

| Course Title | Code | Semester | Theoretical (hours/week) | Practice (hours/week) | Laboratory (hours/week) | ECTS |
|--|--|------------------------------|--------------------------|-----------------------|-------------------------|------|
| Pathophysiology in Nursing | HEM203 | 2. Year/3. Semester / Autumn | 2 | 0 | 0 | 5 |
| Prerequisites | None | | | | | |
| Language of Instruction | Turkish | | | | | |
| Course Type | Elective | | | | | |
| learning and teaching techniques of the Course | Lecture, Discussion, Question & Answer, Team /Group Work, Role Playing /Dramatization, Case Study, Problem/Problem Solving, Brainstorming, Other | | | | | |
| Instructor(s) | Doç. Dr. Arzu Tuna/Yrd. Doç. Dr. Medet Korkmaz | | | | | |
| Goal | This course aims to understand for students, the relationship of cell, liquid and electrolyte balance, assists and bases balance, nerve system, heart and vessels system, respiratory system, gastrointestinal system, genital-urinary system, bone and muscle system with nursing care | | | | | |
| Learning Outcomes | The relationship of cell, liquid and electrolyte balance, assists and bases balance, nerve system, heart and vessels system, respiratory system, gastrointestinal system, genital-urinary system, bone and muscle system with nursing care | | | | | |
| References | <ol style="list-style-type: none"> 1. Erdil F, Özhan Elbaş N. Cerrahi Hastalıklar Hemşireliği, 2003, Ankara 2. Karadokovan A, Eti Aslan F. Dahilive Cerrahi Hastalıklarda Bakım, 2009, Adana 3. Brunner & Suddarth's Textbook Of Medical Surgical Nursing, 2008, Eds: Suzanne C. Smeltzer, Pauline Paul, USA 4. McCance L. Kathryn, Huether E. Sue: "Pathophysiology The Biologic Basis For Disease in Adults and Children", 1990, The C.V. Mosby Company, St Louis. | | | | | |

Course Outline Weekly:

| Weeks | Topics |
|----------|--|
| 1. Week | The relationship of cell, cell injury, cell adaptation with nursing care |
| 2. Week | The relationship of assists and bases balance with nursing care |
| 3. Week | The relationship of liquid and electrolyte balance with nursing care |
| 4. Week | The relationship of nerve system with nursing care |
| 5. Week | The relationship of nerve system with nursing care |
| 6. Week | The relationship of heart and vessels system with nursing care |
| 7. Week | The relationship of heart and vessels system with nursing care |
| 8. Week | I. MIDTERM EXAM |
| 9. Week | The relationship of respiratory system with nursing care |
| 10. Week | The relationship of gastrointestinal system with nursing care |
| 11. Week | The relationship of endocrine system with nursing care |
| 12. Week | The relationship of genito-urinary system with nursing care |
| 13. Week | The relationship of bone and muscle system and nursing care |
| 14. Week | The relationship of bone and muscle system and nursing care |
| 15. Week | II. MIDTERM EXAM |
| 16. Week | FINAL EXAM |

Evaluation System

| Mid-Term Studies | Number | Contribution |
|---|--------|--------------|
| Midterm exams | 2 | %50 |
| Quiz | | |
| Laboratory | | |
| Practice | | |
| Field Study | | |
| Course Internship (If There Is) | | |
| Homework's | | |
| Presentation and Seminar | | |
| Project | | |
| Other evaluation methods | | |
| Total Time To Activities For Midterm | | %50 |
| Final works | | %50 |
| Final | 1 | %50 |
| Homework | | |
| Practice | | |
| Laboratory | | |
| Total Time To Activities For Midterm | | %50 |
| Contribution Of Midterm Studies On Grades | | %50 |
| Contribution Of Final Exam On Grades | | %50 |
| Total | | 100 |

ECTS (Student WorkLoad Table)

| Activities | Number | Duration | Total Work Load |
|--|--------|----------|-----------------|
| Course Duration (X14) | 14 | 2 | 28 |
| Laboratory | | | |
| Practice | | | |
| Field Study | | | |
| Study Time Of Outside Of Class (Pre-Study, Practice, Etc.) | 14 | 5 | 70 |
| Presentations (Video shoot/Poster preparation/Oral presentation, Etc.) | 1 | 9 | 9 |
| Seminars | | | |
| Project | | | |
| Case study | | | |
| Role playing, Dramatization | | | |
| Writing articles, Critique | | | |
| Time To Prepare For Midterm Exam | 1 | 8 | 8 |
| Final Exam Preparation Time | 1 | 10 | 10 |
| Total Work Load (hour) / 25(s) | | 125/25=5 | |
| ECTS | | 5 | |

| Program Qualifications | | Learning outcomes | | | | The relationship between learning outcomes and the program qualifications of the course s |
|------------------------|--|-------------------|------|------|------|---|
| | | L.01 | L.02 | L.03 | L.04 | |
| 1. | 1. Competent and has the capabilities to fulfill their occupational duties. | 5 | 5 | 5 | 5 | |
| 2. | 2. Knows the theories and models that form the basis of Professional practice. | 3 | 3 | 3 | 3 | |
| 3. | 3. Has the general knowledge required to be both an individual and a member of the occupation. | 3 | 3 | 3 | 3 | |
| 4. | 4. Carries out nursing practice based on the principles and standards. | 3 | 3 | 3 | 3 | |
| 5. | 5. Meets the health-care needs of the individuals, families and the society with a holistic approach. | 4 | 4 | 4 | 4 | |
| 6. | 6. Makes use of effective communication. | | | | | |
| 7. | 7. Utilizes information and care technologies in professional practice and research. | 3 | 3 | 3 | 3 | |
| 8. | 8. Uses scientific principles and techniques in Nursing practice. | 5 | 5 | 5 | 5 | |
| 9. | 9. Follows the latest advances and communicates with colleagues in a foreign language. | 5 | 5 | 5 | 5 | |
| 10. | 10. Behaves according with the professional ethics and values. | | | | | |
| 11. | 11. Takes the related legislation and regulations into account in Nursing practice. | | | | | |
| 12. | 12. Follows the politics and regulations affecting the Nursing profession. | | | | | |
| 13. | 13.Uses the learning-teaching and management processes in Nursing practice. | 5 | 5 | 5 | 5 | |
| 14. | 14.Uses the life-long learning, problem-solving and critical thinking abilities. | 5 | 5 | 5 | 5 | |
| 15. | 15. With a sense of social responsibility takes part in studies, projects and some other activities with other team members and other disciplines. | 3 | 3 | 3 | 3 | |
| 16. | 16. Joins in activities that can contribute to professional development. | 5 | 5 | 5 | 5 | |
| 17. | 17. Sets as a model for colleagues and the society with their professional identity. | 5 | 5 | 5 | 5 | |
| 18. | 18. Protects the basic values and social rights. | | | | | |

Contribution to the level of proficiency: 1. Lowest, 2. Low / Medium, 3. Average, 4. High, 5. Excellent