

Course Title	Code	Semester	Theoretical (hours/week)	Practice (hours/week)	Laboratory (hours/week)	ECTS
School Health Nursing	HEM334	3.Year/6. Semester / Spring	2	0	0	4
Prerequisites	None					
Language of Instruction	Turkish					
Course Type	Elective					
Learning and teaching techniques of the Course	Laboratory Studies, Lecture, Discussion, Question & Answer, Observation, Team/ Group Work, Experiment, Practise, Brain Storming, Other					
Instructor(s)						
Goal	By periods of growth-childhood development, school health services within the scope of problem-solving steps of the nursing patient / health care of children and their families be able to use an effective way to teach					
Learning Outcomes	<ol style="list-style-type: none"> <li>1. To be able comprehend the basic principles and the importance of school health services</li> <li>2. To be able comprehend school Nursing Practice Standards</li> <li>3. To know School Nursing Roles</li> <li>4. To know school health services</li> <li>5. To be able to evaluate schoolchildren as a whole with his/her family and the environment within a team spirit</li> <li>6. To be able to understand the importance of school health nursing implementations in the world and Turkey</li> <li>7. To be able to identify the factors that influence the school child's growth and development process</li> <li>8. To be able comprehend the importance of preventing frequent problems that ruin child's health by getting information about studies on healthy school environment</li> </ol>					
Content	School health services, school nursing role, duties and responsibilities, healthy school environment					
References	<ol style="list-style-type: none"> <li>1. Erefe, Bayık, Bahar, Özsoy, Türkistanlı, Uysal, Uğurlu. Halk Sağlığı Hemşireliği Ders Notları, Ege Üniv. Yayını, İzmir, 2000.</li> <li>2. Çavuşoğlu H., Çocuk Sağlığı Hemşireliği, Cilt 1-2, Sistem Ofset Basım Yayın San. Tic. Ltd. Şti. Ankara, 2008.</li> <li>3. Dirican R, Bilgel N. Halk Sağlığı (Toplum Hekimliği) Uludağ Üniversitesi Basımevi, Bursa, 1993.</li> <li>4. Bertan M, Güler Ç. Halk sağlığı Temel Bilgiler, Güneş Kitabevi, 1995, Ankara</li> <li>5. Tuncel N, Şanlı T, Perk M. Halk Sağlığı Hemşireliği, AÜAÖF yayınları, Eskişehir, 1992</li> <li>6. Spradley BW, Allender JA. Community Health Nursing Concepts and Practice. 4. ed. Lippincott, Philadelphia, 1996.</li> <li>7. McEwen M. Community-Based Nursing an Introduction. WB Saunders Co. USA, 1998.</li> <li>8. Neuffer L. The Role Of The Community Health Nurse In Environmental Health. Public health Nursing, 11(3); 155-162, 1994.</li> <li>9. Smith C., Maurer F. (2000) Community Health Nursing Theory and Practice. Second Edition, WB Saunders, Philadelphia.</li> </ol>					

**Course Outline Weekly:**

<b>Weeks</b>	<b>Topics</b>
1. Week	Definition and Priority of School Health Services
2. Week	Historical Development of School Health in the World and Turkey
3. Week	School Health Team
4. Week	School Nursing Practice Standards
5. Week	School Nursery Roles
6. Week	School Health Services, School Admission Examination
7. Week	Periodic Physical Exams, Scans (Interview, Boy-Weight, Hearing, Vision, Scoliosis, Parasite)
8. Week	<b>I. MIDTERM EXAM</b>
9. Week	Infectious Disease Prevention, First Aid and Prevention from Accidents
10. Week	Follow-up of Chronic Patients, Follow-up of Handicapped / Injured Child
11. Week	School Mental Health Services
12. Week	Disaster Plan in School
13. Week	Country Experiences in School Health Services 2020 national health objectives related to school health,
14. Week	Healthy School Environment Studies
15. Week	An overview
16. Week	<b>FINAL EXAM</b>

**Evaluation System**

<b>Mid-Term Studies</b>	<b>Number</b>	<b>Contribution</b>
Midterm exams	1	%50
Quiz		
Laboratory		
Practice		
Field Study		
Course Internship (If There Is)		
Homework's		
Presentation and Seminar		
Project		
Other evaluation methods		
<b>Total Time To Activities For Midterm</b>		%50
<b>Final works</b>		
Final	1	%50
Homework		
Practice		
Laboratory		
<b>Total Time To Activities For Midterm</b>		%50
Contribution Of Midterm Studies On Grades		%50
Contribution Of Final Exam On Grades		%50
<b>Total</b>		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	3	42
Presentations (Video shoot/Poster preparation/Oral presentation, Etc.)			
Seminars	1	10	10
Project			
Case study			
Role playing, Dramatization			
Writing articles, Critique			
Time To Prepare For Midterm Exam	2	6	12
Final Exam Preparation Time	1	8	8
Total Work Load ( hour) / 25(s)	100/25=4		
<b>ECTS</b>	4		

The relationship between learning outcomes and the program qualifications of the courses

Program Qualifications	Learning outcomes				
	L.O.1	L.O.2	L.O.3	L.O.4	L.O.5
1. Competent and has the capabilities to fulfill their occupational duties.	5				
2. Knows the theories and models that form the basis of Professional practice.					
3. Has the general knowledge required to be both an individual and a member of the occupation.					
4. Carries out nursing practice based on the principles and standards.					
5. Meets the health-care needs of the individuals, families and the society with a holistic approach.					
6. Makes use of effective communication.					
7. Utilizes information and care technologies in professional practice and research.					
8. Uses scientific principles and techniques in Nursing practice.		5	5		
9. Follows the latest advances and communicates with colleagues in a foreign language.					
10. Behaves according with the professional ethics and values.		5	5		
11. Takes the related legislation and regulations into account in Nursing practice.				4	4
12. Follows the politics and regulations affecting the Nursing profession.					
13. Uses the learning-teaching and management processes in Nursing practice.				5	5
14. Uses the life-long learning, problem-solving and critical thinking abilities.					
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	3
16. Joins in activities that can contribute to professional development.					
17. Sets as a model for colleagues and the society with their professional identity.	4	4	4	4	4
18. Protects the basic values and social rights.	3	3	3	3	3
<b>Contribution to the level of proficiency: 1. Lowest, 2. Low / Medium, 3. Average, 4. High, 5. Excellent</b>					