster and oral presantation | | | | | |
| **GOALS** | | | | We aims to develop Students’ qualifications, research, planning, implementation, evaluation and writing with this course | | | | | |
| **LEARNİNG OUTCOMES** | | | | Students who successfully complete the course, can  - identify the steps of the research process  - design a research  - review the literature  - analysis and evaluation of the collected data convert the research results into a report. | | | | | |
| **SOURCES** | | | | 1. Erefe İ. (2002) Hemşirelikte Araştırma ilke süreç ve yöntemleri, Hemşirelikte Araştırma ve Geliştirme Derneği – HEMAR-GE. İstanbul 2. Aksayan, S. ve diğerleri (1998), **“Halk Sağlığı hemşireliği El kitabı”,** Vehbi Koç Vakfı Yayınları, No:14 3. Erdoğan S., Nahçıvan N., Esin MN., Demirezen E., Coşansu G., Bulduk S. Seçginli S., Öztürk N. (2005) **“Halk Sağlığı Hemşireliği Dersi Uygulama rehberi”**, İstanbul Üniversitesi Yayınları, Sayı No: 4588, 4. Öztek, Z., Kubilay, G.,(1993), **“Toplum Sağlığı ve Hemşireliği”** Somgür Yayıncılık, Ankara. 5. Erci B.,Aydın Avcı İ., Hacıalioğlu N., Kılıç D., Tanrıverdi G. (2009) **“Halk Sağlığı Hemşireliği”**, Göktuğ yayıncılık 6. Bertan, M., Güler, Ç.,(1997), **“Halk Sağlığı Temel Bilgiler”** Ankara. 7. Dirican, R., Bilgel, N.,(1993), **“Halk Sağlığı”**, 2.Basım, Uludağ Üniversitesi Basımevi. 8. Emiroğlu, O.N., Yıldız, A.N., (2001), **“İşyeri Hemşireliği”** Hasak & Sağlık Ve Sosyal Yardım Vakfı, Teknik Rapor No:6 9. Eren, N., Öztek, Z.,(1992), **“Sağlık Ocağı Yönetimi”** 5. Bs., Palme Yayınevi, Ankara. 10. Clemen-Stone, S., Mcguire, S.L., Eigsti, D.G.,(1998), **“Comprehensive Community Health** **Nursing: Family, Aggregate & Community Practice”** 5 th Ed. Mosby. 11. Hitchcock, J.E., Schubert, P.E., Thomas, S.A., (1999), **“Community Health Nursing: Caring İn Action”** Delmar Publ., Albany 12. Lundy, K.S., Janes, S.,(2001) **“Community Health Nursing: Caring For The Public’s Health”**, Jones and Bartlet Pub.. 13. Özvarış, Ş.B.,(2001) **“Sağlık Eğitimi ve Sağlığı Geliştirme”** Hacettepe Halk Sağlığı Vakfı, Ankara. 14. Spradley, BW, Allender CA, (2001), **“Community Health Nursing Conceps and Practice”,** fifth edit. US Lippincott Publisher 15. Stanhope, M., Lancester, J., (1996), **“Community Health Nursing: Promoting Health Of Aggregates**, **Families, İndividuals”** 4 th Ed. Mosby, St. Louis. 16. Stanhope, M., Lancester, J.,(2000) “Community & Public Health Nursing” 5th Ed. Mosby, St. Louis. | | | | | |
| **TEACHING METHODS** | | | | Theory and Practice | | | | | |
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| **COURSE CONTENT** | | | |
| **WEEK** | **TOPICS (Theoric)** | **Practice** |
| 1 | İntroduction and description of nursing research Science and Scientific method: Scientific method concepts, introduction to scientific research, purposes and charecteristics. Nursing discipline and research: development of nursing research and development of nursing research | Meeting. Reading, internet search and library study Recognition of the concepts, question and answer, discussion. |
| 2 | Ethics in nursing research: nursing, research, ethics. Nursing and ethics. Ethical features of research. Ethic principles. Ethical responsibilities of nurse researcher | Reading, internet search and library study Recognition of the concepts, question and answer, discussion. Determine sample articles for review articles. An ethical evaluation of the research. |
| 3 | Conceptualizing a research study: principles and methods of nursing research and organization of research process, overwiev of reseach problems, Planning of research. Implementation of research. Evaluation of research. Reports and writing articles | Reading, internet search and library study. Reading references. Design of the research group, to determine working group representatives. Question and answer, discussion. |
| 4 | Basic elements of conceptual framework: Definition of problem, name of research, aim of research, research problem, Hypothesis, universe of the study, assumption | Research groups prepare a research proposal. Question and answer, discussion |
| 5 | Specific limitations in the research, defined terms.Variables (dependent and independent). Search of literature and sources | Reading, internet search and library study. Recognition of the concepts, question and answer, discussion. Determine sample articles for review articles |
| 6 | Universe of the study and sampling: Types of sampling | Calculate sampling |
| 7 | Research design: approach to decision-making of research design and concepts | Determine sample articles for review articles. Critically examine of sources |
| 8 | Research design and examples | Determine sample articles for review articles. Critically examine of sources. Data collection tool development and implementation for |
| 9 | Data collection principles and methods: Types of data, Source of data. Characteristics of data. Methods of data collection. Observation, interwiev, and measurement method | Data collection tool development and implementation for research proposal. Critically examine of sources. Data analysis. |
| 10 | Evaluation of data: classification, editing, and coding | Determine sample articles for review articles. Critically examine of sources |
| 11 | Results and Discussion: The findings described the species. Tables and figures. Interpretation of the findings | Determine sample articles for review articles. Critically examine of sources. Writing reports |
| 12 | Writing a research report: Evaluate the nursing reserach reports, mistakes of scientific study | Reading, internet search and library study. Groups poster and oral presantation of the reseach reports |
| 13 | Preparing poster and oral presantation of the reseach report: Student practice, posters and oral presentation | Reading, internet search and library study. Groups poster and oral presantation of the reseach reports |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | **x** |  |
| 2 | Get an ability to solve ethical problems with basic principles | **x** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  | **x** |  |
| 4 | Function on multi-disciplinary teams | **x** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **x** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **x** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **x** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **x** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSE TITLE** | Biostatistics | **CODE** | 291115164 |

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| **COORDINATOR** | Prof. Dr. Kevser Setenay ÖNER | **INSTRUCTORS** | Prof. Dr. Kevser Setenay ÖNER  Assoc. Prof. Fezan Mutlu |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | 0 | 0 | | 2 | 2 | ELECTİVE | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 25 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | | 1 | 25 |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 50 |
| **TOPLAM** | | | | 3 | 100 |
| **PREREQUISITES** | | | | NOT PRESENT | | | | | |
| **CONTENTS** | | | | Definition of Statistics and Biostatistics, The Terms Used in Biostatistics, Variables and Data Types, Introduction to PASW Package, Descriptive Statistics, Graphics Display, Hypothesis Testing, Normal Distribution, Normality Tests, Student's t Test, Mann-Whitney U Test, Wilcoxon T-test, Analysis of Variance, Chi-Square Analyses, Regression and Correlation Analysis, Statistical Methods for Health Science. | | | | | |
| **GOALS** | | | | To train students who can release the relationship between diseases and some of the factors, understand and interpret the literature in the health field, be capable of evaluation of ​​the scientific articles with basic knowledge of biostatistics. | | | | | |
| **LEARNİNG OUTCOMES** | | | | * Establish the appropriate hypotheses for a health research, * Define and classify resulting data types and variables, * Describe relationships between variables, identify the dependent and independent variables, identify the risk factors, * Determine the appropriate biostatistical analyses according to the experiment planning and research method, * Perform analyses by means of a package program PASW and interpret the results correctly, * Present the results of the analyses by making the appropriate tables and graphs, * Make the correct inferences and test hypotheses, * Understand the results of a study, interpret the basic biostatistical   analyses correctly in scientific articles. | | | | | |
| **SOURCES** | | | | 1.Özdamar K.: PASW İle Biyoistatistik, Kaan Kitabevi, 5. baskı, Eskişehir, 2003.  2. Armitage P.:Statistical Methods in Medical Research, Blackwell Science Oxford, 2002.  3. Dawson B, Trapp Robert G.: Basic & Clinical Biostatistics, Lange Medical Books/ McGrow-Hill NewYork, 2004. | | | | | |
| **TEACHING METHODS** | | | | **Computer** **lab**., **Barcovision**, **PASW** **software package**. | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of Statistics and Biostatistics, Explanation of Terms Used in Biostatistics, Explanation of Variables and Data Types |
| 2 | Introduction to PASW, Introduction to the Menus, Input Variables and Data Set |
| 3 | Measures of Central Tendency |
| 4 | Measures of Dispersion |
| 5 | Creating Graphs in PASW |
| 6 | Hypothesis, Research Hypothesis, Statistical Hypothesis, Null Hypothesis, Alternative Hypothesis, I. and II. Type Errors, Significance Levels |
| 7 | Properties of Normal Distribution, Normality Tests, Normality Tests in PASW |
| 8 | Independent Samples Student's t-Test, Paired Student's t Test, Examples in PASW |
| 9 | Mann-Whitney U-Test, Wilcoxon Samples T Test, Examples in PASW |
| 10 | One-Way ANOVA, Kruskal-Wallis H Test, Examples in PASW |
| 11 | Chi-Square Analysis of Independence in RxC and 2x2 Cross Tables, Examples in PASW |
| 12 | Regression and Correlation Analysis, Simple Linear Regression Analysis, Pearson and Spearrman Correlation Analyses, Examples in PASW |
| 13 | Statistics for Health Science, Description of the Concepts of Health-Related Rates, Population Statistics, Population Pyramid, Births and Deaths Related Statistics, Statistics Related to Diseases |
| 14 | Medical Diagnostic Tests Reliability, Sensitivity, Specificity, Positive Predictive Value, Negative Predictive Value, False Negative, False Positive, Accuracy Rate |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | **x** |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  | **x** |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **X** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**



**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSE TITLE** | Vocational English I | **CODE** | 291116167 |

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| **COORDINATOR** | Prof.Dr. İnci TÜRK TOĞRUL | **INSTRUCTORS** | Prof.Dr. İnci TÜRK TOĞRUL |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | 0 | 0 | | 0 | 2 | COMPULSORY (x) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminar | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOTAL** | | | | **2** | **100** |
| **PREREQUISITES** | | | |  | | | | | |
| **CONTENTS** | | | | Basic subjects in English (Articles, singular-plural, Countables – Uncountables), Verb To be , English Tenses, Passive voice, Modals, Gerund-Infinitive, Causative, various using of Have, transitive versus inransitive, pronouns, reflexive pronouns, spatial concepts, Medical Idioms, hospital dialogs | | | | | |
| **GOALS** | | | | To give knowledge about general translation technics and to give translating and understanding ability of vocational documents to undergraduate students of Nursing Department | | | | | |
| **LEARNING OUTCOMES** | | | | 1. To repeat English knowledge 2. To teach basic translation technics 3. To give ability of translate from basic sentences to complex 4. To give information about medical dialogue in a hospital 5. To give information about medical idioms   to undergraduate students of Nursing Department. | | | | | |
| **SOURCES** | | | | Mehmet Turçin, Medical English, Nobel Medical Books 7. edition,1998.(in Turkish);  Nurten Özdağ, Sağlık yüksekokulu ve sağlık personeli için Mesleki İngilizce, Kök yayıncılık, 1. Baskı, 2006. (in Turkish);  Various Internet Sources, documents and dialogs | | | | | |
| **TEACHING METHODS** | | | | To teach lesson and translation with student participation | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Basic subjects in English (Articles, singular-plural, Countables – Uncountables), Verb To be |
| 2 | Usage and Tenses in English |
| 3 | Translation of medical sentences about tenses |
| 4 | Passive Voice, Translation of medical sentences about passive voice |
| 5 | Modals; present, perfect, present cont. and perfect continuous structure of modals |
| 6 | Translation of medical sentences about modals |
| 7 | Mid Term |
| 8 | Gerund- Infinitive |
| 9 | Causatives, various usage of Have |
| 10 | Transitive versus intransitive |
| 11 | Pronouns, reflective pronouns |
| 12 | spatial concepts |
| 13 | medical idioms |
| 14 | Hospital dialogue |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/Midwifery/Management of healthcare institutions education | x |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | x |  |
| 3 | Nursing/Midwifery/Management of healthcare institutions education Gather as well as apply knowledge of health sciences |  | x |  |
| 4 | Function on multi-disciplinary teams | x |  |  |
| 5 | Identify, formulate, and solve medical and Nursing/Midwifery/Management of healthcare institutions education problems |  | x |  |
| 6 | Use effective written and oral communication/presentation skills | x |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | x |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | x |  |  |
| **1**:No contribution. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date :**  **Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | FALL |

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| **CCOURSE TITLE** | Development and Growth | **CODE** | 281117003 |

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| **COORDINATOR** | Yrd. Doç. Dr. Ayfer AÇIKGÖZ | **INSTRUCTORS** | Yrd. Doç. Dr. Ayfer AÇIKGÖZ |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 7 | 2 | 0 | 0 | | 2 | 4 | ELECTİVE (X) | | TURKISH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 30 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | | 1 | 20 |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 50 |
| **TOPLAM** | | | | **3** | **100** |
| **PREREQUISITES** | | | | No | | | | | |
| **CONTENTS** | | | | The Introduction of the Growth and Development, Childhood Periods, The rules related to the Growth and the Development, The factors affecting the growth and development, The methods used for observing and evaluating of the growth and development, The measurements used for evaluating of the growth (weight, height, head perimeter, chest perimeter, the scale of body parts), the measurements used for the evaluating of the development (teeth , bone, neuromotor, five-sense, urine and excretion control, physical and mental development), the principle of the growth and development (Freud and phsycho-sexual growth principle, Piaget-mental growth principle, Ericson-psychosocial growth principle). | | | | | |
| **GOALS** | | | | The lesson’s main purpose is to help students obtain the ability of observing and evaluating the growth and development phases. | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1. will know the characteristics of the child’s different age groups 2. will evaluate the growth and development according to the age periods. 3. will observe the growth and development according to the age periods 4. will get the ability of consulting and educating the parents and the child 5. will see the child and parents as a whole | | | | | |
| **SOURCES** | | | | 1.) Conk, Z., Başbakkal, Z., Yılmaz, B.H., Bolışık, B., (2014) Pediatri Hemşireliği, Akademisyen Tıp Kitabevi.Ankara.  2.) Çavuşoğlu, H.,(2015) Çocuk Sağlığı Hemşireliği, Sistem Ofset Basımevi, Ankara.  3.) Kavaklı, A.:(1992) Çocukluk Yaşlarında Büyüme Gelişme, Hilal Matbaacılık, İstanbul.  4.)Törüner, K.E., Büyükgönenç, L., (2013) Çocuk Sağlığı Temel Hemşirelik Yaklaşımları, Göktuğ Yayıncılık, Ankara.  5.)Yavuzer, H.(2003) Çocuğunuzun İlk 6 Yılı, 19. Basım, Remzi Kitabevi, İstanbul.  6.)Yiğit, R., (2009), Çocukluk Dönemlerinde Büyüme ve Gelişme, Sistem Ofset Baskı ve Yayıncılık, Ankara | | | | | |
| **TEACHING METHODS** | | | | Brainstorming group, lecture presentation techniques, question and answer technique. | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | The Introduction of the Growth and Development, |
| 2 | Childhood Periods,  The rules related to the Growth and the Development, |
| 3 | The factors affecting the growth and development, |
| 4 | The methods used for observing and evaluating of the growth and development,  The measurements used for evaluating of the growth (weight, height, head perimeter, chest perimeter, the scale of body parts), |
| 5 | The measurements used for the evaluating of the development (teeth , bone, neuromotor, five-sense, urine and excretion control, physical and mental development), |
| 6 | The principle of the growth and development  Freud and phsycho-sexual growth principle |
| 7 | Lawrence Kohlberg’s Stages of Moral Development |
| 8 | Piaget-mental growth principle |
| 9 | Erickson-psychosocial growth principle |
| 10 | Common problems of development and growth characteristics by age group (0-3 years) |
| 11 | Common problems of development and growth characteristics by age group (3-6 years) |
| 12 | Common problems of development and growth characteristics by age group (7-12 and 13-18 years) |
|  | Frequently seen disorders of growth and development |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | **x** |  |
| 2 | Get an ability to solve ethical problems with basic principles |  |  | **x** |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  | **x** |  |
| 4 | Function on multi-disciplinary teams |  |  | **x** |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems |  | **x** |  |
| 6 | Use effective written and oral communication/presentation skills |  |  | **x** |
| 7 | Get an understanding of professional and ethical responsibility |  | **x** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **x** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | Educational Psychology | **CODE** | 291115162 |

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| **COORDINATOR** | Asst. Prof. Dr. Ali ERYILMAZ | **INSTRUCTORS** | Asst. Prof. Dr. Ali ERYILMAZ |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 2 | 0 | 0 | | 2 | 2 | ELECTİVE | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOPLAM** | | | | 2 | 100 |
| **PREREQUISITES** | | | | There is no prequisites | | | | | |
| **CONTENTS** | | | | Introduces psychology bases of instructional systems. Examines development and learning of children and adolescents. | | | | | |
| **GOALS** | | | | Understanding and knowing about development of children and adolescents, and also learning theories and concepts. | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1. Understanding of teachers, teaching and educational psychology . 2. Understanding of personal development 3. Understanding of moral development 4. Understanding of social development 5. Understanding of behavioral learning theories 6. Understanding of cognitive theories | | | | | |
| **SOURCES** | | | | Hasan Bacanlı. (2009). Eğitim Psikolojisi. Asal Yayınları  Engin Deniz. (2010). Eğitim Psikolojisi. Maya Yayınları | | | | | |
| **TEACHING METHODS** | | | |  | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concepts of development |
| 2 | Psychical development |
| 3 | Cognitive development |
| 4 | Personality development |
| 5 | Moral development |
| 6 | Social development |
| 7-8 | MID-TERM EXAM |
| 9 | Concepts of leanings |
| 10 | Behavioral theory |
| 11 | Cognitive theory |
| 12 | Social learning theory |
| 13 | Motivation |
| 14 | General evaluation |
| 15-16 | FINAL EXAM |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | **X** |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences |  |  | **X** |
| 4 | Function on multi-disciplinary teams |  | **X** |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems |  | **X** |  |
| 6 | Use effective written and oral communication/presentation skills |  | **X** |  |
| 7 | Get an understanding of professional and ethical responsibility |  | **X** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | [Child Health and Children's Diseases Nursing](http://ects.ogu.edu.tr/ects/dersleren.aspx?ID=2048) | **CODE** | 291116169 |

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| **COORDINATOR** | Asst. Prof. Dr. Ayfer Açıkgöz | **INSTRUCTORS** | Asst. Prof. Dr Ayfer AÇIKGÖZ  Lec. Şenay DURKAYA |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 6 | 16 | 0 | | 12 | 20 | COMPULSORY (X) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | **1** | **25** |
| Second Mid Term | | | |  |  |
| Practice | | | | **1** | **25** |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | | **1** | **10** |
| Final Examination | | | | **1** | **40** |
| **TOPLAM** | | | | **4** | **100** |
| **PREREQUISITES** | | | | no | | | | | |
| **CONTENTS** | | | | Definiton of pediatrics and nursery of pediatrics, its development, the situation of child health in the world and in Turkey, definition of children’s health case, the role of the nurse in reducing children’s reactions to staying in hospital as patients, applications in pediatrics nursing, approches of nurses towards the child with a fatal disease and towards his family, nursery approaches to child with a chronical illness and to his family, defeats of nourishment, growing up and growing mature in childhood period, nursery in newborns that were born normally and who require normal and special care and, nourishment and nourishmnet defeat and nursery application in these cases, the illnesses of digestion system and nursery care for them, illnesses of respiratory system that’s seen quite often in children and nursery care for it, the urinary system illnesses that’s seen quite often in children and nursery care for it, childhood infection diseases – nursery care and vaccination programs, congenital heart diseases and nursery care for it, nerve system diseases that’s seen quite often on children and nursery care for it, blood diseases that’s seen quite often in childhood period and nursery care for it, endocrine and metabolic diseases that are seen quite often in childhood period and nursery care for them, muscle – skeleton system diseases that are seen quite often on children and bursery care for them.  Integrating the basic concepts of the theory and principles related to Child Health Nursing, which can be examined according to the community's health needs and the pediatric age group, at every stage of health care healthy / sick children and their families using the professional nursing role of care needs that can be met in a holistic approach, to collaborate with other health disciplines application of skills and knowledge level. | | | | | |
| **GOALS** | | | | The aim of the course is to combine the basic information and principals which students had with the role and functions related to child health and disease and make them have the skills to apply these to the sick / healthy child and his family. | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1. To take child as a whole with his family, 2. Knowing child’s characteristics at different age groups, 3. Using the concepts of growing and getting mature in evaluation, 4. Perceiving the role of early diagnose, treatment and care of problems that are often encountered and depriving child’s health, 5. Knowing and realising the reactions that the child and his family show toward the disease and to be inpatient, 6. Caring the healthy or ill child through the nursery period, 7. Gaining skills about educating and being a consultant to the child and to his family, 8. Perceiving the importance of following and searching technological developments | | | | | |
| **SOURCES** | | | | 1.Behrman R E, Kliegman R M (2003) Nelson Essentials of Pediatrics, Nobel Tıp Kitabevleri, Ankara.  2.Conk, Z., Başbakkal, Z., Yılmaz, B.H., Bolışık, B., (2014) Pediatri Hemşireliği, Akademisyen Tıp Kitabevi  3.Canbulat Şahiner, N., Açıkgöz, A., Demrgöz Bal, M., (2014) Anne ve Çocuk Hemşireliği Klinik Uygulama Becerileri Kitabı, Nobel Yayıncılık, İstanbul.  4.Çavuşoğlu H.(2015). Çocuk Sağlığı Hemşireliği, Sistem Ofset Basımevi, Ankara.  5.Kavaklı, A (1992) Çocukluk Yaşlarında Büyüme Gelişme, Hilal Matbaacılık, İstanbul  6.Savaşer, S., Yıldız, S.(2009) Hemşireler İçin Çocuk Sağlığı ve Hastalıkları Öğrenim Rehberi, İstanbul Tıp Kitabevi.  7.Törüner, K.E., Büyükgönenç, L., (2013) Çocuk Sağlığı Temel Hemşirelik Yaklaşımları, Göktuğ Yayıncılık, Ankara.  8.Yavuzer, H. (2003) Çocuğunuzun İlk 6 Yılı, 19. Basım, Remzi Kitabevi, İstanbul.  9.Yiğit, R., (2009) Çocukluk Dönemlerinde Büyüme ve Gelişme, Sistem Ofset Baskı ve Yayıncılık, Ankara | | | | | |
| **TEACHING METHODS** | | | | Brainstorming group, lecture presentation techniques, question and answer technique, maintenance practices in the context of clinical practice guidelines to sick children and their families. | | | | | |
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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Definiton of pediatrics and nursery of pediatrics, its development,  The situation of child health in the world and in Turkey, |
| 2 | The role of the nurse in reducing children’s reactions to staying in hospital as patients,  Definition of children’s health case, |
| 3 | Applications in pediatrics nursing (collecting material, physical measurements, testing signs of life, application of medicine on children, applications that maintain the continuation of respiration),  growing up and growing mature in childhood period, |
| 4 | Nursery in newborns that were born normally and who require normal and special care  Nourishment and nourishmnet defeat and nursery application in these cases, |
| 5 | The illnesses of digestion system and nursery care for them |
| 6 | Illnesses of respiratory system that’s seen quite often in children and nursery care for it, |
| 7 | The urinary system illnesses that’s seen quite often in children and nursery care for it, |
| 8 | Childhood infection diseases – nursery care and vaccination programs, |
| 9 | Congenital heart diseases and nursery care for it, |
| 10 | Nerve system diseases that’s seen quite often on children and nursery care for it, |
| 11 | Blood diseases that’s seen quite often in childhood period and nursery care for it, |
| 12 | Endocrine and metabolic diseases that are seen quite often in childhood period and nursery care for them, muscle – skeleton system diseases that are seen quite often on children and bursery care for them. |
| 13 | Approches of nurses towards the child with a fatal disease and towards his family, nursery approaches to child with a chronical illness and to his family. |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | **x** |  |
| 2 | Get an ability to solve ethical problems with basic principles | **x** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **x** |  |  |
| 4 | Function on multi-disciplinary teams |  | **x** |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **x** |  |  |
| 6 | Use effective written and oral communication/presentation skills |  | **x** |  |
| 7 | Get an understanding of professional and ethical responsibility | **x** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **x** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | Infectious Diseases Nursing | **CODE** | 291116173 |

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| **COORDINATOR** | Prelector Şenay Durkaya | **INSTRUCTORS** | Prelector Şenay Durkaya |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | 0 | 0 | | 2 | 3 | Compulsory | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | | - | - |
| Practice | | | | - | - |
| Homework | | | | - | - |
| Presentation/Preparing Seminer | | | | - | - |
| Final Examination | | | | 1 | 60 |
| **TOPLAM** | | | |  | **100** |
| **PREREQUISITES** | | | |  | | | | | |
| **CONTENTS** | | | | Reasons of Infection, Formation of Infection and Means of Protection from Infection;Hospital Infections;Infectious Diseases according to Systems of Contagion. | | | | | |
| **GOALS** | | | | The aim of the course is to teach student the definition of infectious diseases,their epidemiological and clinical characteristics; and give them the information about their treatment and the principals of nursery care for them. | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1-General nursing knowledge about the treatment of infectious diseases.  2-Get to know the reasons and epidemiological characteristics of infectious diseases.  3-Be informed about the clinical characteristics,methods of diagnose and prognosis of infectious diseases.  4-Get the knowledge about the treatment of, and protection from the infectious diseases and nursery care for these.  5-Be informed about the diseases that the decleration to the relevant outhorities is compulsory and procedure of decleration.  6-Gaining an instructive and investigative approach towards inspection of and protection from infectious diseases. | | | | | |
| **SOURCES** | | | | 1- Topçu W.A., Söyletir G., Doğanay M.(ed).: İnfeksiyon Hastalıkları. Nobel Tıp Kitabevi, Ankara, 2001.  2- Aşı Uygulama Rehberi-Hekim dışı sağlık personeli için klavuz.Sağlık Bakanlığı Temel Sağlık Hizmetleri Genel Müdürlüğü,Cem Web Ofset,Ankara, 2002.  3- Hastane İnfeksiyonları Eğitim Programı 2007.Hastane İnfeksiyonları Dergisi 2007;11:1  4- Ajjan N.:Bağışıklama.(Fikri Ali Türkay:çev.ed.)Pasteur Merieux Connaught,İstanbul,1995.  5- Görak G.,Savaşer S.,Yıldız,S.:Bulaşıcı hastalıklar Hemşireliği. İstanbulMedikalYayıncılık,İstanbul,2011. 6- Avcı A.İ.:İnfeksiyon Hastalıkları, Göktuğ Yayıncılık, Ankara,2010. | | | | | |
| **TEACHING METHODS** | | | | Barkovision,lecture presentation technique, presentation with practical application, question and answer technique, seminars. | | | | | |
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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introducing the content and the read list of the course ,giving general information about how the lecture will be taught |
| 2 | General characteristics of the means causing infection, Formation of Infection. |
| 3 | Immunization for Protection Against Infection. |
| 4 | Nosocomial İnfections. |
| 5 | Isolation and Methods of Isolation for Protection Against Infection. |
| 6 | Infectious diseases contagious through Respiratory System and nursery care for them **I**  (Common cold, Influenza, Measles, Rubella, Mumps , Chickenpox, Avian influenza) |
| 7 | Infectious diseases contagious through Respiratory System and nursery care for them **II**  (Scarlet fever, Whooping cough, Diphteria, Pneumonia,Tuberculosis, SARS) |
| 8 | Infectious diseases contagious through digestion system and nursery care for them **I**  (Food poisoning, Botulism, Typhoid fever,Paratyphoid fever, Bovine spongioform encephalopathy) |
| 9 | Infectious diseases contagious through digestion system and nursery care for them **II**  (Cholera, Brucella, Dysentery, Poliomyelitis) |
| 10 | Protozoon İnfections and nursery care for them.  (Amebic dysentery, Giardiasis, Malaria, Kala-azar, Toxoplasmosis ) |
| 11 | Helmint İnfections and nursery care for them.  (Nematodyaz and Cestodiasis, Hydatidosis) |
| 12 | Infectious diseases contagious through Skin and Mucus and nursery care for them.  (Gonorrhea, Syphilis, Herpes simplex virüs, tetanus, Rabies, Crimean-Congo Haemorrhagic Fever) |
| 13 | AIDS,Viral Hepatitis’ , Meningitis’ and nursery care for them. |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | **x** |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | **x** |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **x** |  |  |
| 4 | Function on multi-disciplinary teams |  | **x** |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **x** |  |  |
| 6 | Use effective written and oral communication/presentation skills |  | **x** |  |
| 7 | Get an understanding of professional and ethical responsibility |  | **x** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **x** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | History Of Nursing, Deontology And Laws | **CODE** | 291116166 |

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| **COORDINATOR** | Prof . Dr. Nedime KÖŞGEROĞLU | **INSTRUCTORS** | Prof . Dr. Nedime KÖŞGEROĞLU |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | 0 | 0 | | 2 | 2 | COMPULSORY | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Type of Activity** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | **40** |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | **60** |
| **TOTAL** | | | |  |  |
| **PREREQUISITES** | | | | There isn’t prerequisite. | | | | | |
| **CONTENTS** | | | |  | | | | | |
| **GOALS** | | | | The historical development of the course in nursing, nursing ethical concepts and principles, is aimed to study the structure and the problems of nursing in our country with laws and regulations. | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1. Aware of The İmportance of the Historical Development of Nursing  2. İnterpret the Historical Development of Nursing  3. Define Ethics and Principles  4. Aware of Ethical İssues  5. Make Suggestions for the Solution of Ethical Problems  6. Nursing İnterpretation of Relevant Laws and Regulations  7. Adopt the Core Values of Nursing  8. Aware of Professional Responsibility | | | | | |
| **SOURCES** | | | | Aksoy Ş. (2010). Harran Üniversitesi Tıp Fakültesi Tıp Tarihi Ders Notları, 20-25.  Aydın E. (2006). Dünya ve Türk Tıp Tarihi. Güneş Kitabevi Ltd. Şti, Ankara, 48-50.  Bergmann, P.C. (1993). China. In the new encyclopedia Britannica (Vol. 6, pp. 428-466). Chicago: Encyclopedia Britannica.  Bolat, B.S. (2005). Fransız İnkılabı’nın Türk Modernleşme Sürecine Etkileri. Gazi Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 6 (1), 149-167.  Borry, P, Schotsmans P, Kris Dierickxthe K Birth Of The Empirical Turn In Bioethics, Bioethics 2005; 19 (1) 1467-8519 ..  Dinç, L. Bakım Kavramı ve Ahlaki Boyutu. Sağlık Bilimleri Fakültesi Hemşirelik Dergisi (2010) 74–82.  Duman, M.Z.(2008). Fransız Devriminin Politik Sonuçları Ve Tocquville’nin Devrime İlişkin Görüşleri. Sosyoloji Dergisi, 19.  Eti Aslan F. (2009). Cerrahi Hemşireliğin Tarihçesi. Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi, 12(1).  Forster P (2004) Ice Ages and the mitochondrial DNA chronology of human dispersals: a review. Phil. Trans. R. Soc. Lond. B 359, 255-264.  Frıedell, E. (2006). “Mısır Ve Antik Yakındoğu’nun Kültür Tarihi”. Dost Kitabevi, Ankara, Birinci Baskı, ss: 394  Goldim, J. R. (2009). Revisiting The Beginning Of Bioethics: The Contributions Of Fritz Jahr (1927). Perspect Biol Med, Sum, 377-380.  Gökkaya, A.K., Yeşilbursa, C.C.( 2013). Yeni Ve Yakınçağ Tarihi. Ankara: Ekinoks Yayın.  Lewis-Williams D. (2004). Constructing a cosmos: Architecture, Power and Domestication at Çatalhöyük. Journal of Social Archaelogy, 4 (1): 28-59.  Liu Z., Liu L. (2009). Essentials of Chinese Medicine. Springer-Verlag London Limited. Springer Dordrecht Heidelberg, London, New York.  Malville JM, Wendorf F, Mazar AA, Schild R. (1998). Megaliths and Neolithic astronomy in southern Egypt. Nature 392: 488-490.  Mannion AM. (1999). Domestication and the origins of agriculture: an appraisal. Progress in Physical Geography, 23 (1): 37-56.  Mays LW, Koutsoyiannis D, Angelakis AN. (2007) A brief history of urban water supply in antiquity. Water Science & Technology: Water Supply 7 (1): 1-12.  Steven D. Edwards. (2009) Three versions of an ethics of care. Nursing Philosophy, 10, pp. 231–240.  Walters, Kahn & Goldstein (Eds). 2003. Bibliography Of Bioethics (Vol. 29).  Zariç, S. (2012). Fransız Devrimi’nden Kırgız Devrimi’ne Devrimlere Genel Bakış. Akademik Bakış Dergisi, 29. | | | | | |
| **TEACHING METHODS** | | | |  | | | | | |
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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Patient Care in Antiquity |
| 2 | Patient Care in the Middle Ages |
| 3 | Patient Care in the Early Modern Era |
| 4 | Turkey in Nursing History, Education |
| 5 | Nursing Related Laws and Regulations |
| 6 | Ethics and Principles |
| 7 | Ethical Decision Making |
| 8 | Code of Ethics and Responsibility in Nursing |
| 9 | Declarations on Ethical and Scientific Studies |
| 10 | Ethical Issues in Health Care |
| 11 | Medical Bad Practices in Health Care |
| 12 | Student Seminar Presentations |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams |  | **X** |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems |  | **X** |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **X** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**01.11.2017**

 **FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | FALL |

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| **COURSE TITLE** | Vocational English II | **CODE** | 291116167 |

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| **COORDINATOR** | Prof.Dr. İnci TÜRK TOĞRUL | **INSTRUCTORS** | Prof.Dr. İnci TÜRK TOĞRUL |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | 0 | 0 | | 0 | 2 | COMPULSORY (x ) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminar | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOTAL** | | | | **2** | **100** |
| **PREREQUISITES** | | | |  | | | | | |
| **CONTENTS** | | | | Adult health assessments guide, Review of systems, as-as, so as, not so, comparative-superlative degrees, demonstrative pronouns, Determines as adjective, as pronouns, interrogative pronouns, Coordination structures, if-whether, Impersonal IT, more-less-similar-different, noun clause, transformation, ago, before, later, after | | | | | |
| **GOALS** | | | | To give knowledge about general translation technics and to give translating and understanding ability of vocational documents to undergraduate students of Nursing Department | | | | | |
| **LEARNING OUTCOMES** | | | | 1. To repeat English knowledge 2. To teach basic translation technics 3. To give ability of translate from basic sentences to complex 4. To give information about Adult health assesment guide 5. To give information about Review of systems to undergraduate students of Nursing Department. | | | | | |
| **SOURCES** | | | | Mehmet Turçin, Medical English, Nobel Medical Books 7. edition,1998.(in Turkish); Nurten Özdağ, Sağlık yüksekokulu ve sağlık personeli için Mesleki İngilizce, Kök yayıncılık, 1. Baskı, 2006. (in Turkish); Various Internet Sources, documents and dialogs | | | | | |
| **TEACHING METHODS** | | | | To teach lesson and translation with student participation | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Adult health assessment guide |
| 2 | Review of systems |
| 3 | as-as, so as, not so |
| 4 | comparative-superlative degrees, demonstrative pronouns |
| 5 | Determines as adjective, as pronouns, interrogative pronouns |
| 6 | Coordination structures |
| 7 | Mid Term |
| 8 | if-whether |
| 9 | Impersonal IT |
| 10 | more-less-similar-different |
| 11 | Noun clause |
| 12 | Noun clause |
| 13 | transformation |
| 14 | ago,before, later, after |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basic principles in Nursing/Midwifery/Management of healthcare institutions education | x |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | x |  |
| 3 | Nursing/Midwifery/Management of healthcare institutions education Gather as well as apply knowledge of health sciences |  | x |  |
| 4 | Function on multi-disciplinary teams | x |  |  |
| 5 | Identify, formulate, and solve medical and Nursing/Midwifery/Management of healthcare institutions education problems |  | x |  |
| 6 | Use effective written and oral communication/presentation skills | x |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | x |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | x |  |  |
| **1**:No contribution. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date : Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | SPRING |

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| **COURSE TITLE** | CARE AND FIRST AID IN DISASTER | **CODE** | 291116168 |

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| **COORDINATOR** | **Prof. Dr. Nedime KÖŞGEROĞLU** | **INSTRUCTORS** | Lec. Zeliha Öz |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | 0 | 0 | | 2 | 3 | COMPULSORY | | TURKISH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | | 0 | 0 |
| Practice | | | | 0 | 0 |
| Homework | | | | 0 | 0 |
| Presentation/Preparing Seminer | | | | 0 | 0 |
| Final Examination | | | | 1 | 60 |
| **TOTAL** | | | | **2** | **100** |
| **PREREQUISITES** | | | | - | | | | | |
| **CONTENTS** | | | | In this course, teaches to first aid knowledge and skills which contains sick or injured person until medical help to save lives, maintain safety of the injured person. | | | | | |
| **GOALS** | | | | This course aim is to teach first-aid knowledge and skills to healthy individuals which may experience a sudden health problems (Cardiac and respiratory arrest, bleeding, drowning, poisons, burns, fractures etc.) in their daily lives | | | | | |
| **LEARNİNG OUTCOMES** | | | | Identify term to first aid and first aider  Identify briefly anatomy and physiology of the human body  Assessment of the injured and scene of accident  Perform basic life support (Cardio-pulmoner resuscitation)  Know a foreign object blocking the airway by removing the object first aid procedure  Know to practises of first aid in near drowning  Know to practises of first aid in bleeding  Know to practises of first aid in shock  Know to practises of first aid in injuries  Know to practises of first aid in poisons  Know to practises of first aid in insect and animal to bite and stings  Know to practises of first aid in burns  Know to practises of first aid in heat stroke and frostbite  Know to practises of first aid in fractures, dislocations and sprains  Know to practises of first aid in a foreign object to eyes, nose and ears  Know to practises of first aid in other emergencies (Fainting, Hyperglycemia, Hypoglycemia, epilepsy seizures, heart attack fever etc.) | | | | | |
| **SOURCES** | | | | * Erdil F, Bayraktar N, Çelik SŞ (2009) Temel İlk Yardım. Eflatun Yayınevi, Ankara.  Kocatürk C (2005) İlk Yardım El Kitabı. Ohan Matbaacılık, İstanbul.Tabak S, Somyürek İ (2008) Temel İlk Yardım ve Acil Bakım. Palme Yayıncılık, Ankara.American Heart Association Guidelines CPR and ECC (2010). <http://www.heart.org/HEARTORG/CPRAndECC/Science/2010-AHA-Guidelines-for-CPR-ECC_UCM_317311_SubHomePage.jsp/> | | | | | |
| **TEACHING METHODS** | | | | Computer, Barcovision, Modals of First aid | | | | | |
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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the course, information about the content and process |
| 2 | Term to first aid and first aider |
| 3 | Briefly anatomy and physiology of the human body |
| 4 | Briefly anatomy and physiology of the human body |
| 5 | Assessment of the injured and scene of accident |
| 6 | Basic life support (Cardio-pulmoner resuscitation) |
| 7 | Basic life support (Cardio-pulmoner resuscitation) |
| 8 | Basic life support (Cardio-pulmoner resuscitation) |
| 9 | A foreign object blocking the airway by removing the object first aid procedure |
| 10 | MID TERM EXAM |
| 11 | Practises of first aid in bleeding and shock |
| 12 | Practises of first aid in injuries |
| 13 | Practises of first aid in poisons and near drowning |
| 14 | Practises of first aid in insect and animal to bite and stings |
| 15,16 | FINAL EXAM |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/ midwifery/ health institutions management institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing/ midwifery/ health institutions management institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing/ midwifery/ health institutions management institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **X** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | FALL |

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| **COURSE TITLE** | **MENTAL HEALTH PSYCHIATRIC NURSING** | **CODE** | 291117171 |

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| **COORDINATOR** | Prof. Dr. Özlem Örsal | **INSTRUCTORS** | Prof. Dr. Özlem Örsal |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 7 | 6 | 16 | 0 | | 12 | 20 | Compulsory | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Type of Activity** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 0 | 0 |
| Second Mid Term | | | | 0 | 0 |
| Practice | | | | 1 | 100 |
| Homework | | | | 0 | 0 |
| Presentation/Preparing Seminer | | | | 0 | 0 |
| Final Examination | | | | 0 | 0 |
| **TOTAL** | | | | 1 | 100 |
| **PREREQUISITES** | | | | Mental Health ve Diseases Nursing course takes or to get | | | | | |
| **CONTENTS** | | | | This course includes topics about clinical practices and case presentations related to mental health nursing. | | | | | |
| **GOALS** | | | | This course gains knowledge of basic concepts, rules, principles of nursing care, materials and sources; skills and competences of reaching to scientific and current knowledge, of assessing the accuracy, validity and reliability of the knowledge, of giving nursing care with holistic and systematic approach by using hypothetic, evidence-based and practical knowledge, of evaluating and reporting the effects of given nursing care, of proper behaving by respecting human rights and honor, and regulations, professional worth and ethical rules related to mental health nursing. | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1. To explain the current hypothetic and practical knowledge related to mental health nursing. 2. To reach scientific and current knowledge, to assess the accuracy, validity and reliability of the knowledge related to mental health nursing. 3. To give nursing care with holistic and systematic approach by using hypothetic, evidence-based and practical knowledge, to evaluate and report the effects of given nursing care related to mental health nursing. 4. To behave by respecting human rights and honor, and regulations, professional worth and ethical rules in efficacy areas of mental health nursing. 5. To use skill of critical thinking and approach of scientific problem solving in personal and mental health nursing efficacy area. | | | | | |
| **SOURCES** | | | | 1. Özcan, C ve Gürhan, N. (2015) Ruh Sağlığı ve Psikiyatri Hemşireliği, Akademisyen Kitabevi; Ankara 2. Gürhan, N. (2016) Ruh Sağlığı ve Psikiyatri Hemşireliği, Ankara Nobel Tıp Kitabevi; Ankara 3. Kum, N. Ve Ark.,(1996) Psikiyatri Hemşireliği El Kitabı, Koç Yayınları; İstanbul. 4. Öztürk, O.,(2002) Ruh Sağlığı ve Bozuklukları, Hekimler Yayın Birliği; Ankara. | | | | | |
| **TEACHING METHODS** | | | | Lecture, discussion, question and answer, interactive education methods, role playing, problem solving, report preparation, report presentation, practice, practice | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to Mental Health and Psychiatric Nursing, Case Presentations, Clinical Practice |
| 2 | Symptoms in Psychiatric Disorders, Case Presentations, Clinical Practice |
| 3 | Mood Disorders and Nursing Approach, Case Presentations, Clinical Practice |
| 4 | Nursing Approach in Anxiety Disorders and Other Disorders, Case Presentations, Clinical Practice |
| 5 | The Role of Psychiatric Therapies and Nurses, Case Reports, Clinical Practice |
| 6 | Schizophrenia, Other Psychotic Disorders and Nursing Approach, Case Presentations, Clinical Practice |
| 7 | Delirium, Dementia, Amnesty and Other Cognitive Disorders and Geropsychiatric Nursing, Case Presentations, Clinical Practice |
| 8 | Social Psychiatry and Mental Health Nursing, Case Presentations, Clinical Practice |
| 9 | Related Disorders Related to Drug Use and Nursing Approach, Case Presentations, Clinical Practice |
| 10 | Personality Disorders and Nursing Approach, Case Presentations, Clinical Practice |
| 11 | Child and Adolescent Mental Disorders, Case Presentations, Clinical Practice |
| 12 | Sexuality and Sexual Dysfunctions, Nursing Approach, Case Presentations, Clinical Practice |
|  | Psychological Factors Affecting Medical Conditions and Lizeyon Psychiatric Nursing, Case Presentations, Clinical Practice |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **x** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **x** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **x** |  |  |
| 4 | Function on multi-disciplinary teams | **x** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **x** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **x** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **x** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **x** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

01. 11.2017

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | FALL |

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| **COURSE TITLE** | Teaching in Nursing | **CODE** | 291117165 |

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| **COORDINATOR** | Assistant Professor Doctor Ayfer AÇIKGÖZ | **INSTRUCTORS** | Assistant Professor Doctor Ayfer AÇIKGÖZ |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 7 | 4 | 4 | 0 | | 6 | 8 | COMPULSORY (X) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Type of Activity** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 30 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | | 1 | 30 |
| Presentation/Preparing Seminer | | | | 1 | 40 |
| Final Examination | | | |  |  |
| **TOTAL** | | | | 3 | 100 |
| **PREREQUISITES** | | | | no | | | | | |
| **CONTENTS** | | | | The main objective of the course is to prepare the health education necessary for the development of the family and society, and to provide the student with that health education curriculum. That objective includes examining the basic theories and principles related to education and bringing them in life to protect healthy/ill individuals’, families’ and society’s health conditions. That objective’s another important point is to raise nurses who are for a lifetime education. | | | | | |
| **GOALS** | | | | Basic terms related to education and teaching the program structure and the process of the program development; objectives in learning and their organization; the content of teaching and their organization strategies, methods and techniques in teaching, the use of materials in teaching; testing in education; the development of health and health education; group work in adult education; student education curriculum study and discussion on the problems of Nursery Education and finding possible solutions; clinical education in Nursery; understanding affective educational behaviors | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1. Comprehend the basic terms related to education 2. Develop an education curriculum 3. Apply the prepared curriculum to a group 4. Comprehend the basic elements of the educational activities, embedding the problem solving approach into the value system 5. Comprehend the problems of Nursery Education and making them a whole. | | | | | |
| **SOURCES** | | | | 1. Unpublished lecture notes.  2. Ozden, M. (2003) Health Education (Sağlık Eğitimi), 2 print, Ankara.  3. Gultekin, M. Instructional Planning and Evaluation  (Öğretimde Planlama ve Değerlendirme), Anadolu University Publication Education Faculty  (Anadolu Üniversitesi Açıköğretim Fakültesi Yayını), Eskisehir.  4. Hacialioglu, N. (2011) Learning and Teaching in Nursing Education  (Hemşirelikte Öğretim Öğrenme ve Eğitim), Nobel Bookstores  **(Nobel Tıp Kitabevleri), Istanbul.** | | | | | |
| **TEACHING METHODS** | | | | | Brainstorming Group, group work techniques, group discussion methods, lecture presentation techniques, question and answer technique, seminars. | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the course  Purpose and target of the course |
| 2 | Basic concepts related to teaching education and programs, I |
| 3 | Basic concepts related to teaching education and programs, II |
| 4 | Methods of Preparing and Presenting Effective Presentations |
| 5 | Establishment of educational goals  Teaching methods, strategies and techniques |
| 6 | Establishment of educational goals  Teaching methods, strategies and techniques |
| 7 | New approaches in education |
| 8 | New approaches in education |
| 9 | Nursing Clinical Education Problems and Solutions |
| 10 | Health Education |
| 11 | Measurement and evaluation in education |
| 12 | Measurement and evaluation in education |
| 13 | Practice |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | **X** |  |
| 2 | Get an ability to solve ethical problems with basic principles |  |  | **X** |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems |  | **X** |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | **X** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Fall |

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| **COURSETITLE** | Vocational English III | **CODE** | 291117168 |

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| **COORDINATOR** | Prof.Dr. İnci TÜRK TOĞRUL | **INSTRUCTORS** | Prof.Dr. İnci TÜRK TOĞRUL |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| 7 | 2 | 0 | 0 | | 0 | 2 | COMPULSORY ( x ) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminar | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOTAL** | | | | **2** | **100** |
| **PREREQUISITES** | | | |  | | | | | |
| **CONTENTS** | | | | English Tenses, Modals, Passive voice, Medical Idioms, Causative, Gerund-Infinitive, Adjective, pronoun, Adverb, as-as, so as, or-not, if-whether, comparative- superlative,more-less-similar-different, inverted structures, impersonal It, that clause | | | | | |
| **GOALS** | | | | To give knowledge about general translation technics and to give translating and understanding ability of vocational documents to undergraduate students of Nursing Department | | | | | |
| **LEARNING OUTCOMES** | | | | 1. To repeat English knowledge 2. To teach basic translation technics 3. To give ability of translate from basic sentences to complex 4. To give information about medical dialogue in a hospital 5. To give information about medical idioms   to undergraduate students of Nursing Department. | | | | | |
| **SOURCES** | | | | Mehmet Turçin, Medical English, Nobel Medical Books 7. edition,1998.(in Turkish); Various Internet Sources, documents and dialogs | | | | | |
| **TEACHING METHODS** | | | | To teach lesson and translation with student participation | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Usage and Tenses in English |
| 2 | Translation of medical sentences about tenses |
| 3 | Passive Voice |
| 4 | Translation of medical sentences about passive voice |
| 5 | Modals; present, perfect, present cont. and perfect continuous structure of modals |
| 6 | Translation of medical sentences about modals |
| 7 | Mid Term |
| 8 | Hospital dialogue, diseases, medical idioms |
| 9 | Gerund- Infinitive, Causatives, various usage of Have |
| 10 | Transitive versus intransitive, Pronouns, Adjective versus Adverbs, Indirect object-indirect object, reflective pronouns |
| 11 | as—as, so/as, comparative degree, , more-less, similar-different, demonstrative pronouns |
| 12 | Determiners as adjectives, as pronouns, verbs substitutes, coordination structures or-not, if-whether, inverted structure |
| 13 | Question words as relatives, Impersonal IT, That Clause |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/Midwifery/Management of healthcare institutions education | x |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | x |  |
| 3 | Nursing/Midwifery/Management of healthcare institutions education Gather as well as apply knowledge of health sciences |  | x |  |
| 4 | Function on multi-disciplinary teams | x |  |  |
| 5 | Identify, formulate, and solve medical and Nursing/Midwifery/Management of healthcare institutions education problems |  | x |  |
| 6 | Use effective written and oral communication/presentation skills | x |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | x |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | x |  |  |
| **1**:No contribution. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date: Signature:**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | PublicHealthNursing | **CODE** | 291118178 |

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| **COORDINATOR** | Assoc. Dr. Özlem ÖRSAL | **INSTRUCTORS** | Assoc. Dr. Özlem ÖRSAL |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 8 | 6 | 16 | 0 | | 12 | 20 | Compulsory | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First MidTerm | | | | 1 | 30 |
| Second MidTerm | | | | 1 | 30 |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 40 |
| **TOPLAM** | | | |  |  |
| **PREREQUISITES** | | | | HavingtakentheOccupationalHealthandSafetycourse | | | | | |
| **CONTENTS** | | | | Thislesson is aboutthefundementalrolesandtheresponsilities of Public’sHealthNurses ,directedtothevarriedparts of community | | | | | |
| **GOALS** | | | | It is toteach how topractisePublic’sHealthNursingforindividuals at allages in theallareastheyliveandworkbydealingwithcommunity,familyandindividuals’health  Thiscourse is theindividual'sfamilyandthecommunity'sphysical, mentalandsocialhealthprotection, promotion, thepatient'shomecareandregaincommunityhealthandhealthservicesnecessaryforthecorrection of conditionsadverselyaffectingthesurroundingprimaryhealthcareapproachingthereviewprocess, andprovidesconsistentlyimplemented. | | | | | |
| **LEARNİNG OUTCOMES** | | | | 1. Public’sHealthNurses’ knowledgeabouttheirfundementalresponsibilities 2. Public’sHealthNurses’knowledgeaboutthehistoricalimprovement of Public’sHealthNursing 3. Public’sHealthNurses’ knowledgeabouttheirresponsibilitiesfor t he improvement of HealthandHealthEducation 4. Public’sHealthNurses’ knowledgeabouttheirduties, authoritiesandresponsibilities 5. Public’sHealthNurses’abilitytodealwithNursingservicesforthegoups at allages of community 6. Theabilitytopresent service in community’s life-areas as a Public’sHealthNurse 7. Theabilitytoconceivethenecessarity of cooperationwiththeinstitutes in community 8. Theabilityto plan andtoperformhome-visitspropertotheirgoalsbyusingtheprocedure of FamilyNursing 9. Theabilitytoconceivethenecessarity of cooperationwiththeinstitutes in community | | | | | |
| **SOURCES** | | | | 1. Güler, Ç., Akın, L. (2015). “**Halk Sağlığı Temel Bilgiler”**, Hacettepe Yayın Evi 2. Aksayan, S. ve diğerleri (1998), **“Halk Sağlığı Hemşireliği El kitabı”,** Vehbi Koç Vakfı Yayınları, No:14 3. Erdoğan S.,Nahçıvan N., Esin MN., Demirezen E., Coşansu G., Bulduk S. Seçginli S., Öztürk N. (2005) **“Halk Sağlığı Hemşireliği Dersi Uygulama rehberi”**, İstanbul Üniversitesi Yayınları, Sayı No: 4588, 4. Öztek, Z., Kubilay, G.,(1993), **“Toplum Sağlığı ve Hemşireliği”**Somgür Yayıncılık, Ankara. 5. ErciB.,Aydın Avcı İ., Hacıalioğlu N., Kılıç D., Tanrıverdi G. (2009) **“Halk Sağlığı Hemşireliği”**, Göktuğ yayıncılık 6. Bertan, M., Güler, Ç.,(1997), **“Halk Sağlığı Temel Bilgiler”** Ankara. 7. Dirican, R., Bilgel, N.,(1993), **“Halk Sağlığı”**, 2.Basım, Uludağ Üniversitesi Basımevi. 8. Emiroğlu, O.N., Yıldız, A.N., (2001), **“İşyeri Hemşireliği”** Hasak& Sağlık Ve Sosyal Yardım Vakfı, Teknik Rapor No:6 9. Eren, N.,Öztek, Z.,(1992), **“Sağlık Ocağı Yönetimi”** 5. Bs., Palme Yayınevi, Ankara. 10. Clemen-Stone, S.,Mcguire, S.L., Eigsti, D.G.,(1998), **“ComprehensiveCommunityHealthNursing: Family, Aggregate&CommunityPractice”** 5 th Ed. Mosby. 11. Hitchcock, J.E., Schubert, P.E., Thomas, S.A., (1999), **“CommunityHealthNursing: Caring İn Action”**DelmarPubl., Albany 12. Lundy, K.S.,Janes, S.,(2001) **“CommunityHealthNursing: CaringForThePublic’sHealth”**, JonesandBartletPub.. 13. Özvarış, Ş.B.,(2001) **“Sağlık Eğitimi ve Sağlığı Geliştirme”** Hacettepe Halk Sağlığı Vakfı, Ankara. 14. Spradley, BW, Allender CA, (2001), **“CommunityHealthNursingConcepsandPractice”,** fifthedit. US Lippincott Publisher 15. Stanhope, M.,Lancester, J., (1996), **“CommunityHealthNursing: PromotingHealth Of Aggregates**, **Families, İndividuals”** 4 th Ed. Mosby, St. Louis. 16. Stanhope, M.,Lancester, J.,(2000) **“Community&PublicHealthNursing”** 5th Ed. Mosby, St. Louis. | | | | | |
| **TEACHING METHODS** | | | | Theoric | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Lesson-Enrolment |
| 2 | Health and The Concepts of Public’s Health |
| 3 | TheLevels of Protection of Health  DeterminingHealthInstitutesAccordingtotheLevels of Protection of Health |
| 4 | The Health Structure and The Health System of Turkey  The Health System of Turkey at Present and Nurse at the First Stage |
| 5 | Reconition of Community  Community Mental Health |
| 6 | Environment Health  Infectious Diseases and Immunization |
| 7 | WorkersandWorkplaceHealthNursing |
| 8 | Nursing of Family Health, Home-Visits |
| 9 | TheProblems of Mother-Child’sHealthandNursingCare |
| 10 | School Nursingand School Health |
| 11 | AdolescentHealthandNursing |
| 12 | Adult’sHealthNursing  (WomenandMen’Health) |
| 13 | OldPeople’Healthand Home CareNursing |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basisprinciples in Nursinginstitutionseducation | **x** |  |  |
| 2 | Get an abilitytosolveethicalproblemswithbasicprinciples | **x** |  |  |
| 3 | NursinginstitutionseducationGather as well as applyknowledge of healthsciences | **x** |  |  |
| 4 | Function on multi-disciplinaryteams |  | **x** |  |
| 5 | Identify, formulate, andsolvemedicalandNursinginstitutionseducationproblems |  | **x** |  |
| 6 | Useeffectivewrittenand oral communication/presentationskills | **x** |  |  |
| 7 | Get an understanding of professionalandethicalresponsibility | **x** |  |  |
| 8 | Get a recognition of theneedfor, and an abilitytoengage in lifelonglearning | **x** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yescontribution | | | | |

**Date Signature**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | **SPRING** |

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| **COURSE TITLE** | **NURSING MANAGEMENT** | **CODE** | 291118170 |

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| **COORDINATOR** | **Lec. Nilgün Barlas** | **INSTRUCTORS** | **Lec. Nilgün Barlas**  **Lec. Aysun TÜRE YILMAZ** |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| **SPRING** | 4 | 4 | - | | 6 | 8 | COMPULSORY | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | **1** | **20** |
| Second Mid Term | | | |  |  |
| Practice | | | | **1** | **20** |
| Homework | | | | **1** | **10** |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | **1** | **50** |
| **TOPLAM** | | | | **4** | **100** |
| **PREREQUISITES** | | | |  | | | | | |
| **CONTENTS** | | | | This course on the management of nursing services management and maintenance personnel in accordance with the basic concepts and theories of leadership includes the knowledge and skills necessary to be able to. | | | | | |
| **GOALS** | | | | Administration and management of nursing services related to the basic concepts, theories and principles by examining them in the philosophy of Eskişehir Osmangazi University, Faculty of Health Sciences, in accordance with the requirements in the field of health care management in our country and to assess the health care personnel in the team to be the leaders the knowledge, skills and attitudes gained to train nurses. | | | | | |
| **LEARNİNG OUTCOMES** | | | | The student; Recognizes basic concepts related to management and nursing management. Clasps philosophy and standards of the nursing services management. Interprets nursing services management according to management principles and theories. Clasps organization and operation of the health and nursing services in Turkey and other countries. Clasps role and functions of the manager nurse. Uses techniques which help management. Gains knowledge, ability and attitude for being manager nurse, and wants to be manager. Understands his/her roles and responsibilities for solving the problems which were met in nursing services management in our country. Has basic knowledge for making leadership to the nursing staff. Awares deficiencies in staff management by understanding the fundamentals of affective management of the nursing services staff. evaluates basic principles and applications which are used for developing nursing services staff. Evaluates to the situation in the health practicing area by understanding regulations and nursing legislation which were based in health services management. Understands structure, operation and role of the occupational organizations related to health occupations and nursing. Understands basic values and ethical rules. | | | | | |
| **SOURCES** | | | | 1. Baykal Ü, Türkmen E. (ed). Hemşirelik Hizmetleri Yönetimi, Akademi Basın Yayın, 2014. 2. Eren, E. Yönetim ve Organizasyon, Beta Basım A.Ş, İstanbul, 2013 3. Koçel, T. İşletme yöneticiliği. (16.baskı), Beta Basım Yayın Dağıtım A.Ş. İstanbul, 2015. 4. Sökmen A. Örgütsel davranış, Detay Anatolia Akademik Yayıncılık. Ankara,2013. 5. Sur H, Palteki T. (ed.) “Hastane Yönetimi” Nobel Tıp Kitapevleri, İstanbul, 2013. | | | | | |
| **TEACHING METHODS** | | | | Lecture Question-and-answer Audio-visual tools Group work Clinical application | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | General Health System and Organizational Structure of Hospitals-Health Policy |
| 2 | Health and Nursing Related Legal Arrangements-Nursing Services Management and Organization |
| 3 | Organization theories and principles |
| 4 | Concepts of management-management process |
| 5 | Quality Management |
| 6 | Communications-Conflict Management-Meeting and Time Management |
| 7 | Care Unit Management-Patient Classification |
| 8 | Problem Solving-Decision Making |
| 9 | Change-Motivation |
| 10 | Power, Authority, Influence and Leadership and Nursing |
| 11 | Human Resources Management and Business Analysis |
| 12 | Team Building and Motivation |
| 13 | Career Management |
| 14 | Performance Evaluation |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education |  | **x** |  |
| 2 | Get an ability to solve ethical problems with basic principles | **x** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **x** |  |  |
| 4 | Function on multi-disciplinary teams | **x** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems |  | **x** |  |
| 6 | Use effective written and oral communication/presentation skills | **x** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **x** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **x** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date Signature**

**01.11.2017**

**FACULTY OF HEALTH NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **TERM** | Spring |

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| **COURSE TITLE** | Vocational English IV | **CODE** | 291118171 |

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| **COORDINATOR** | Prof.Dr. İnci TÜRK TOĞRUL | **INSTRUCTORS** | Prof.Dr. İnci TÜRK TOĞRUL |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| 8 | 2 | - | - | | 0 | 2 | COMPULSORY (x )ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminar | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOTAL** | | | | **2** | **100** |
| **PREREQUISITES** | | | | - | | | | | |
| **CONTENTS** | | | | medical translation, patient assessment, nursing: duties of nurses, admission of a patient to the ward, theatre nursing, recovery room nurses, perioperative patient: nurse responsibilities, responding to the perioperative patient, preoperative assessment, medıcal hıstory , dıscharge plannıng , patient history , maternal and child health nursing, care of the adult patient care of the child patient , Pain assessment: data collection, pain management, medication orders, maternal and child health nursing, community health care nursing, home accidents and first aid: bruising, burns, insect bites and stings, chokıng , swallowed foreign bodies, faıntıng , shock, dıabetıc emergencıes, head ınjurıes, Heart attacks , Heart faılure (artıfıcıal respıratıon and cardıac massage), Artıfıcıal respıratıon , road accidents and injuries | | | | | |
| **GOALS** | | | | To give knowledge about general translation technics and to give translating and understanding ability of vocational documents to undergraduate students of Nursing Department | | | | | |
| **LEARNING OUTCOMES** | | | | 1. To repeat English knowledge 2. To teach basic translation technics 3. To give ability of translate from basic sentences to complex 4. To win ability of medical translation to undergraduate students of Nursing Department. | | | | | |
| **SOURCES** | | | | Mehmet Turçin, Medical English, Nobel Medical Books 7. edition,1998.(in Turkish); Nurten Özdağ, Sağlık yüksekokulu ve sağlık personeli için Mesleki İngilizce, Kök yayıncılık, 1. Baskı, 2006. (in Turkish); Various Internet Sources, documents and dialogs | | | | | |
| **TEACHING METHODS** | | | | To teach lesson and translation with student participation | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction of medical translation |
| 2 | patient assessment, nursing: duties of nurses |
| 3 | admission of a patient to the ward, theatre nursing, recovery room nurses, |
| 4 | perioperative patient: nurse responsibilities, responding to the perioperative patient, |
| 5 | preoperative assessment, medıcal hıstory ,, dıscharge plannıng , patient history |
| 6 | maternal and child health nursing |
| 7 | Mid Term |
| 8 | care of the adult patient care of the child patient |
| 9 | Pain assessment: data collection, pain management, medication orders |
| 10 | maternal and child health nursing |
| 11 | community health care nursing |
| 12 | home accidents and first aid: bruising, burns, insect bites and stings, chokıng , swallowed foreign bodies, faıntıng , shock, dıabetıc emergencıes, head ınjurıes, Heart attacks, Heart faılure (artıfıcıal respıratıon and cardıac massage), Artıfıcıal respıratıon, road accidents and injuries |
| 13 | home accidents and first aid: bruising, burns, insect bites and stings, chokıng, swallowed foreign bodies, faıntıng ,shock, dıabetıc emergencıes, head ınjurıes, Heart attacks , Heart faılure (artıfıcıal respıratıon and cardıac massage), Artıfıcıal respıratıon, road accidents and injuries |
| 14 | home accidents and first aid: bruising, burns, insect bites and stings, chokıng , swallowed foreign bodies, faıntıng , shock, dıabetıc emergencıes, head ınjurıes, Heart attacks , Heart faılure (artıfıcıal respıratıon and cardıac massage), Artıfıcıal respıratıon , road accidents and injuries |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/Midwifery/Management of healthcare institutions education | x |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  | x |  |
| 3 | Nursing/Midwifery/Management of healthcare institutions education Gather as well as apply knowledge of health sciences |  | x |  |
| 4 | Function on multi-disciplinary teams | x |  |  |
| 5 | Identify, formulate, and solve medical and Nursing/Midwifery/Management of healthcare institutions education problems |  | x |  |
| 6 | Use effective written and oral communication/presentation skills | x |  |  |
| 7 | Get an understanding of professional and ethical responsibility |  | x |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | x |  |  |
| **1**:No contribution. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date :**  **Signature**

** Eskişehir School of Health, NURSING Department, Information Form of Course**

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| **TERM** | SPRING |

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| **COURSE TITLE** | PHYSIOLOGY | **CODE** | 291112210 |

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| **COORDINATOR** | Doç. Dr. Selda Kabadere | **INSTRUCTORS** | Doç.Dr. Orhan Tansel KORKMAZ |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| 2011-2012 | 4 | 1 | 0 | | 4.5 | 5 | COMPULSORY (X) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 40 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 60 |
| **TOPLAM** | | | | **2** | **100** |
| **PREREQUISITES** | | | | NOT PRESENT | | | | | |
| **CONTENTS** | | | | Understanding of cell, muscle, endocrine, blood, gastrointestinal, renal respiratory and nervous systems and functions of all these systems | | | | | |
| **GOALS** | | | | To be informed about the functions of all organ systems in human body. | | | | | |
| **LEARNING OUTCOMES** | | | | To understand the organ systems and answer the questions about these systems. | | | | | |
| **SOURCES** | | | | 1. Guyton AC, Hall JE. Tıbbi Fizyoloji, 11. baskı, Nobel Tıp Kitabevi, 2006. 2. Ganong WF. Tıbbi Fizyoloji 20. baskı, Nobel Tıp Kitabevleri, 2002. 3. Berne RM, Levy. MN, Koeppen B, Stanton B. Fizyoloji 5. Çeviri: Türk Fizyolojik Bilimler Derneği, Baskı Güneş Tıp Kitabevleri, 2008. | | | | | |
| **TEACHING METHODS** | | | | Computer system, overhead projector, internet, and appropriate laboratory practices | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Welcome meeting |
| 2 | Introduction to physiology. Cellular basis of physiology |
| 3 | Action potentials and excitable tissue: Muscle |
| 4 | Nervous system physiology |
| 5 | Hearing and vision physiology |
| 6 | Endocrin system physiology-1 |
| 7 | Endocrin system physiology-2 |
| 8 | Circulating body fluids, blood |
| 9 | Mid-term exam |
| 10 | Circulation system physiology |
| 11 | Respiratory system physiology |
| 12 | Renal function and physiology |
| 13 | Gastrointestinal system physiology |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/Midwifery/Management of healthcare institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing/Midwifery/Management of healthcare institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing/Midwifery/Management of healthcare institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **X** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date**  **Signature**



**Eskişehir School of Health NURSING DEPARTMENT, INFORMATION FORM OF COURSE**

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| **SEMESTER** | Fall |

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| **COURSE NAME** | Physical Education II | **COURSE CODE** |  |

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| **COORDINATOR** | LECTURER AYDIN KEKEÇ | **INSTRUCTORS** | LECTURER AYDIN KEKEÇ |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 2 | 1 | | 0 | 0 | | | 0 | 1 | COMPULSORY ( ) ELECTIVE ( x ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Basic Engineering** | | | | **Mechanical Engineering Profession**  **[if it contains considerable design, mark with (√) ]** | | | | | **Social Science** |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | **1** | **40** |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | **1** | **60** |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Physical education; running, joint and muscle groups convenient to theirs level, sport branch, basketball, volleyball, handball ,football, field measures and rules of game, sport benefits to our health; health, first aid, matches in class. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The ability of having knowledge concerning the orders of the lecture.  The ability of running all the organs and systems to convenience of theirs level.  The ability of improving the nerve muscle and joint coordinating.  The ability of having basic knowledge, skill, manner and habits concerning physical education and sport  Take responsibility and duty, to go with leader and the ability of doing leadership  Playing amicably and competition appreciating the winner acceptance of loosing, and can be object to trick and injustice.  Having knowledge about sport, vehicle and facilities and can use this. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | The ability of growing health, happy, developed aspect of physical and psychological, self confident individuals who have the sense competitioning amicably. | | | | | | |
| **TEXTBOOK** | | | | | Physical Education at Schools (Hikmet Aracı l999) | | | | | | |
| **OTHER REFERENCES** | | | | | Basic principles in Physical Education and Sport (Yrd. Doç. Dr. Faruk Yamaner)2001 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Giving general knowledge about the subject of physical education. |
| 2 | Jogging, rotating which is softening joint and muscle groups. Giving knowledge about basic basketball rules, the matters to take care of passing and rubbing ball. |
| 3 | Jogging, warning movements, defense and offence studies at basketball. |
| 4 | Jogging, stretching movements, rubbing ball, exit to turnstile studies, attack sets at basketball. |
| 5 | Atatürk’s words on sport, jogging, passing and playing short-time match in basketball playing rules. |
| 6 | Jogging, stretching movements, giving basic knowledge about basic volleyball techniques, finger pass on net and control pass studies. |
| 7 | Interval studying, stretching movements headline at volleyball, pass and service firing, return in field at volleyball. |
| 8 | What’s benefit of sport our health? Stretching movements, doing match in volleyball playing rules. |
| 9 | Running athletics (short, middle, long) knowledge about distance, warning studying, short-time volleyball match. |
| 10 | Jogging, stretching movements, giving knowledge about basic handball techniques. |
| 11 | Jogging, movement for strengthening joint and muscles groups, rubbing ball and pass studies at handball. |
| 12 | Exercise for stretching and loosening the muscles, football playing rules and passing studies, short-time football match. |
| 13 | First aid at sport disability, jogging, stretching movements, marches in class. |
| 14 | Jogging, warning movements, matches in class |
| 15,16 | Jogging, stretching studies, matches in class |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles | **X** |  |  |
| 3 | Nursing institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams | **X** |  |  |
| 5 | Identify, formulate, and solve medical and Nursing institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills | **X** |  |  |
| 7 | Get an understanding of professional and ethical responsibility | **X** |  |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning | **X** |  |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Instructor(s):** Aydın KEKEÇ  **Signature**:  **Date:**

** Eskişehir School of Health, NURSING Department, Information Form of Course**

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| **TERM** | FALL |

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| **COURSE TITLE** | ANATOMY | **CODE** | 291111104 |

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| **COORDINATOR** |  | **INSTRUCTORS** |  |

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| **SEMESTER** | **HOURS PER WEEK** | | | |  | | | | |
| **Theory** | **Practice** | **Laboratory** | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| 2016-2017 | 3 | 1 | 0 | | 3,5 | 5 | COMPULSORY (X) ELECTIVE( ) | | TURKİSH |
| **ASSESMENT SYSTEM** | | | | | | | | | |
| **IN-TERM STUDIES** | | | | **Faaliyet türü** | | | | **Quantity** | **Percentage** |
| First Mid Term | | | | 1 | 50 |
| Second Mid Term | | | |  |  |
| Practice | | | |  |  |
| Homework | | | |  |  |
| Presentation/Preparing Seminer | | | |  |  |
| Final Examination | | | | 1 | 50 |
| **TOPLAM** | | | | 2 | 100 |
| **PREREQUISITES** | | | | NOT PRESENT | | | | | |
| **CONTENTS** | | | | Konwledge about basic anatomical terminology, systematic human anatomy | | | | | |
| **OBJECTIVES** | | | | Emphasize the correlation between anatomical structure and function, clinical application, and usage of correct anatomical terminology.  Give basic health science terminology and language associated with anatomy.  Give sufficient knowledge and understanding of human anatomy to function competently  Give the skills, knowledge about the structures in human body, their situations, relationships that is necessary for the proffessional baseline | | | | | |
| **LEARNING OUTCOMES** | | | | Get the minimum knowledge about health science terminology,  Get the skills, knowledge about the structures in human body, their situations, relationships that is necessary for the proffessional baseline | | | | | |
| **REFERENCES** | | | | 1.Süzen B. İnsan Anatomisine giriş, Bedray Basın Yayın, İstanbul, 2008.  2. Sobotta İnsan Anatomisi Atlası, 2006.  3. Yıldırım M. İnsan Anatomisi, Nobel Tıp Yayınevi, İstanbul, 2001. | | | | | |
| **TEACHING METHODS** | | | | Computer and projector system and blackboard for lecture presentation Plactic models and cadaver material for laboratory | | | | | |

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| **COURSE CONTENT** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction and Terminology |
| 2 | Skeletal System I |
| 3 | Skeletal System II |
| 4 | Articular System |
| 5 | Muscular System I |
| 6 | Muscular Systemi II |
| 7 | Circulatuar System |
| 8 | Respiratory System |
| 9 | MID-TERM EXAM |
| 10 | Digestive System |
| 11 | Urogenital System |
| 12 | Central Nervous System |
| 13 | Peripheric ve Otonom Nervous Systems |

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| **NUMBER** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/Midwifery/Management of healthcare institutions education | **X** |  |  |
| 2 | Get an ability to solve ethical problems with basic principles |  |  | **X** |
| 3 | Nursing/Midwifery/Management of healthcare institutions education Gather as well as apply knowledge of health sciences | **X** |  |  |
| 4 | Function on multi-disciplinary teams |  |  | **X** |
| 5 | Identify, formulate, and solve medical and Nursing/Midwifery/Management of healthcare institutions education problems | **X** |  |  |
| 6 | Use effective written and oral communication/presentation skills |  |  | **X** |
| 7 | Get an understanding of professional and ethical responsibility |  | **X** |  |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  | **X** |  |
| **1**:No contribution Yok. **2**:Partially contribution. **3**: Yes contribution | | | | |

**Date**  **Signature**