

List of Courses in English in Department of Nursing*

*Please note that our number of courses in English will be increased in future.

First Year

| | | |
|---|---------------------|----------------------------------|
| History of Nursing and Philosophy (6HGF101)-computing device required | | |
| ECTS: 5 | 2 h/w theory | Period: October – January |
| Coordinator: Saida Abdul Aziz, RN, MSN, MBA-HCM, DHA (abd) | | |
| <p>Course objective: Develop a deeper understanding of nursing as a professional science. Explore the international evolution of nursing as a caring profession from Nightingale to current international nursing theorists.</p> <p>Course contents: Basic concepts and principles of nursing, nursing philosophy, nursing role and function as leader and member of health care team, importance and use of research in evolving practice</p> <p>Learning outcomes: The students will:</p> <ul style="list-style-type: none"> • Be able to discuss the evolution of nursing from Nightingale to current practice. • Be able to describe current nursing roles in various Western and Eastern countries • Be able to discuss theory and research to improve safety and quality in nursing • Be able to develop a personal philosophy and vision for professional practice • Be able to describe the evolution of nursing in country of origin and compare and contrast with Turkey in PowerPoint presentation <p>Form of tuition: Lectures, group discussions, role play, case studies, team research project, PowerPoint presentations</p> <p>Literature: Nightingale, F. (1860). Notes on nursing: what it is, and what it is not. London, England: Harrison. Retrieved from http://openlibrary.org/books/OL6974156M/Notes_on_nursing</p> <p>Entry requirements: Pass or exempt from Prep School TOEFL Exam</p> | | |

Contents per week

| | | |
|---|---|------------------|
| Course contents – lecture, PowerPoint, Course syllabus, Videos, Internet | | |
| Week | Contents | |
| 1 What is Theory | Vocabulary usage writing scenarios | |
| 2 Theoretical Models | Major theorists relationship to practice in Turkey | |
| 3 Ethics of Practice supported by Research | Definition, case studies, role playing, videos, movie: <i>Philadelphia</i> , Introduction to Dilemmas | |
| 4 Role of Professional Nurse as Clinical Leader | Lectures, Role Playing, | |
| 5 Team Nursing, Leadership, and Application of a Theoretical Model to Decision making | Debate, PPT | |
| MIDTERM | | |
| Course contents – practical courses | | |
| Week | Contents | |
| 1 Evolution of Clinical Role of Nursing | Individual assessment and develop a personal philosophy | |
| 2 Nursing Process and evolution of related management models | Communication and organization explored | |
| 3 Critical thinking where are we now: Turkey | Application: Writing case presentation and oral report | |
| 4 Quality and role of nursing in organizational leadership | Application to practice | |
| 5 IOM Reports on Nursing Education | Read and extrapolate relationship to future of nursing science for 5000 word paper | |
| Assessment and evaluation system | | |
| Mid-term study | Number | Contribution (%) |
| Quiz | 1 | 5% |
| Project | 1 | 2.5% |
| Reports | 2 | 10% |
| Seminar | 4 | 5% |

| | | |
|---|----|------|
| Assignments | 2 | 5% |
| Presentation | 1 | 2.5% |
| Laboratory | 4 | 10% |
| Field work | 0 | 0 |
| Exam | 0 | 0 |
| Total | 15 | 40 |
| Contribution of mid-term studies to pass mark | 20 | 20% |
| Contribution of final exam to pass mark | 1 | 40% |
| Total | | 100% |

Relationship between the learning outcomes of the course and the programme outcomes

Contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing research, academic writing, and clinical practice. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying internationally recognized best standards of professional nursing practice to clinical care. | | X | | | |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health care to develop nursing solutions that can improve outcomes. | | | X | | |
| 5 | Uses the nursing process to improve learning, teaching, and management of outcomes for patient care. | | | | | X |
| 6 | Demonstrates the ability to use rigorous scientific resources from internationally recognized English language sources including networking with professional experts at the national and international level to remain abreast of current practice trends and the best available evidence from the literature. | | | | | X |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions relate to decision making in all interactions. | | | | | X |
| 9 | Demonstrates competence in cross-cultural communication. | | | X | | |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | X | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and the body of knowledge for nursing science. | | | | | X |
| 12 | Serves as a role model for other nursing students at lower levels of experience and | | | | | X |

| | | | | | | |
|----|---|--|--|---|--|---|
| | education providing them with professional identity within the nursing community. | | | | | |
| 13 | Uses information and the latest technologies in research and professional practices. | | | | | X |
| 14 | Adheres to the laws that regulate nursing practice and remains vigilant of trends that affect professional ethics and conduct. | | | | | X |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, diagnose, implement, and evaluate nursing care. | | | | | X |
| 16 | Demonstrates competence in advocating for, protecting, and maintaining a patient's right to self determination in accessing high-quality, efficient, cost-effective care health care of their patients. | | | X | | |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | 2 | 2 | 4 |
| Other Applications | 2 | 4 | 8 |
| Final Examinations (including preparatory year) | 1 | 3 | 6 |
| Quiz | 2 | 4 | 8 |
| Term Paper/ Project- (Team) | 1 | 12 | 12 |
| Portfolio Study | 1 | 12 | 12 |
| Reports | 2 | 2 | 4 |
| Learning Diary | 1 | 8 | 8 |
| Thesis/ Project | 1 | 10 | 10 |
| Seminar | 4 | 1 | 4 |
| Other Debate) | 2 | 6 | 12 |
| Working Hours out of Class | 5 | 3 | 15 |
| Assignments | 4 | 2 | 8 |
| Presentation | 1 | 2 | 2 |
| Mid-term Examinations (including time for preparation) | 2 | 2 | 4 |
| Project | 1 | 4 | 4 |
| Clinical Practice | 0 | 0 | 0 |
| Laboratory | 4 | 1 | 4 |
| Field Work | 0 | 0 | 0 |
| Total Workload | | | 125 total |
| Total Workload / 25 | | | 5 |
| ECTS Credit of Course | | | 5 |

| | | |
|--|------------------------------|---------------------------------|
| Professional English-I (6ING101) | | |
| ECTS: 3 | 4 h/w theory+practice | Period: October –January |
| Coordinator: Saida Abdul Aziz, RN, MSN, MBA-HCM, DHA (abd) | | |
| <p>Course objective: This course aims to use principles of reading, discussing, and presenting discipline focused research to improve communication and organization in the areas of listening, writing and reading to develop emerging skills in applying scientific evidence to practice.</p> <p>Course contents: Basic principles of clinical decision making including: ethical decision making, nursing theories, nursing assessment, communicating and organizing assessment findings reporting styles will be emphasized.</p> <p>Learning outcomes: The students will be able to:</p> <ul style="list-style-type: none"> • Define nursing according to International Council of Nursing (ICN), American Nurses Association, Canadian Nurses Association • Discuss and differentiate between ethical and moral issues faced by nurses • Describe the appropriate use of the nursing process for clinical decision making • Listen, read, and to passages from academic articles identifying vocabulary and themes related to ethics, complete a nursing assessment, and use SBAR in simulated case studies <p>Form of tuition: Lectures, Team projects, PowerPoint Presentations, self-study, and internet</p> <p>Literature: Fowler, M.D. (Ed.). (2008). <i>Guide to the code of ethics for nurses: Interpretation and application</i>. Silver Spring, MD: American Nurses Association</p> <p>Hogue, A. (2008). <i>First steps in academic writing</i> (2nd ed.). White Plains, NY: Pearson</p> <p>University of Phoenix. (2011). <i>Learning team toolkit</i>. Phoenix, AZ: Apollo</p> <p>Yoder-Wise, P. S. (2011). <i>Leading and managing in nursing</i> (5th ed.). St. Louis, MO: Mosby</p> <p>Entry requirements: Pass or exempt from Prep School TOEFL Exam</p> | | |

Course contents per week

| | |
|---|---|
| Course contents – lecture, PowerPoint, Course syllabus, Videos, Internet | |
| Week | Contents |
| 1 What is nursing and designations | Definitions vocabulary and grammar for practice; writing, portfolios |
| 2 Nursing theories | Major theorists relationship to practice in Turkey |
| 3 Introduction to Ethics | Definition, case studies, role playing, videos, movie: Miss Evers Boys |
| 4 Role of Professional Nurse | Lectures, Role Playing, |
| 5 Team Nursing | Debate, PPT |
| MIDTERM | |
| Course contents – practical courses | |
| Week | Contents |
| 1 Clinical Role of Nursing | Admitting a patient |
| 2 Nursing Process | Physical care, vital signs |
| 3 Critical thinking | Case presentation and oral reporting |
| 4 SBAR for Case studies | Developing cases studies |
| 5 SBAR for Case studies | Developing cases studies |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|--------|------------------|
| Quiz | 1 | 5% |
| Project | 1 | 2.5% |
| Reports | 2 | 10% |
| Seminar | 4 | 5% |
| Assignments | 2 | 5% |
| Presentation | 1 | 2.5% |
| Laboratory | 4 | 10% |
| Field work | 0 | 0 |
| Exam | 0 | 0 |
| Total | 15 | 40 |
| Contribution of mid-term studies to pass mark | 20 | 20% |
| Contribution of final exam to pass mark | 1 | 40% |
| Total | | 100% |

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing research, academic writing, and clinical practice. | | | X | | |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying internationally recognized best standards of professional nursing practice to clinical care. | | | X | | |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health care to develop nursing solutions that can improve outcomes. | | | | | X |
| 5 | Uses the nursing process to improve learning, teaching, and management of outcomes for patient care. | | | | | X |
| 6 | Demonstrates the ability to use rigorous scientific resources from internationally recognized English language sources including networking with professional experts at the national and international level to remain abreast of current practice trends and the best available evidence from the literature. | | | | | X |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions relate to decision making in all interactions. | | | | | X |
| 9 | Demonstrates competence in cross-cultural communication. | | | | X | |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | X | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and the body of knowledge for nursing science. | | | X | | |
| 12 | Serves as a role model for other nursing students at lower levels of experience and education providing them with professional identity within the nursing community. | | X | | | |
| 13 | Uses information and the latest technologies in research and professional practices. | | | | | X |
| 14 | Adheres to the laws that regulate nursing practice and remains vigilant of trends that affect professional ethics and conduct. | | X | | | |

| | | | | | | |
|----|---|--|---|--|--|---|
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, diagnose, implement, and evaluate nursing care. | | | | | X |
| 16 | Demonstrates competence in advocating for, protecting, and maintaining a patient's right to self determination in accessing high-quality, efficient, cost-effective care health care of their patients. | | X | | | |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | 2 | 2 | 4 |
| Other Applications | 2 | 3 | 6 |
| Final Examinations (including preparatory year) | 1 | 3 | 6 |
| Quiz | 2 | 4 | 8 |
| Term Paper/ Project- (Team) | 1 | 6 | 6 |
| Portfolio Study | 1 | 6 | 6 |
| Reports | 2 | 2 | 4 |
| Learning Diary | 1 | 5 | 5 |
| Thesis/ Project | 1 | 5 | 5 |
| Seminar | 4 | 1 | 4 |
| Other (Team) | 1 | 1 | 1 |
| Working Hours out of Class | 0 | 0 | 0 |
| Assignments | 4 | 2 | 8 |
| Presentation (SBAR) | 1 | 2 | 2 |
| Mid-term Examinations (including time for preparation) | 2 | 2 | 4 |
| Project | 1 | 2 | 2 |
| Clinical Practice | 0 | 0 | 0 |
| Laboratory | 4 | 1 | 4 |
| Field Work | 0 | 0 | 0 |
| Total Workload | | | 75 total |
| Total Workload / 25 | | | 3 |
| ECTS Credit of Course | | | 3 |

| Professional English-II (6ING102) | | |
|---|---------------------|--------------------------------|
| ECTS: 3 | 4 h/w theory | Period: February – June |
| Coordinator: Saida Abdul Aziz, RN, MSN, MBA-HCM, DHA (abd) | | |
| <p>Course objective: Application of basic concepts and principles of Nursing, and Nursing Philosophy in the clinical laboratory setting to simulated patient care using the knowledge and skills obtained from theoretical foundations provided in 6ING102. The Student in this lesson will learn to apply SBAR framework to the practice setting based on simulation exercises in order to stimulation and solidify cultural and practice requirements in nursing from a clinical perspective emphasizing meeting the needs of patient and the family. Key perspectives will include differentiation of the clinical and ethical responsibilities of professional nurses in care guaranteeing the delivery of safe, high-quality care using independent, dependent, and collaborative decision making to apply scientific problem solving and evidence to the full spectrum of nursing care.</p> <p>Course contents: Basic principles of clinical decision making including: assessment, communicating and organizing assessment findings, physical care delivery, finding and applying evidence to care, reporting</p> <p>Learning outcomes:</p> <p>The students will:</p> <ul style="list-style-type: none"> • Develop a nursing policy that demonstrates nursing ethical policy for informed consent for surgery according to the International Council of Nursing (ICN), American Nurses Association, or Canadian Nurses Association • Develop a skit describing differentiating between ethical and moral issues faced by nurses • Be able to develop a model for solving a problem using the nursing process for clinical decision making | | |

- Be able to select academic articles and identify vocabulary related to ethics, nursing assessment, and SBAR in group discussion for presentation in class
- Demonstrate competency in taking vital signs and completing a physical assessment

Literature:

Hogue, A. (2008). *First steps in academic writing* (2nd ed.). White Plains, NY: Pearson

Manual of the American Psychological Association [APA] (6th ed.). (2010). Washington, DC: APA

Sabin, W. A. (2005). *The Gregg Reference Manual: A manual of style, grammar, usage, and Formatting* (10th ed.). Boston, MA: McGraw-Hill.

University of Phoenix. (2011). *Learning team toolkit*. Phoenix, AZ: Apollo

Form of tuition:

Lectures, group discussions and writing, simulated reporting and writing of shift reports, case studies, and clinical care conferences, team research project and PowerPoint presentation

Entry requirements: Pass or exempt from Prep School TOEFL Exam

| Course contents – lecture, PowerPoint, Course syllabus, Videos, Internet | |
|---|--|
| Week | Contents |
| 1 Nursing as a science | Vocabulary usage writing scenarios |
| 2 Applying theories to practice | Major theorists relationship to practice in Turkey |
| 3 Ethics | Definition, case studies, role playing, videos, movie: Miss Evers Boys , Introduction to Dilemmas |
| 4 Role of Professional Nurse | Lectures, Role Playing, |
| 5 Team Nursing | Debate, PPT |
| MIDTERM | |
| Course contents – practical courses | |
| Week | Contents |
| 1 Clinical Role of Nursing | Application: Admitting and discharging a patient |
| 2 Nursing Process | Physical care, vital signs |
| 3 Critical thinking | Application: Writing case presentation and oral report |
| 4 SBAR for Case studies | Application to practice |
| 5 SBAR for Case studies | Application to practice |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|-----------|------------------|
| Quiz | 1 | 5% |
| Project | 1 | 2.5% |
| Reports | 2 | 10% |
| Seminar | 4 | 5% |
| Assignments | 2 | 5% |
| Presentation | 1 | 2.5% |
| Laboratory | 4 | 10% |
| Field work | 0 | 0 |
| Exam | 0 | 0 |
| Total | 15 | 40 |
| Contribution of mid-term studies to pass mark | 20 | 20% |
| Contribution of final exam to pass mark | 1 | 40% |
| Total | | 100% |

Relationship between the learning outcomes of the course and the programme outcomes

Contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing research, academic writing, and clinical practice. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying internationally recognized best standards of professional nursing practice to clinical care. | | | | | X |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health care to develop nursing solutions that can improve outcomes. | | | | | X |
| 5 | Uses the nursing process to improve learning, teaching, and management of outcomes for patient care. | | | | | X |
| 6 | Demonstrates the ability to use rigorous scientific resources from internationally recognized English language sources including networking with professional experts at the national and international level to remain abreast of current practice trends and the best available evidence from the literature. | | | | | X |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions relate to decision making in all interactions. | | | | | X |
| 9 | Demonstrates competence in cross-cultural communication. | | | | | X |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | X | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and the body of knowledge for nursing science. | | | X | | |
| 12 | Serves as a role model for other nursing students at lower levels of experience and education providing them with professional identity within the nursing community. | | | | X | |
| 13 | Uses information and the latest technologies in research and professional practices. | | | | | X |
| 14 | Adheres to the laws that regulate nursing practice and remains vigilant of trends that affect professional ethics and conduct. | | | | | X |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, diagnose, implement, and evaluate nursing care. | | | | | X |
| 16 | Demonstrates competence in advocating for, protecting, and maintaining a patient's right to self determination in accessing high-quality, efficient, cost-effective care health care of their patients. | | | | | X |

| Activity | Number | Time (hour) | Total workload |
|---|--------|-------------|----------------|
| Class Hours | 2 | 2 | 4 |
| Other Applications | 2 | 3 | 6 |
| Final Examinations (including preparatory year) | 1 | 3 | 6 |
| Quiz | 2 | 4 | 8 |
| Term Paper/ Project- (Team) | 1 | 6 | 6 |
| Portfolio Study | 1 | 6 | 6 |
| Reports | 2 | 2 | 4 |
| Learning Diary | 1 | 5 | 5 |
| Thesis/ Project | 1 | 5 | 5 |
| Seminar | 4 | 1 | 4 |
| Other (Team) | 1 | 1 | 1 |
| Working Hours out of Class | 0 | 0 | 0 |
| Assignments | 4 | 2 | 8 |
| Presentation (SBAR) | 1 | 2 | 2 |

| | | | |
|--|---|---|----------|
| Mid-term Examinations (including time for preparation) | 2 | 2 | 4 |
| Project | 1 | 2 | 2 |
| Clinical Practice | 0 | 0 | 0 |
| Laboratory | 4 | 1 | 4 |
| Field Work | 0 | 0 | 0 |
| Total Workload | | | 75 total |
| Total Workload / 25 | | | 3 |
| ECTS Credit of Course | | | 3 |

Second Year

| | | |
|--|---------------------|--------------------------------|
| Clinical Biochemistry (6KBO102) | | |
| ECTS: 2 | 2 h/w theory | Period: February – June |
| Coordinator: Prof Dr Ahmet Belce | | |
| Course objective: To teach basic concepts in clinical biochemistry, interpretation of laboratory test results | | |
| Course contents: Basic biochemistry, biochemical basis of health and disease, case studies. | | |
| Form of tuition: Lectures, tutorials and self-study: | | |
| Literature: Principles of medical biochemistry, Textbook of Biochemistry | | |
| Entry requirements: None | | |

Course contents per week

| Course contents – lectures | |
|-----------------------------------|--|
| Week | Contents |
| 1st week: | Introduction to clinical biochemistry |
| 2nd week: | Biochemical basis of health and disease |
| 3rd week: | Specimen collection |
| 4th week: | Blood counting and anemia |
| 5th week: | Kidney function tests, urine analysis |
| 6th week: | Liver function tests and enzymes |
| 7th week: | Cardiac markers, inflammation |
| 8th week: | Minerals, essential elements |
| 9th week: | Bone diseases |
| 10th week: | Vitamins |
| 11th week: | Hormones |
| 12th week: | Neuro-muscular diseases |
| 13th week: | Metabolic disorders |
| 14th week: | Tumour markers |
| | |
| | |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|--------|------------------|
| Quiz | 1 | 10 |
| Project | | |
| Reports | | |
| Seminar | 1 | 10 |
| Assignments | | |
| Presentation | 1 | 10 |
| Laboratory | | |
| Field work | 12 | 10 |
| Total | | 40 |
| Contribution of mid-term studies to pass mark | | 40 |
| Contribution of final exam to pass mark | | 60 |

**Relationship between the learning outcomes of the course and the programme outcomes
contribution level: 1 (low) – 5 (high)**

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing practices. | | | | x | |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | x | | | |
| 3 | Demonstrates competence in applying the principles and standards of professional clinical practice to clinical care. | | | x | | |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health to develop nursing solutions that can improve outcomes of care. | | | x | | |
| 5 | Uses the nursing process to improve learning, teaching, and management outcomes related to nursing practices. | x | | | | |
| 6 | Demonstrates the ability to use the most rigorous scientific resources from internationally recognized English language sources to network with peers at the national and international level to keep practice current and reflective of the best available evidence from the literature. | | x | | | |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | x | | |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions related to health issues can affect decision making at both a qualitative and quantitative level. | | x | | | |
| 9 | Demonstrates effective cross-cultural communication. | x | | | | |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | x | | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and advancement to the body of knowledge in nursing science. | | | | x | |
| 12 | Serves as a role model for nursing students in lower levels providing them with professional identity within the nursing community. | | | x | | |
| 13 | Uses information and the latest care technologies in research and professional practices. | | | x | | |
| 14 | Adheres to the laws that regulate nursing practices, remain observant of legislation and rules of professional ethics. | | | | x | |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, implement, and evaluate care. | | | x | | |
| 16 | Advocates for, protects, and maintains international human rights for health care. | | x | | | |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|---|--------|-------------|----------------|
| Class Hours | 14 | 2 | 28 |
| Other Applications | | | |
| Final Examinations (including preparatory year) | | | |
| Quiz | | | |
| Term Paper/ Project | | | |
| Portfolio Study | | | |

| | | | |
|--|-------|---|----|
| Reports | | | |
| Learning Diary | | | |
| Thesis/ Project | | | |
| Seminar | 1 | 1 | 1 |
| Other | | | |
| Working Hours out of Class | | | |
| Assignments | | | |
| Presentation | | | |
| Mid-term Examinations (including time for preparation) | 1 | 8 | 8 |
| Project | | | |
| Clinical Practice | | | |
| Laboratory | | | |
| Field Work | 13 | 1 | 13 |
| Total Workload | 50 | | |
| Total Workload / 25 | 50/25 | | |
| ECTS Credit of Course | 2 | | |

| | | |
|---|---------------------|--------------------------------|
| Health Promotion Strategies (6SGS402) | | |
| ECTS: 3 | 2 h/w theory | Period: February – June |
| Coordinator: Duygu SEZGIN | | |
| <p>Course objective: Students to have general information about health and illness concepts. They will learn about how to promote health and develop healthy living objectives. In addition, they will be able to practice health promotion models and theories using skills they gained.</p> <p>Course contents: Health- illness concepts and processes. Health Promotion Model. Prochaska' s Transtheoretical Model. Comprehending Motivational Interviewing Techniques they will be able to apply healthy behaviors in daily life.</p> <p>Form of tuition:</p> <p>Lectures, tutorials and self-study: Theoretical teaching, demonstration techniques for intervention skills.</p> <p>Entry requirements: None</p> | | |

Course contents per week

| Course contents – lectures | |
|-----------------------------------|--|
| Week | Contents |
| 1st week: | Course selection |
| 2nd week: | Introduction |
| 3rd week: | Health Promotion: Integration, Health- Illness, Family centered health |
| 4th week: | Definition of health and conceptual aspects, Relationship between Health Protection and Health Promotion |
| 5th week: | Behavior change strategies |
| 6th week: | Behavior change strategies (cont.) |
| 7th week: | Health Promotion Model (Pender) |
| 8th week: | Midterm |

| | |
|--|---|
| 9th week: | Applying Health Promotion Model –Literature review.(reports) |
| 10th week: | Behavior change and motivational interviewing |
| 11th week: | Prochaska and Transtheoretical Model |
| 12th week: | Applying Transtheoretical Model –Literature review. (reports) |
| 13th week: | Review –Feedbacks/Evaluation of the course |
| 14th week: | Final exam |
| Course contents – practical courses | |
| Week | Contents |
| 1 | |
| 2 | |
| 3 | |
| 4 | |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|--------|------------------|
| Quiz | | |
| Project | | |
| Reports | 2 | %20 |
| Seminar | | |
| Assignments | | |
| Presentation | | |
| Laboratory | | |
| Field work | | |
| Total | | |
| Contribution of mid-term studies to pass mark | 1 | %30 |
| Contribution of final exam to pass mark | 1 | %50 |

Relationship between the learning outcomes of the course and the programme outcomes

contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing practices. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying the principles and standards of professional clinical practice to clinical care. | | | x | | |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health to develop nursing solutions that can improve outcomes of care. | | | | | X |
| 5 | Uses the nursing process to improve learning, teaching, and management outcomes related to nursing practices. | | | | X | |

| | | | | | | |
|----|---|--|--|---|---|---|
| 6 | Demonstrates the ability to use the most rigorous scientific resources from internationally recognized English language sources to network with peers at the national and international level to keep practice current and reflective of the best available evidence from the literature. | | | | X | |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | x | | |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions related to health issues can affect decision making at both a qualitative and quantitative level. | | | | | X |
| 9 | Demonstrates effective cross-cultural communication. | | | | X | |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | | X |
| 11 | Joins professional organizations to add to the advancement of nursing practice and advancement to the body of knowledge in nursing science. | | | | | X |
| 12 | Serves as a role model for nursing students in lower levels providing them with professional identity within the nursing community. | | | | | X |
| 13 | Uses information and the latest care technologies in research and professional practices. | | | | X | |
| 14 | Adheres to the laws that regulate nursing practices, remain observant of legislation and rules of professional ethics. | | | | x | |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, implement, and evaluate care. | | | | X | |
| 16 | Advocates for, protects, and maintains international human rights for health care. | | | X | | |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | 11 | x2 | 22 |
| Other Applications | | | |
| Final Examinations (including preparatory year) | 1 | X2 | 2 |
| Quiz | | | |
| Term Paper/ Project | | | |
| Portfolio Study | | | |
| Reports | 2 | X2 | 4 |
| Learning Diary | | | |
| Thesis/ Project | | | |
| Seminar | | | |
| Other | | | |
| Working Hours out of Class | 3 | X11 | 33 |
| Assignments | | | |
| Presentation | | | |
| Mid-term Examinations (including time for preparation) | 1 | X2 | 2 |

| | | | |
|------------------------------|-------|--|--|
| Project | | | |
| Clinical Practice | | | |
| Laboratory | | | |
| Field Work | | | |
| Total Workload | 63 | | |
| Total Workload / 25 | 63/25 | | |
| ECTS Credit of Course | 3 | | |

| | | |
|---|-------------------------------|--------------------------------|
| Professional Approaches in Non-Communicable Diseases (6BOH402) | | |
| ECTS: 8 | 12 h/w theory+practice | Period: February – June |
| Coordinator: Duygu SEZGIN | | |
| <p>Course objective: The student uses epidemiological data to direct his own practice and support a change in health care from a more reactive main frame of health care towards a more proactive and preventive community-based health care. To develop innovative and attractive interventions in order to prevent and treat non-communicable diseases.</p> <p>Course contents: Pathologic physiology of non-communicable diseases (NCD), epidemiological data about diseases' rates, global policies on NCDs, Diabetes Type II, COPD, Cancer, Cardiovascular diseases, unhealthy lifestyle activities.</p> <p>Form of tuition:</p> <p>Lectures, tutorials and self-study: Theory, interactive case study hours, problem-based learning and clinical practice.</p> <p>Entry requirements: None</p> | | |

Course contents per week

| | |
|--|--------------------------------------|
| Course contents – lectures | |
| Week | Contents |
| 1st week: | Introduction |
| 2nd week: | Unhealthy lifestyle activities |
| 3rd week: | Diabetes Type II |
| 4th week: | COPD |
| 5th week: | Cancer |
| 6th week: | Cardiovascular diseases |
| 7th week: | Midterm |
| 8th week: | Stroke |
| 9th week: | Obesity |
| 10th week: | Musculoskeletal Disorders |
| 11th week: | Literature review (reports) |
| 12th week: | Global and National Policies on NCDs |
| 13th week: | Evaluation of the course |
| 14th week: | Final Exam |
| Course contents – practical courses | |
| Week | Contents |
| 1st week: | Orientation week |
| 2nd week: | Assessment skills |

| | |
|------------|--|
| 3rd week: | Diabetes Type II (case study) |
| 4th week: | COPD (case study) |
| 5th week: | Lab. skills |
| 6th week: | Cancer (case study) |
| 7th week: | Cardiovascular diseases (case study) |
| 8th week: | Lab. skills |
| 9th week: | Stroke (case study) |
| 10th week: | Obesity (case study) |
| 11th week: | Lab. skills |
| 12th week: | Musculoskeletal Disorders (case study) |
| 13th week: | Implementing Global and National Policies on NCDs (discussion) |
| 14th week: | Evaluation of the course |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|--------|------------------|
| Quiz | | |
| Project | | |
| Reports | 1 | %5 |
| Seminar | | |
| Assignments | | |
| Presentation | | |
| Laboratory | 1 | %10 |
| Field work | 1 | %25 |
| Total | | |
| Contribution of mid-term studies to pass mark | 1 | %25 |
| Contribution of final exam to pass mark | 1 | %35 |

Relationship between the learning outcomes of the course and the programme outcomes

contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing practices. | | | | | x |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | x | |
| 3 | Demonstrates competence in applying the principles and standards of professional clinical practice to clinical care. | | | | | x |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health to develop nursing solutions that can improve outcomes of care. | | | | x | |
| 5 | Uses the nursing process to improve learning, teaching, and management outcomes related to nursing practices. | | | x | | |
| 6 | Demonstrates the ability to use the most rigorous scientific resources from internationally recognized English language sources to network with peers at the national and international level to keep practice current and reflective of the best available evidence from the literature. | | | | x | |

| | | | | | | | |
|----|--|--|--|---|--|--|---|
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | | x |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions related to health issues can affect decision making at both a qualitative and quantitative level. | | | | | | x |
| 9 | Demonstrates effective cross-cultural communication. | | | | | | x |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | x | | | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and advancement to the body of knowledge in nursing science. | | | | | | x |
| 12 | Serves as a role model for nursing students in lower levels providing them with professional identity within the nursing community. | | | | | | x |
| 13 | Uses information and the latest care technologies in research and professional practices. | | | | | | x |
| 14 | Adheres to the laws that regulate nursing practices, remain observant of legislation and rules of professional ethics. | | | | | | x |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, implement, and evaluate care. | | | | | | x |
| 16 | Advocates for, protects, and maintains international human rights for health care. | | | | | | x |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | 12 | X2 | 24 |
| Other Applications | | | |
| Final Examinations (including preparatory year) | 1 | X2 | 2 |
| Quiz | | | |
| Term Paper/ Project | | | |
| Portfolio Study | | | |
| Reports | 1 | X2 | 2 |
| Learning Diary | | | |
| Thesis/ Project | | | |
| Seminar | | | |
| Other | | | |
| Working Hours out of Class | 3 | X12 | 36 |
| Assignments | | | |
| Presentation | | | |
| Mid-term Examinations (including time for preparation) | 1 | X2 | 2 |
| Project | | | |
| Clinical Practice | 14 | X8 | 112 |
| Laboratory | 12 | X2 | 24 |
| Field Work | | | |
| Total Workload | 200 | | |
| Total Workload / 25 | 200/25 | | |
| ECTS Credit of Course | 8 | | |

| | | |
|---|---------------------|----------------------------------|
| Professional English-III (6ING201)- Computing device required | | |
| ECTS: 3 | 4 h/w theory | Period: October – January |
| Coordinator: Saida Abdul Aziz, RN, MSN, MBA-HCM, DHA (abd) | | |
| Course objective: | | |
| This introductory course aims to use principles of reading, discussing, and presenting discipline focused research to improve communication and organization in the areas of listening, writing and reading to develop emerging skills in applying scientific evidence to practice. Will develop emerging skills in academic writing. | | |
| Course contents: APA, Medical terminology and reporting styles will be emphasised. | | |
| Learning outcomes: | | |
| The students will: | | |
| <ul style="list-style-type: none"> • Be able to define nursing according to International Council of Nursing (ICN), American Nurses Association, Canadian Nurses Association • Be able to discuss and differentiate between ethical and moral issues faced by nurses • Be able to describe the appropriate use of the nursing process for clinical decision making • Be able to listen, read, and to passages from academic articles identifying vocabulary and themes related to ethics, complete a nursing assessment, and use SBAR in simulated case studies | | |
| Form of tuition: | | |
| Lectures, Group discussions, Team Writing Project Part I, PowerPoint Presentations, and Independent projects | | |
| Literature: | | |
| Manual of the American Psychological Association [APA] (6th ed.). (2010). Washington, DC: APA | | |
| Mariner-Toomey, A., & Alligood, M. R. (2006). <i>Nursing theorists and their work</i> . Philadelphia, PA: Mosby | | |
| QSEN Institute. SBAR. Available at http://qsen.org/ | | |
| Sabin, W. A. (2005). <i>The Gregg Reference Manual: A manual of style, grammar, usage, and Formatting</i> (10th ed.). Boston, MA: McGraw-Hill. | | |
| Form of tuition: | | |
| Lectures, Group discussions, Team Writing Project 2, PowerPoint Presentation | | |
| Entry requirements: Professional English-I (6ING101) | | |

Course contents per week

| | |
|---|---|
| Course contents – lecture, PowerPoint, Course syllabus, Videos, Internet | |
| Week | Contents |
| 1 What is nursing and designations | Definitions vocabulary |
| 2 Nursing theories | Major theorists relationship to practice in Turkey |
| 3 Ethics | Definition, case studies, role playing, videos, movie: Philadelphia |
| 4 Role of Professional Nurse | Lectures, Role Playing, |
| 5 Team Nursing | Debate, PPT |
| MIDTERM | |
| Course contents – practical courses | |
| Week | Contents |
| 1 Clinical Role of Nursing | Admitting a patient |
| 2 Nursing Process | Physical care, vital signs |
| 3 Critical thinking | Case presentation and oral reporting |
| 4 SBAR for Case studies | Developing cases studies |
| 5 SBAR for Case studies | Developing cases studies |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|--------|------------------|
| Quiz | 1 | 5% |
| Project | 1 | 2.5% |
| Reports | 2 | 10% |
| Seminar | 4 | 5% |
| Assignments | 2 | 5% |
| Presentation | 1 | 2.5% |
| Laboratory | 4 | 10% |
| Field work | 0 | 0 |
| Exam | 0 | 0 |
| Total | 15 | 40 |
| Contribution of mid-term studies to pass mark | 20 | 20% |
| Contribution of final exam to pass mark | 1 | 40% |
| Total | | 100% |

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing research, academic writing, and clinical practice. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying internationally recognized best standards of professional nursing practice to clinical care. | | X | | | |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health care to develop nursing solutions that can improve outcomes. | | | X | | |
| 5 | Uses the nursing process to improve learning, teaching, and management of outcomes for patient care. | | | | | X |
| 6 | Demonstrates the ability to use rigorous scientific resources from internationally recognized English language sources including networking with professional experts at the national and international level to remain abreast of current practice trends and the best available evidence from the literature. | | | | | X |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions relate to decision making in all interactions. | | | | | X |
| 9 | Demonstrates competence in cross-cultural communication. | | | | | X |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | X | | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and the body of knowledge for nursing science. | X | | | | |
| 12 | Serves as a role model for other nursing students at lower levels of experience and education providing them with professional identity within the nursing community. | | | | X | |
| 13 | Uses information and the latest technologies in research and professional practices. | | | | | X |
| 14 | Adheres to the laws that regulate nursing practice and remains vigilant of trends that affect professional ethics and conduct. | | | | | X |

| | | | | | | |
|----|---|--|---|--|--|---|
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, diagnose, implement, and evaluate nursing care. | | | | | X |
| 16 | Demonstrates competence in advocating for, protecting, and maintaining a patient's right to self determination in accessing high-quality, efficient, cost-effective care health care of their patients. | | X | | | |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | 2 | 2 | 4 |
| Other Applications | 2 | 3 | 6 |
| Final Examinations (including preparatory year) | 1 | 3 | 6 |
| Quiz | 2 | 4 | 8 |
| Term Paper/ Project- (Team) | 1 | 6 | 6 |
| Portfolio Study | 1 | 6 | 6 |
| Reports | 2 | 2 | 4 |
| Learning Diary | 1 | 5 | 5 |
| Thesis/ Project | 1 | 5 | 5 |
| Seminar | 4 | 1 | 4 |
| Other (Team) | 1 | 1 | 1 |
| Working Hours out of Class | 0 | 0 | 0 |
| Assignments | 4 | 2 | 8 |
| Presentation (SBAR) | 1 | 2 | 2 |
| Mid-term Examinations (including time for preparation) | 2 | 2 | 4 |
| Project | 1 | 2 | 2 |
| Clinical Practice | 0 | 0 | 0 |
| Laboratory | 4 | 1 | 4 |
| Field Work | 0 | 0 | 0 |
| Total Workload | | | 75 total |
| Total Workload / 25 | | | 3 |
| ECTS Credit of Course | | | 3 |

Professional English-IV (6ING202) – Laptop or computing device required**ECTS: 4** **4 h/w theory** **Period: February – June****Coordinator: Saida Abdul Aziz, RN, MSN, MBA-HCM, DHA (abd)****Course objective:**

This course aims to use principles of reading, discussing, and presenting discipline-focused research to improve oral communication and organization. The course is writing and reading intensive and will apply both theoretical and clinical skills to the development of a team project that includes a PowerPoint and written paper. Academic writing using the APA format to synthesize knowledge of nursing theories and practice standards into a practical application model for Turkish health care in a specialty area of clinical practice area will be a key focus.

Learning outcomes:

The students will:

- Be able to assume a pro or con side of an ethical debate on death and dying as a policy of informed consent in a free society
- Be able to research a specialty area of clinical practice area and synthesize knowledge of nursing theories and practice standards into a practical application model for Turkish nursing care.
- Be able to write a 2000 word paper describing the area of focus and the best model for care in a particular society and predict its impact on nursing over the 21st century.
- Be able to use APA format for all writing assignments

Course contents: APA format, oral presentation skills that reflect critical thinking, academic writing**Literature:**

Manual of the American Psychological Association [APA] (6th ed.). (2010). Washington, DC: APA
 Sabin, W. A. (2005). The Gregg Reference Manual: A manual of style, grammar, usage, and Formatting (10th ed.). Boston, MA: McGraw-Hill.

Form of tuition:

Lectures, Group discussions, Team Writing Project 2, PowerPoint Presentation

Entry requirements: Professional English-I (6ING 101)**Course contents – lecture, PowerPoint, Course syllabus, Videos, Internet**

| Week | Contents |
|---|---|
| 1 Introduction to APA | Lectures, PPT, Hand outs, Class room exercises |
| 2 Academic writing: Paragraph and grammar | Lectures, Class room exercises |
| 3 Identifying issues | Definition, case studies, role playing, videos, movie: Mrs Evers Boys, Philadelphia |
| 4 Role of Professional Nurse in the issue and | Lectures, PPT |
| 5 Write a team paper | 1 st draft |

MIDTERM**Course contents – practical courses**

| Week | Contents |
|-----------------------------------|---|
| 1 Writing by APA | Technical mechanics of APA |
| 2 Writing by APA : Identify idea | Idea and outlining |
| 3 1000 words, outline , framework | Review grammar and structure of paragraph |
| 4 1st draft due | In class completion and discussion |
| 5 Write and present PPT | 2000 words and PPT |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|----------------|--------|------------------|
| Quiz | 1 | 5% |
| Project | 1 | 2.5% |
| Reports | 2 | 10% |

| | | |
|---|----|------|
| Seminar | 4 | 5% |
| Assignments | 2 | 5% |
| Presentation | 1 | 2.5% |
| Laboratory | 4 | 10% |
| Field work | 0 | 0 |
| Exam | 0 | 0 |
| Total | 15 | 40 |
| Contribution of mid-term studies to pass mark | 1 | 20% |
| Contribution of final exam to pass mark | 1 | 40% |
| Total | 17 | 100 |

Relationship between the learning outcomes of the course and the programme outcomes

Contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing research, academic writing, and clinical practice. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying internationally recognized best standards of professional nursing practice to clinical care. | | | | | X |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health care to develop nursing solutions that can improve outcomes. | | | | | X |
| 5 | Uses the nursing process to improve learning, teaching, and management of outcomes for patient care. | | | | | X |
| 6 | Demonstrates the ability to use rigorous scientific resources from internationally recognized English language sources including networking with professional experts at the national and international level to remain abreast of current practice trends and the best available evidence from the literature. | | | | | X |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions relate to decision making in all interactions. | | | | | X |
| 9 | Demonstrates competence in cross-cultural communication. | | | | | X |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | | X |
| 11 | Joins professional organizations to add to the advancement of nursing practice and the body of knowledge for nursing science. | | | | X | |
| 12 | Serves as a role model for other nursing students at lower levels of experience and education providing them with professional identity within the nursing community. | | | | X | |
| 13 | Uses information and the latest technologies in research and professional practices. | | | | | X |
| 14 | Adheres to the laws that regulate nursing practice and remains vigilant of trends that affect professional ethics and conduct. | | | | | X |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, diagnose, implement, and evaluate nursing care. | | | | | X |
| 16 | Demonstrates competence in advocating for, protecting, and maintaining a patient's | | | | X | |

| | | | | | | |
|--|--|--|--|--|--|--|
| right to self determination in accessing high-quality, efficient, cost-effective care health care of their patients. | | | | | | |
|--|--|--|--|--|--|--|

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | 2 | 3 | 6 |
| Other Applications | 2 | 4 | 8 |
| Final Examinations (including preparatory year) | 1 | 3 | 3 |
| Quiz | 2 | 2 | 4 |
| Term Paper/ Project- (Team) | 1 | 10 | 10 |
| Portfolio Study | 1 | 10 | 10 |
| Reports | 2 | 2 | 4 |
| Learning Diary | 1 | 5 | 5 |
| Thesis/ Project | 1 | 10 | 10 |
| Seminar | 2 | 2 | 4 |
| Other Debate) | 2 | 2 | 4 |
| Working Hours out of Class | 3 | 2 | 6 |
| Assignments | 4 | 2 | 8 |
| Presentation | 1 | 2 | 2 |
| Mid-term Examinations (including time for preparation) | 2 | 2 | 4 |
| Project | 1 | 3 | 3 |
| Clinical Practice | 0 | 0 | 0 |
| Laboratory | 0 | 0 | 0 |
| Field Work | 3 | 3 | 9 |
| Total Workload | | | 100 total |
| Total Workload / 25 | | | 4 |
| ECTS Credit of Course | | | 4 |

Interpersonal relations and Therapeutic communication (6KIL201)

| | | |
|----------------|------------------------------|--------------------------------|
| ECTS: 3 | 3 h/w theory+practice | Period: February – June |
|----------------|------------------------------|--------------------------------|

Coordinator: Duygu SEZGIN

Course objective: This course will explore the effect of perceptions, values, goals, and the communicative process on the nurse-client relationship, on therapeutic communication, on changing roles, and on professional behavior is examined. Selected theories about communication and groups are explored. Transcultural communication, informatics, essential communication for patient education and patient safety, professional ethics, and critical thinking are specifically addressed.

Course contents: apply specific communicative theory and skills to practice communication in dyads, process group dynamics in the classroom, and apply concepts and dynamics of membership in a group. Advanced communication skills of advocacy, goal negotiation, and conflict resolution are discussed and practiced. Complementary and alternative perspectives from various cultural world views are also presented.

Learning outcomes:

The students will:

- Be able to describe channels of communication and demonstrate
- Be able to describe the appropriate use of the nursing process for clinical decision making
- Be able to listen, read discipline-specific academic articles, and identify vocabulary related to ethics, nursing assessment, and SBAR in case studies and simulated case studies

Lectures, group discussions, role play, case studies, team research project, PowerPoint presentations

Literature:

Hogue, A. (2008). *First steps in academic writing* (2nd ed.). White Plains, NY: Pearson

University of Phoenix.(2011). *Learning team toolkit*. Phoenix, AZ: Apollo

Yoder-Wise, P. S. (2011). *Leading and managing in nursing* (5th ed.). St. Louis, MO: Mosby

Entry requirements: Professional English-I (6ING 101)

Course contents per week

| Course contents – lecture, PowerPoint, Course syllabus, Videos, Internet | |
|--|---|
| Week | Contents |
| 1 What group dynamics and analyze one's own group dynamics in the process | Definitions vocabulary |
| 2 Communication theories | Major theorists relationship to practice in Turkey |
| 3 Speaking skills focus on effective public speaking through project presentations and practice in class | Definition, case studies, role playing, videos, movie: Mrs Evers Boys, Philadelphia |
| 4 Role of Professional Nurse | Lectures, Role Playing, PPT presentations |
| 5 Team Project | Developing debate |
| MIDTERM | |
| Course contents – practical courses | |
| Week | Contents |
| 1 Clinical communication | Organizing and thinking, situatedness |
| 2 Nursing Process for written communication | Physical care, vital signs |
| 3 Critical thinking | Case presentation and oral reporting |
| 4 Writing in teams | Academic paper: IOM – <i>Future of Nursing</i> |
| 5 Team Presentation | Team debate |

| Mid-term study | Number | Contribution (%) |
|---|-----------|------------------|
| Quiz | 1 | 5% |
| Project | 1 | 2.5% |
| Reports | 2 | 10% |
| Seminar | 4 | 5% |
| Assignments | 2 | 5% |
| Presentation | 1 | 2.5% |
| Laboratory | 4 | 10% |
| Field work | 0 | 0 |
| Exam | 0 | 0 |
| Total | 15 | 40 |
| Contribution of mid-term studies to pass mark | 1 | 20% |
| Contribution of final exam to pass mark | 1 | 40% |
| Total | 17 | 100 |

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|-----------|--|----------|----------|----------|----------|----------|
| 1 | Use scientific principles and methods in nursing research, academic writing, and clinical practice. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying internationally recognized best standards of professional nursing practice to clinical care. | X | | | | |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills | X | | | | |

| | | | | | | |
|----|---|---|---|---|--|---|
| | from across the field of health care to develop nursing solutions that can improve outcomes. | | | | | |
| 5 | Uses the nursing process to improve learning, teaching, and management of outcomes for patient care. | | | | | X |
| 6 | Demonstrates the ability to use rigorous scientific resources from internationally recognized English language sources including networking with professional experts at the national and international level to remain abreast of current practice trends and the best available evidence from the literature. | | | | | X |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions relate to decision making in all interactions. | | | | | X |
| 9 | Demonstrates competence in cross-cultural communication. | | | | | X |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | X | | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and the body of knowledge for nursing science. | X | | | | |
| 12 | Serves as a role model for other nursing students at lower levels of experience and education providing them with professional identity within the nursing community. | | | X | | |
| 13 | Uses information and the latest technologies in research and professional practices. | | | | | X |
| 14 | Adheres to the laws that regulate nursing practice and remains vigilant of trends that affect professional ethics and conduct. | | X | | | |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, diagnose, implement, and evaluate nursing care. | | | | | X |
| 16 | Demonstrates competence in advocating for, protecting, and maintaining a patient's right to self determination in accessing high-quality, efficient, cost-effective care health care of their patients. | | X | | | |

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | 2 | 2 | 4 |
| Other Applications | 2 | 3 | 6 |
| Final Examinations (including preparatory year) | 1 | 3 | 6 |
| Quiz | 2 | 4 | 8 |
| Term Paper/ Project- (Team) | 1 | 6 | 6 |
| Portfolio Study | 1 | 6 | 6 |
| Reports | 2 | 2 | 4 |
| Learning Diary | 1 | 5 | 5 |
| Thesis/ Project | 1 | 5 | 5 |
| Seminar | 4 | 1 | 4 |
| Other (Team) | 1 | 1 | 1 |
| Working Hours out of Class | 0 | 0 | 0 |
| Assignments | 4 | 2 | 8 |
| Presentation (SBAR) | 1 | 2 | 2 |
| Mid-term Examinations (including time for preparation) | 2 | 2 | 4 |
| Project | 1 | 2 | 2 |
| Clinical Practice | 0 | 0 | 0 |
| Laboratory | 4 | 1 | 4 |
| Field Work | 0 | 0 | 0 |
| Total Workload | | | 75 total |
| Total Workload / 25 | | | 3 |
| ECTS Credit of Course | | | 3 |

Third Year

| | | |
|---|---------------------|--------------------------------|
| Ethics in Nursing (6HLP302) – Laptop or computing device required | | |
| ECTS: 3 | 2 h/w theory | Period: February – June |
| Coordinator: Saida Abdul Aziz, RN, MSN, MBA-HCM, DHA (abd) | | |
| <p>Course objective: his course focuses on the legal and ethical rights, responsibilities, and obligations of the practicing nurse in a changing health environment. The objective of this course is to apply theories of ethics to the development of nursing values and practice behaviors reflecting universally accepted nursing practice that advocates for and delivers safe, competent, high-quality care according to the cultural needs of individual patients, their families, and their society A key focus will be ethical dilemmas based on current trends as influenced by biomedical and technological advances. .</p> <p>Course contents: Nursing values, universal ethical issues, theories, and technology. Nurses are used as guides to examine implications for legal and ethical decision making in patient care situations selected from actual work setting. Describe the roles of the nurse in the delivery of health care; demonstrate competence in the performance of basic nursing skills; and begin critical thinking in a systematic problem solving process. Apply methods and principles from foundational theory to simulation exercise and model ethical competence in professional and interpersonal interactions.</p> <p>Learning outcomes: The students will:</p> <ul style="list-style-type: none"> • Be able to assume a pro or con side of an ethical debate on death and dying as a policy of informed consent in a free society • Be able to research an ethical or moral issue faced by nurses write a 2000 word paper arguing for or against the issue in APA • Be able to make a 15 slide PPT presentation about the legislative trends of three leading ethical issues that will be faced by nurses over the 21st century <p>Form of tuition: Lectures, Group discussions, Individual writing, PowerPoint Presentation</p> <p>Literature: American Nurses Association. (2004). Scope and standards for nurse administrators 2nd ed.). Silver Spring, MD: American Nurses Association Fowler, M.D. (Ed.). (2008). Guide to the code of ethics for nurses: Interpretation and application. Silver Spring, MD: American Nurses Association Yoder-Wise, P. S. (2011). <i>Leading and managing in nursing</i> (5th ed.). St. Louis, MO: Mosby</p> <p>Entry requirements: (6ING201)</p> | | |

Course contents per week

| | |
|---|--|
| Course contents – lecture, PowerPoint, Course syllabus, Videos, Internet | |
| Week | Contents |
| 1 Nursing subspecialties | Definitions vocabulary |
| 2 Nursing theories on right to die | Major theorists for issues in death and dying |
| 3 Ethics | Changing meaning of ethics |
| 4 Role of Professional Nurse | Lectures, Role Playing, |
| 5 Team Nursing | Debate, PPT |
| MIDTERM | |
| Course contents – practical courses | |
| Week | Contents |
| 1 Implications of changing health | According to care environment: Movie-Kevorkian |
| 2 Individual accountability: legal scope of practice | Death and Dying |
| 3 Clarify ethical practice | Case presentation and oral reporting |
| 4 Critical thinking and ethical dilemma | Developing cases studies, role play, reading |
| 5 Case studies | Best practice and case study presentations |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|--------|------------------|
| Quiz | 1 | 5% |
| Project | 1 | 2.5% |
| Reports | 2 | 10% |
| Seminar | 4 | 5% |
| Assignments | 2 | 5% |
| Presentation | 1 | 2.5% |
| Laboratory | 4 | 10% |
| Field work | 0 | 0 |
| Exam | 0 | 0 |
| Total | 15 | 40 |
| Contribution of mid-term studies to pass mark | 20 | 20% |
| Contribution of final exam to pass mark | 1 | 40% |
| Total | | 100% |

Relationship between the learning outcomes of the course and the programme outcomes

Contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing research, academic writing, and clinical practice. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying internationally recognized best standards of professional nursing practice to clinical care. | | | | | X |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health care to develop nursing solutions that can improve outcomes. | | | | | X |
| 5 | Uses the nursing process to improve learning, teaching, and management of outcomes for patient care. | | | | | X |
| 6 | Demonstrates the ability to use rigorous scientific resources from internationally recognized English language sources including networking with professional experts at the national and international level to remain abreast of current practice trends and the best available evidence from the literature. | | | | | X |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions relate to decision making in all interactions. | | | | | X |
| 9 | Demonstrates competence in cross-cultural communication. | | | | | X |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | | X |
| 11 | Joins professional organizations to add to the advancement of nursing practice and the body of knowledge for nursing science. | | | X | | |
| 12 | Serves as a role model for other nursing students at lower levels of experience and education providing them with professional identity within the nursing community. | | | X | | |
| 13 | Uses information and the latest technologies in research and professional practices. | X | | | | |
| 14 | Adheres to the laws that regulate nursing practice and remains vigilant of trends that affect professional ethics and conduct. | | | | | X |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, diagnose, implement, and evaluate nursing care. | | | | | X |
| 16 | Demonstrates competence in advocating for, protecting, and maintaining a patient's | | | | | X |

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|--|--|--|--|--|--|--|
| right to self determination in accessing high-quality, efficient, cost-effective care health care of their patients. | | | | | | |
|--|--|--|--|--|--|--|

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | 2 | 2 | 4 |
| Other Applications | 2 | 3 | 6 |
| Final Examinations (including preparatory year) | 1 | 3 | 6 |
| Quiz | 2 | 4 | 8 |
| Term Paper/ Project- (Team) | 1 | 6 | 6 |
| Portfolio Study | 1 | 6 | 6 |
| Reports | 2 | 2 | 4 |
| Learning Diary | 1 | 5 | 5 |
| Thesis/ Project | 1 | 5 | 5 |
| Seminar | 4 | 1 | 4 |
| Other (Team) | 1 | 1 | 1 |
| Working Hours out of Class | 0 | 0 | 0 |
| Assignments | 4 | 2 | 8 |
| Presentation (SBAR) | 1 | 2 | 2 |
| Mid-term Examinations (including time for preparation) | 2 | 2 | 4 |
| Project | 1 | 2 | 2 |
| Clinical Practice | 0 | 0 | 0 |
| Laboratory | 4 | 1 | 4 |
| Field Work | 0 | 0 | 0 |
| Total Workload | | | 75 total |
| Total Workload / 25 | | | 3 |
| ECTS Credit of Course | | | 3 |

| Research in Nursing (6HPC301)- -- Laptop or computing device required | | |
|---|---------------------|--------------------------------|
| ECTS: 4 | 3 h/w theory | Period: October-January |
| Coordinator: Saida Abdul Aziz, RN, MSN, MBA-HCM, DHA (abd) | | |
| <p>Course objective: The objective of this course is to teach students basic theoretical foundation of nursing research, and the skills and knowledge required to identify and select appropriate research to provide evidence based decision making for safe, high quality care. A key will be the qualitative and qualitative research processes and ethical standards for human research.</p> <p>Course contents: Research process, ethics and human research, ethics of reporting, application to the clinical setting, Using online databases</p> <p>Learning outcomes: The students will:</p> <ul style="list-style-type: none"> • Be able to understand scientific methodology for evidence based practice • Be able to discuss qualitative designs vs. quantitative designs • Be able to identify a researchable problem • Be able to write a problem statement • Be able to select evidence based research to apply to care • Be able to apply APA format to academic writing <p>Form of tuition: Lectures, Group process, Self-study, PowerPoint Presentation</p> <p>Course material: PowerPoint presentations, internet, text book</p> <p>Literature: Leedy, P. D., & Ormrod, J. E. (2010). Practical Research: Planning and design (9th ed.). Saddle River, NJ: Pearson Rubin, A. (2008). Practitioner’s guide to using research from evidence –based practice. Hoboken, NJ: John Wiley & Sons.</p> | | |

Entry requirements: (6ING 202)

Course contents per week

| Course contents – lecture, PowerPoint, Course syllabus, Videos, Internet | |
|---|---|
| Week | Contents |
| 1 What is research | Definitions vocabulary |
| 2 What is a researchable problem | Major theorists relationship to practice in Turkey |
| 3 Develop a problem | Investigate and collect 5-10 peer reviewed articles about the problem |
| 4 Qualitative vs. Quantitative models commonly applied to nursing research | Lectures, selection of articles |
| 5 Develop a Concept | Write the concept according to APA format |
| MIDTERM | |
| Course contents – lecture, PowerPoint, Course syllabus, Videos, Internet | |
| Week | Contents |
| 1 Evaluating Research | Why research |
| 2 Selection of a topic: Peer review | Comparing research and internet articles |
| 3 Critiquing the article | Process for critique |
| 4 Team: Peer review | Select and discuss two peer reviewed articles |
| 5 Critique a peer reviewed article | Write a critique according to APA |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|--------|------------------|
| Quiz | 1 | 5% |
| Project | 1 | 2.5% |
| Reports | 2 | 10% |
| Seminar | 4 | 5% |
| Assignments | 2 | 5% |
| Presentation | 1 | 2.5% |
| Laboratory | 4 | 10% |
| Field work | 0 | 0 |
| Exam | 0 | 0 |
| Total | 15 | 40 |
| Contribution of mid-term studies to pass mark | 20 | 20% |
| Contribution of final exam to pass mark | 1 | 40% |
| Total | | 100% |

Relationship between the learning outcomes of the course and the programme outcomes

Contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing research, academic writing, and clinical practice. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying internationally recognized best standards of professional nursing practice to clinical care. | | | X | | |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health care to develop nursing solutions that can improve outcomes. | | | | | X |
| 5 | Uses the nursing process to improve learning, teaching, and management of outcomes for patient care. | | | | | X |

| | | | | | | |
|----|---|---|--|---|--|---|
| 6 | Demonstrates the ability to use rigorous scientific resources from internationally recognized English language sources including networking with professional experts at the national and international level to remain abreast of current practice trends and the best available evidence from the literature. | | | | | X |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions relate to decision making in all interactions. | | | X | | |
| 9 | Demonstrates competence in cross-cultural communication. | | | X | | |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | X | | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and the body of knowledge for nursing science. | X | | | | |
| 12 | Serves as a role model for other nursing students at lower levels of experience and education providing them with professional identity within the nursing community. | X | | | | |
| 13 | Uses information and the latest technologies in research and professional practices. | | | | | X |
| 14 | Adheres to the laws that regulate nursing practice and remains vigilant of trends that affect professional ethics and conduct. | | | | | X |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, diagnose, implement, and evaluate nursing care. | | | X | | |
| 16 | Demonstrates competence in advocating for, protecting, and maintaining a patient's right to self determination in accessing high-quality, efficient, cost-effective care health care of their patients. | X | | | | |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | 2 | 2 | 4 |
| Other Applications | 2 | 3 | 6 |
| Final Examinations (including preparatory year) | 1 | 3 | 6 |
| Quiz | 2 | 4 | 8 |
| Term Paper/ Project- (Team) | 1 | 6 | 6 |
| Portfolio Study | 1 | 6 | 6 |
| Reports | 2 | 2 | 4 |
| Learning Diary | 1 | 5 | 5 |
| Thesis/ Project | 1 | 5 | 5 |
| Seminar | 4 | 1 | 4 |
| Other (Team) | 1 | 1 | 1 |
| Working Hours out of Class | 0 | 0 | 0 |
| Assignments | 4 | 2 | 8 |
| Presentation (SBAR) | 1 | 2 | 2 |
| Mid-term Examinations (including time for preparation) | 2 | 2 | 4 |
| Project | 1 | 2 | 2 |
| Clinical Practice | 0 | 0 | 0 |
| Laboratory | 4 | 1 | 4 |
| Field Work | 0 | 0 | 0 |
| Total Workload | | | 100 total |
| Total Workload / 25 | | | 4 |
| ECTS Credit of Course | | | 4 |

| | | |
|---|---------|--------------------------------|
| Aging in the 21st- Nursing Theory (64AS302) | | |
| ECTS: 13 | 3h/week | Period: February – June |
| Coordinator: Saida Abdul-Aziz, RN, MSN, MBA-HCM, CDE, DHA (abd) | | |
| <p>Course objective: The objective of this stand-alone course will be to prepare students to meet core competencies for independent, dependent, and multidisciplinary professional practice in caring for the complex health issues that impact geriatric patients.</p> <p>Course contents: Interwoven didactic and clinical content that provides continuity between theoretical and real world or simulated experiences across healthcare settings; focusing on application of population-based theory to promote health and healthy living in the least restrictive setting.</p> <p>Outcomes</p> <p>Will be able to:</p> <ul style="list-style-type: none"> • Distinguish between normal and abnormal physiological and psychosociological phenomena of aging persons • Complete a physical assessment of an elderly person in the laboratory setting • Identify areas where lifestyle behaviors affect health and functioning • Identify current changes in the elderly population and the impact of an increasingly older population on health care delivery, health care policy and health care utilization. • List the factors that are associated with successful aging across the continuum • Examine the role and functions of the professional gerontological nurse as a member of an inter/intra-disciplinary health care team. • Examine the role and functions of the professional gerontological nurse as nurse navigator in coordinating care • Analyze current ethical and legal issues encountered by the older adult. • Utilize a framework of interpersonal caring, critical thinking and evidence based practice to maintain, restore, and reduce risk to manage disease for the older adult. • Develop, implement, and evaluate teaching plans for the older adult population <p>Form of tuition: Lectures, PowerPoint Presentations, Individual and Group project, Paper, Fieldwork, Clinical Practice</p> <p>Required texts: Touhy, T. A., & Jett, K. F. (2014). <i>Ebersole and Hess' gerontological nursing & healthy aging</i>. St. Louis, MO: Mosby. <i>Manual of the American Psychological Association [APA] (6th ed.)</i>. (2010). Washington, DC: APA</p> <p>Entry requirements: English and Nursing Fundamentals</p> | | |

Contents per week

| Subject Content | Methods: lectures, PPT,, Videos, Dramatization |
|---|--|
| Week | Contents |
| 1 Introduction to Healthy Aging, History of Gerontological Nursing | Vocabulary usage writing scenarios, IOM Reports on Nursing Education |
| 2 Economic and Legal Issues, Theoretical Models for Aging and Physical Care | Role of Professional Nurse as Clinical Leader Major theorists relationship to in EU; Team Nursing, Leadership, and Application of a Theoretical Model to decision making |
| 3 Cultural, Ethical, Sociological, Spiritual, and Cognitive Issues, Care Across the Continuum | Definition, case studies, role playing, videos, movie: <i>“Miss Ever’s Boys”</i> , Introduction to Dilemmas; Information Literacy, Informed Consent |
| 4 Assessment and Documentation | Physical Assessment in lab |
| 5 Safe Medication Use, Promoting Safety | JCI, Root Cause Analysis, Performance Improvement, |

| | |
|--|---|
| | Patient Satisfaction, Information Literacy, Informed Consent |
| 6. Nutrition, Hydration, Elimination, Rest, Sleep, Healthy Lifestyle Activities, Promoting Healthy Skin and Feet | SBAR: Systems review with normal differences in aging |
| 7. Pain and Comfort | Differentiating wellness and illness manifestations of pain (patient perspective) |
| MIDTERM | |
| Course contents – practical courses | |
| Week | Contents |
| 8. Chronic illnesses | Individual assessment: SBAR |
| 9. Cognitive and Mental Health | Communication and organization explored |
| 10. Bone and Joints, Metabolic | Application: Writing case presentation and oral report |
| 11. Cardiology and Respiratory | Application to practice, Best Practices and Exam/ Assessment |
| 12. Neurology, Vision, Hearing | Application: Writing case presentation and oral report |
| 13. Relationships and transition, Caregiver stress, Developmental Milestones | Application to practice, Best Practices and Exam/ Assessment |
| 14. Death, Dying, and Palliative Care | Read research and extrapolate relationship to future of nursing science esp. genetics for 2100 word paper Review issues from movie <i>"On Golden Pond"</i> and <i>"Philadelphia"</i> well as Living with HIV/ AIDS |

| Assessment Evaluation | | |
|---|--------|------------------|
| Mid-term study | Number | Contribution (%) |
| Quiz | 2 | 5% |
| Project | 2 | 5% |
| Reports: Case Conferences | 2 | 5% |
| Seminar lecture hours | 28 | 25% |
| Assignments | 0 | 0 |
| Presentation | 2 | 5% |
| Term Paper/Project | 2 | 5% |
| Laboratory, Fieldwork, and Clinical Practice | 0 | 0 |
| Total | 36 | 50 |
| Contribution of mid-term studies to pass mark | 2 | 20% |
| Contribution of final exam to pass mark | 1 | 30% |
| Total | 3 | 100% |

Relationship between the learning outcomes of the course and the programme outcomes

Contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing research, academic writing, and clinical practice. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying internationally recognized best standards of professional nursing practice to clinical care. | | | | | X |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills | | | | X | |

| | | | | | | |
|----|---|--|---|--|---|---|
| | from across the field of health care to develop nursing solutions that can improve outcomes. | | | | | |
| 5 | Uses the nursing process to improve learning, teaching, and management of outcomes for patient care. | | | | | X |
| 6 | Demonstrates the ability to use rigorous scientific resources from internationally recognized English language sources including networking with professional experts at the national and international level to remain abreast of current practice trends and the best available evidence from the literature. | | | | X | |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions relate to decision making in all interactions. | | | | X | |
| 9 | Demonstrates competence in cross-cultural communication. | | | | X | |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | X | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and the body of knowledge for nursing science. | | X | | | |
| 12 | Serves as a role model for other nursing students at lower levels of experience and education providing them with professional identity within the nursing community. | | | | X | |
| 13 | Uses information and the latest technologies in research and professional practices. | | | | | X |
| 14 | Adheres to the laws that regulate nursing practice and remains vigilant of trends that affect professional ethics and conduct. | | | | | X |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, diagnose, implement, and evaluate nursing care. | | | | | X |
| 16 | Demonstrates competence in advocating for, protecting, and maintaining a patient's right to self determination in accessing high-quality, efficient, cost-effective care health care of their patients. | | | | X | |

Assessment and evaluation system

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class hours by seminar | 28 | 2.5 | 70 |
| Other Applications: PPT Presentations | 2 | | 10 |
| Final Examinations | 1 | | 40 |
| Quiz | 2 | | 20 |
| Term Paper/ Project- (Team) | 1 | | 10 |
| Portfolio Study | 1 | | 10 |
| Reports: Clinical Case Conference | 2 | | 20 |
| Reflection Learning Diary | 1 | | 20 |
| Thesis/ Project: Individual Case Study (Senior with Cross Cultural Conflict) | 1 | | 20 |
| Seminar | 0 | | 0 |

| | | | |
|---|----|----|-----------|
| Other | 0 | | 0 |
| Working Hours out of Class | 14 | | 14 |
| Assignments | 0 | | 0 |
| Presentation: Patient Education | 1 | | 20 |
| Mid-term Examinations (including time for preparation) | 2 | | 20 |
| Clinical Practice | 0 | | 0 |
| Practice Lab: Geriatric Assessment of Live Subject | 1 | | 6 |
| Field Work | 14 | 3 | 42 |
| Project | 1 | 10 | 10 |
| Total Workload | | | 332 total |
| Total Workload / 25 | | | 13 |
| ECTS Credit of Course | | | 13 |

Intern Programs

| | | |
|--|-----------------|--------------------------------|
| Intern Programs: Internal Disease Nursing and Clinical Practice (6ICH201) | | |
| ECTS: 20 | 32 h/w practice | Period: February – June |
| Coordinator: Azime Karakoç Kumsar, PhD | | |
| <p>Course objective: This course; in accordance with health requirements of society and developing basic principles related to internal disease, aims to train nurses to play a role in treating and rehabilitating, protection and improvement of public health. Presents theoretical knowledge, skills and attitudes about the basic concept of internal medicine nursing, promoting healthy behaviour, prevention of illness, assessment of the patients through functional health patterns, planning and application of personal caregiving methods for the patients, evaluation of them.</p> <p>Course contents: This course contains the knowledge and practice skills for the concepts basic principles and applications of internal medicine nursing and nursing care standards.</p> <p>Learning outcomes: At the end of the semester the students will be able to:</p> <ol style="list-style-type: none"> 1. Know health promotion patterns for the adult such as healthy nutrition, exercise, prevention of smoking and alcohol abuse 2. Explain some acute and chronic illnesses which have effects on adults health such as the emergency care of needed situations, defining the care of needs and defining symptoms of them 3. Apply some methods for the health assessment of the person through data collection, analyze of them and define corresponding nursing diagnosis 4. Manage the care giving task for the patients and their families. | | |

5. Communicate with other health professionals effectively
6. Report the care giving process effectively
7. Take responsibility for rehabilitation of person, family and community.

Form of tuition:

Lectures, tutorials and self-study

Course material:

Case Study, Team/Group Work, Preparing and/or Presenting Reports, Practice

Entry requirements:

None

Literature:

1. Karadakovan A, Aslan F. E. 2011. Dahili ve Cerrahi Hastalıklarda Bakım.
2. Badır, A. 2008. Klinik Cep Kitabı, Hiperlink Yayınları, İstanbul.
3. Birol, L. 2004. Hemşirelik Süreci: Hemşirelik Bakımında Sistemik Yaklaşım, Etki Matbacılık/Yayıncılık, İzmir.
4. Kuşuoğlu, S., Eti, Aslan., F., Olgun, N.2004. Acil Bakım: Çocuk, Cerrahi, Dahiliye (Ed. D. Şelimen), Yüce Yayım, İstanbul.
5. Lewis, S.L., Dirkse, S.R., Heitkemper, M.M., Bucher, L., Camera, I. 2010. Medical-Surgical Nursing: Assessment and Management of Clinical Problems. Mosby Elsevier.
6. Can G. Onkoloji Hemşireliğinde Kanıta Dayalı Semptom Yönetimi, Mavi İletişim Danışmanlık AŞ Medikal Yayıncılık, İstanbul, 2007.
7. Oktay S, Erdogan S, Özcan Ş ve ark. Diyabet Hemşireliği Temel Bilgiler, Ed.S.Erdoğan, Yüce Yayınevi, İstanbul, 2002
8. H Birol L (2004) Hemşirelik Süreci: Hemşirelik Bakımında Sistemik Yaklaşım, Etki Matbacılık/Yayıncılık, İzmir
9. Carpenito-Moyet, Lynda Juall (2004) Handbook of Nursing Diagnosis. Lippincott Williams &Wilkins. Çev: Erdemir F (2005) Hemşirelik Tanıları El Kitabı, Nobel Tıp Kitabevleri, İstanbul
10. Durna Z (Editör) Kronik Hastalıklar ve Bakım, Nobel Tıp Kitabevleri, İstanbul, 2012

Course contents per week

| Course contents – lectures | |
|--|---|
| Week | Contents |
| | |
| Course contents – practical courses | |
| Week | Contents |
| 1st week: | Nursing process, universal precautions, case studies Introduction to medical nursing: Basic concepts and issues |
| 2nd week: | Nursing process, universal precautions, parenteral solutions, case studies Reactions of organism in situations that damage homeostasis |
| 3rd week: | Nursing process, universal precautions, case studies, patient care plans Cardiovascular system diseases and nursing care |
| 4th week: | Nursing process (patient care plans and case study) Respiratory system diseases and nursing care |

| | |
|------------|---|
| 5th week: | Nursing process (patient care plans and case study) Endocrin system diseases and nursing care |
| 6th week: | Nursing process (patient care plans and case study) Hematological system diseases and nursing care |
| 7th week: | Nursing process (patient care plans and case study), critical thinking skills Neurological system diseases and nursing care |
| 8th week: | Nursing process (patient care plans and case study), critical thinking skills Gastrointestinal system diseases and nursing care |
| 9th week: | Nursing process (patient care plans and case study), critical thinking skills Urinary system diseases and nursing care |
| 10th week: | Nursing process (patient care plans and case study), health /patient education Oncology diseases and nursing care |
| 11th week: | Nursing process (patient care plans and case study), health /patient education Joint and connective tissue diseases and nursing care |
| 12th week: | Nursing process (patient care plans and case study), health /patient education Immunological system diseases and nursing care |
| 13th week: | Nursing process (patient care plans and case study), seminar Geriatric and nursing care |
| 14th week: | Nursing process (patient care plans and case study), seminar Palliative Care - Complementary and Alternative Approaches for care |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|--------|------------------|
| Quiz | | |
| Project | 2 | 20 |
| Reports | 14 | 30 |
| Seminar | | |
| Assignments | | |
| Presentation | 2 | 20 |
| Laboratory | | |
| Clinical Practice | 14 | 30 |
| Field work | | |
| Total | 32 | 100 |
| Contribution of mid-term studies to pass mark (includes reports, presentations and field works) | 30 | 80 |
| Contribution of final exam to pass mark (includes projects) | 2 | 20 |

Relationship between the learning outcomes of the course and the programme outcomes

contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing practices. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying the principles and standards of professional | | | | | X |

| | | | | | | |
|----|---|--|---|---|---|---|
| | clinical practice to clinical care. | | | | | |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health to develop nursing solutions that can improve outcomes of care. | | | | | X |
| 5 | Uses the nursing process to improve learning, teaching, and management outcomes related to nursing practices. | | | | | X |
| 6 | Demonstrates the ability to use the most rigorous scientific resources from internationally recognized English language sources to network with peers at the national and international level to keep practice current and reflective of the best available evidence from the literature. | | | X | | |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions related to health issues can affect decision making at both a qualitative and quantitative level. | | | | X | |
| 9 | Demonstrates effective cross-cultural communication. | | X | | | |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | X | |
| 11 | Joins professional organizations to add to the advancement of nursing practice and advancement to the body of knowledge in nursing science. | | | | X | |
| 12 | Serves as a role model for nursing students in lower levels providing them with professional identity within the nursing community. | | | | | X |
| 13 | Uses information and the latest care technologies in research and professional practices. | | | | | X |
| 14 | Adheres to the laws that regulate nursing practices, remain observant of legislation and rules of professional ethics. | | | | | X |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, implement, and evaluate care. | | | | | X |
| 16 | Advocates for, protects, and maintains international human rights for health care. | | | | X | |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|---|--------|-------------|----------------|
| Class Hours | | | |
| Other Applications | | | |
| Final Examinations (including preparatory year) | | | |
| Quiz | | | |

| | | | |
|--|---------------|---|-----|
| Term Paper/ Project | | | |
| Portfolio Study | | | |
| Reports | 14 | 3 | 42 |
| Learning Diary | | | |
| Thesis/ Project | | | |
| Seminar | | | |
| Other | | | |
| Working Hours out of Class | | | |
| Assignments | | | |
| Presentation | 2 | 3 | 6 |
| Mid-term Examinations (including time for preparation) | | | |
| Project | 2 | 2 | 4 |
| Clinical Practice (14x32hours/week) | 56 | 8 | 448 |
| Laboratory | | | |
| Field Work | | | |
| Total Workload | 500 | | |
| Total Workload / 25 | 500/25 | | |
| ECTS Credit of Course | 20 | | |

| | | |
|--|-----------------|--------------------------------|
| Nursing in Surgical Diseases (6CHH202) | | |
| ECTS: 13 | 16 h/w practice | Period: February – June |
| Coordinator: Yazile Sayin, PhD | | |
| Course objective: This course aims to the students to give the ability to apply about knowledge of basic concepts related to surgical nursing, knowledge of nursing care principles, related to surgical nursing concepts, principles and rules of the ability to apply professional life, surgical techniques she / he learned in the field of nursing. | | |
| Course contents: In this course, the definition of surgery, the effects on the patient, risk factors, asepsis, perioperative care, wound healing and nursing care, the importance of fluid-electrolyte balance in surgery, shock, basic and advanced life support, cardiovascular, nervous, urogenital, respiratory, orthopedic, digestive, endocrine systems, and nursing care, eye, ear, nose and throat diseases and nursing care, burns, and nursing care, pain and nursing care, elderly patients with an emphasis on perioperative nursing issues will be explained. | | |
| Learning outcomes: 1. The students who succeeded in this course will be able to; 2. Learn the basic concepts and principles of surgery, 3. Learn the diagnostic procedures before surgery, 4. Carry out the roles of nursing during the operation, 5. Plan appropriate nursing interventions in accordance with the requirements after the surgical operation, 6. Learn techniques to integrate the knowledge and skills. | | |
| Form of tuition: Clinical practice, tutorials and self-study | | |
| Course material: Powerpoint presentations | | |
| Literature: 1. Cuzzell J., & Workman M.L. (2006). Medical surgical nursing: Critical thinking for collaborative care In: M.L. Workman, D.D. Ignatavicius (Eds), St.Louis: Saunders. 2. Holloway NM. (2011) Medical surgical care planning. Lippincott Williams & Wilkins. 3. Lewis SM, Dirksen SR, Heitkemper MM, Bucher L, Camero IM, Heitkemper MM.(2011). Medical-surgical nursing: Assessment and management of clinical problems. Mosby-Year Book Inc. St., Missouri. | | |

4. Phillips N. (2007). Berry & Kohn's Operating room technique, 12 th. Edition, mosby elsevier.
5. Smeltzer S.C., et al.; (2010). "Brunner & Suddarth's Textbook Of Medical-Surgical Nursing", 12th edt.; Philadelphia : Wolters Kluwer/Lippincott Williams & Wilkins,.
6. Wilson, L.B. (2008). Brunner and suddarth's textbook of medical surgical nursing In: SC., Smeltzer, BG., Bare (Eds), (11th ed.), Lippincott William & Wilkins. Philadelphia, PA.

Entry requirements:

None

Course contents per week

| Course contents – lectures | |
|--|---|
| Week | Contents |
| 1 | |
| 2 | |
| | |
| | |
| Course contents – practical courses | |
| Week | Contents |
| | The basic principles of surgical nursing |
| 1st week: | The role of nurses in surgical infections |
| 2nd week: | Surgery shock and nursing care |
| 3rd week: | Inflamation, wound healing, |
| 4th week: | Burn and nursing care |
| 5th week: | Organization operating room and operating room nursing |
| 6th week: | Gastrointestinal surgery and nursing management |
| 7th week: | Urogenital surgery and nursing management |
| 8th week: | Cardiovascular and peripheral vascular disease surgery and nursing care |
| 9th week: | Musculoskeletal surgery and nursing care |
| 10th week: | Breast surgery and nursing care |
| 11th week: | Respiratory system surgery and nursing care |
| 12th week: | Basic principles of transplantation and nursing care |
| 13th week: | Perioperative and perianesthesia nursing care |
| 14th week: | |

Assessment and evaluation system

| | Number | Contribution (%) |
|------------------------------|---------------|-------------------------|
| Mid-term study | | |
| Quiz (for clinical practice) | | |
| Project | 2 | 20 |
| Reports | 3 | 20 |
| Seminar | 3 | 30 |
| Assignments | | |
| Presentation | | |
| Laboratory | | |
| Clinical practice | 28 | 30 |
| Field work | | |

| | | |
|--|----|-----|
| Total | 36 | 100 |
| Contribution of mid-term studies to pass mark(includes reports, presentations and field works) | | 70 |
| Contribution of final exam to pass mark(includes projects and Quiz) | | 30 |

Relationship between the learning outcomes of the course and the programme outcomes

contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing practices. | | | | | X |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | | | X |
| 3 | Demonstrates competence in applying the principles and standards of professional clinical practice to clinical care. | | | | | X |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health to develop nursing solutions that can improve outcomes of care. | | | | | X |
| 5 | Uses the nursing process to improve learning, teaching, and management outcomes related to nursing practices. | | | | X | |
| 6 | Demonstrates the ability to use the most rigorous scientific resources from internationally recognized English language sources to network with peers at the national and international level to keep practice current and reflective of the best available evidence from the literature. | | X | | | |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | | X |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions related to health issues can affect decision making at both a qualitative and quantitative level. | | | | X | |
| 9 | Demonstrates effective cross-cultural communication. | | | | X | |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | | X |
| 11 | Joins professional organizations to add to the advancement of nursing practice and advancement to the body of knowledge in nursing science. | | | | | X |
| 12 | Serves as a role model for nursing students in lower levels providing them with professional identity within the nursing community. | | | | | X |
| 13 | Uses information and the latest care technologies in research and professional | | | | | X |

| | | | | | | |
|----|--|--|--|---|---|---|
| | practices. | | | | | |
| 14 | Adheres to the laws that regulate nursing practices, remain observant of legislation and rules of professional ethics. | | | | X | |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, implement, and evaluate care. | | | | | X |
| 16 | Advocates for, protects, and maintains international human rights for health care. | | | X | | |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | | | |
| Other Applications | | | |
| Final Examinations (including preparatory year) | 1 | 3 | 3 |
| Quiz | | | |
| Term Paper/ Project | | | |
| Portfolio Study | | | |
| Reports | 3 | 6 | 18 |
| Learning Diary | | | |
| Thesis/ Project | | | |
| Seminar | 3 | 3 | 9 |
| Other | | | |
| Working Hours out of Class | | 22 | 22 |
| Assignments | | | |
| Presentation | | | |
| Mid-term Examinations (including time for preparation) | | | |
| Project | 1 | 32 | 32 |
| Clinical Practice | 28 | 8 h/day | 224 |
| Laboratory | | | |
| Field Work | | | |
| Total Workload | 308 | | |
| Total Workload /25 | 308/25 | | |
| ECTS Credit of Course | 13 | | |

| | | |
|--|------------------------|--------------------------------|
| Women's Health and Disease in Nursing and Clinical Practice (6KAH301) | | |
| ECTS: 20 | 32 h/w practice | Period: February – June |
| Coordinator: Nesrin Reis, PhD | | |
| <p>Course objective: The objective of this course is to protect and improve women and family reproductive health, to provide care requirements collectively in a case of a disorder by analyzing the concepts of women and reproductive health.</p> <p>Course contents: The protect and improve women, reproductive health, gynecological oncology nursing.</p> <p>Learning outcomes: The students who succeeded in this course will be able to;</p> <ol style="list-style-type: none"> 1. Detect healthy and sick women, the needs of newborns, | | |

2. Plan appropriate nursing interventions to meet the needs of women and newborns,
3. See as a whole healthy / sick woman and the newborn physical, psychological and social aspects
4. Evaluate nursing interventions to the possible problems of the newborn and nursing women, prevention of problems and resolver,
5. Do the women's pre-pregnancy, pregnancy and post pregnancy care and follow-up
6. Do the fetus and newborn care during and after pregnancy and follow-up

Form of tuition:

Lectures, tutorials and self-study

Entry requirements: None

Literature:

1. TAŞKIN L. (2005), Doğum ve Kadın Sağlığı Hemşireliği, VII. Baskı, Sistem Ofset Matbaacılık, Ankara.
2. LOWDERMILK D.L., PERRY E.S. (2004), Maternity and Women's Health Care, Mosby Inc., Philadelphia.
3. OLDS S.B., LONDON M.L., LADEWIG P.W., DAVIDSON M.R. (2004), Maternal-Newborn Nursing and Women's Health Care, Pearson Education Inc., New Jersey.
4. LONDON L.M., LADEWIG P.W., BALL J.W., BINDLER R.C. (2003), Maternal-Newborn and Child Nursing, Family Centered Care, Pearson Education Inc., New Jersey.
5. QUEENAN, J., HOBBS, J.C. (1990). "Yüksek Riskli Gebelerde Tanı ve Tedavi" (Çev: GÜLMEZOĞLU, M., ÖZMAN, Ş.I., İstanbul: Cem Ofset Matbaacılık.
6. SHERWEN, L.N., SCOLOVENO M.A., WEINGORTEN, C.T. (1995), "Nursing Care of the Childbearing Family", Second Edition, 1995.
7. AKBAYRAK, N., İLHAN, S.E., ANÇEL, G., ALBAYRAK, A; Hemşirelik Bakım Planları (Dahiliye Cerrahi Hemşireliği ve Psiko-sosyal Boyut)
8. CARPENITO, L., J. (Çev. ERDEMİR, F.) "Hemşirelik Tanıları El Kitabı", Nobel Yayınevi, İstanbul, 1999.
9. MURRAY S.S., MCKINNEY E.S. (2006), Foundation of Maternal Newborn Nursing, Saunders Elsevier Inc., Missouri.

Course contents per week

| Course contents – lectures | |
|--|---|
| Week | Contents |
| 1 | |
| 2 | |
| | |
| | |
| Course contents – practical courses | |
| Week | Contents |
| | Introduction to Women's health and women's diseases |
| | Reproductive health and nursing |
| | Climacteric and menopause care |
| | The normal pre-natal, birth order |
| | Post-natal periods; risk pregnancies |

| | |
|--|--|
| | Childbirth and puerperium nursing care |
| | Family planning and infertility care |
| | infections of the reproductive system and nursing care |
| | Disorder and nursing care, |
| | Reproductive system cancers and nursing care |
| | Reproductive system cancers and nursing care |
| | Menstrual disorders |
| | Violence against women |
| | Prevention of violence |

Assessment and evaluation system

| Mid-term study | Number | Contribution (%) |
|---|--------|------------------|
| Quiz | | |
| Project | 2 | 20 |
| Reports | 14 | 30 |
| Seminar | | |
| Assignments | | |
| Presentation | 2 | 20 |
| Laboratory | | |
| Clinical Practice | 14 | 30 |
| Field work | | |
| Total | 32 | 100 |
| Contribution of mid-term studies to pass mark (includes reports, presentations and field works) | 30 | 80 |
| Contribution of final exam to pass mark (includes projects) | 2 | 20 |

Relationship between the learning outcomes of the course and the programme outcomes

contribution level: 1 (low) – 5 (high)

| No | Programme outcomes | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | Use scientific principles and methods in nursing practices. | | | | x | |
| 2 | Demonstrates knowledge of theory and models that form a basis for professional practices. | | | x | | |
| 3 | Demonstrates competence in applying the principles and standards of professional clinical practice to clinical care. | | | | x | |
| 4 | Interprets and evaluates the body of existing knowledge to identify gaps in the evidence and uses scientific methodology to integrate new knowledge and skills from across the field of health to develop nursing solutions that can improve outcomes of care. | | | | | x |
| 5 | Uses the nursing process to improve learning, teaching, and management outcomes related to nursing practices. | | | | x | |
| 6 | Demonstrates the ability to use the most rigorous scientific resources from internationally recognized English language sources to network with peers at the | | | x | | |

| | | | | | | |
|----|--|--|--|---|---|---|
| | national and international level to keep practice current and reflective of the best available evidence from the literature. | | | | | |
| 7 | Collects, reviews, and implements standards of nursing practice and theory to maintain the distinct social, scientific, cultural, and ethical values of nursing science. | | | | x | |
| 8 | Reflects upon individual situatedness to understand how personal ideas and solutions related to health issues can affect decision making at both a qualitative and quantitative level. | | | x | | |
| 9 | Demonstrates effective cross-cultural communication. | | | | | x |
| 10 | Adopts life-long learning practices that encourage ongoing personal professional development and currency of knowledge. | | | | | x |
| 11 | Joins professional organizations to add to the advancement of nursing practice and advancement to the body of knowledge in nursing science. | | | | x | |
| 12 | Serves as a role model for nursing students in lower levels providing them with professional identity within the nursing community. | | | | | x |
| 13 | Uses information and the latest care technologies in research and professional practices. | | | | | |
| 14 | Adheres to the laws that regulate nursing practices, remain observant of legislation and rules of professional ethics. | | | | | x |
| 15 | Uses life long learning, problem solving and critical thinking skills to plan, implement, and evaluate care. | | | | x | |
| 16 | Advocates for, protects, and maintains international human rights for health care. | | | | | x |

ECTS – workload table

| Activity | Number | Time (hour) | Total workload |
|--|--------|-------------|----------------|
| Class Hours | | | |
| Other Applications | | | |
| Final Examinations (including preparatory year) | | | |
| Quiz | | | |
| Term Paper/ Project | | | |
| Portfolio Study | | | |
| Reports | 14 | 3 | 42 |
| Learning Diary | | | |
| Thesis/ Project | | | |
| Seminar | | | |
| Other | | | |
| Working Hours out of Class | | | |
| Assignments | | | |
| Presentation | 2 | 3 | 6 |
| Mid-term Examinations (including time for preparation) | | | |
| Project | 2 | 2 | 4 |
| Clinical Practice (14x32hours/week) | 56 | 8 | 448 |

| | | | |
|------------------------------|---------------|--|--|
| Laboratory | | | |
| Field Work | | | |
| Total Workload | 500 | | |
| Total Workload / 25 | 500/25 | | |
| ECTS Credit of Course | 20 | | |