

Course Title	Code	Semester	Theoretical (hours/week)	Practice (hours/week)	Laboratory (hours/week)	ECTS
<b>Internal Diseases Nursing Practice</b>	HEM 578	2nd Semester	0	8	0	12
Prerequisites	None					
Language of the course	Turkish					
Type of Course	Optional					
Learning and teaching techniques of the course	Lecture, Discussion, Question-Answer, Report Preparation and / or Presentation, Practice-Exercise, Problem / Problem Solving, Brain Storming					
Responsible for the course (s)	Prof. Dr. Nimet OVAYOLU					
The aim of the course	To train specialist nurses who use basic knowledge, skills and methods, transfer these knowledge and skills with interactive training methods, provide consultancy and role models, use clinical practice field as training environment, and take an active role in teamwork.					
Learning outcomes of the course	<ol style="list-style-type: none"> <li>1. Knows and uses basic education information, skills and methods that the instructor should have.</li> <li>2. Transfers the knowledge and skills related to nursing education with interactive education methods.</li> <li>3. Takes an active role in the use of the clinical practice area as a training environment and in teamwork.</li> <li>4. Advises and acts as a role model in gaining professional behavior</li> <li>5. Has the knowledge and skills related to the monitoring and evaluation of the student.</li> </ol>					
References	<ol style="list-style-type: none"> <li>1. Akdemir N, Birol L. İç Hastalıkları ve Hemşirelik Bakımı. 3. Baskı, Sistem Ofset, Ankara, 2010.</li> <li>2. Alfaro R. "Applying Nursing Diagnosis and Nursing Process: A Step by Step Guide.2nd Edition. Philadelphia: J B Lippincott Company,1990.</li> <li>3. Amerikan Kanser Birliği, çev. Ed.; Platin N., ve ark., (1998). Hemşireler İçin Kanser El Kitabı, , T.C. Sağlık Bakanlığı Kanser Savaş Daire Başkanlığı.</li> <li>4. Bahar Özvarış Ş. Sağlığı Geliştirme ve Sağlık Eğitimi. Hacettepe Üniversitesi Yayınları, Ankara, 2011.</li> <li>5. Birol L. Hemşirelik Süreci. Etki Matbaacılık, İzmir, 2005.</li> <li>6. Black, J.M.,Matassarin-Jacops, E. (1993). Medical Surgical Nursing: Clinical Management for Positive Outcomes, Black &amp; Hawks&amp; Koene, Saunders</li> <li>7. Braunwald F., Wilson I., Kasper M., Longo H. "İç Hastalıkları Prensipleri El Kitabı, Nobel Tıp Kitabevi,1998, İstanbul, Türkiye.</li> <li>8. Brunner LS, Smeltzer SC. Brunner&amp;Suddarth'sTextbook of Medical-SurgicalNursing. Lippincott Williams &amp;Wilkins, Philadelphia, 2008.</li> <li>9. Demirel Ö. Kuramdan Uygulamaya Eğitimde Program Geliştirme. Pegem Yayıncılık, Ankara, 2011.</li> <li>10. Durna Z. "İç Hastalıkları Hemşireliği Uygulama Rehberi". İstanbul üniversitesi Florence Nightingale Hemşireliği Yüksekokulu Yayınları,1996, İstanbul, Türkiye.</li> <li>11. Durna Z., Aydiner A., Çev: Can G. (2003) Kanser Kemoterapi Rehberi ve Uygulamaya Yönelik Öneriler, ONS, Nobel</li> <li>12. Enç N, Can G. İç Hastalıkları Hemşireliği Uygulama Öğrenci Eğitim Modülü. Nobel Kitabevi, Ankara, 2012.</li> <li>13. Erdemir F. Hemşirelik Tanıları El Kitabı. Nobel Tıp Kitabevleri, 2005.</li> <li>14. Erdil F. Homeostasis ve Stres. Dördüncü Baskı, Aydoğan Offset, Ankara, 2001.</li> <li>15. Guyton A, Hall J. Tıbbi Fizyoloji. 11. Basım, Nobel Tıp Kitabevi, 2007.</li> <li>16. Hacıalioğlu N. Hemşirelikte Öğretim, Öğrenme ve Eğitim. Nobel Tıp Kitabevi, Ankara, 2011.</li> <li>17. Hinkle JL, Cheever KH. Brunner &amp; Suddarth'sTextbook of Medical Surgical Nursing, WoltersKluver/Lippincott Williams &amp; Wilkins, 13th Edition (International Edition), China, 2014, Sayfa: 1194-1333.</li> <li>18. İç Hastalıkları ve Hemşirelik Bakımı-Genişletilmiş 2. Baskı, Prof. Dr. Nuran AKDEMİR Prof. Dr. Leman BİROL, 2005.</li> <li>19. Kansu T. "Nörolojik Muayene" Hacettepe Üniversitesi Yayınları 1995, Ankara, Türkiye.</li> <li>20. Karadakovan A, Aslan FE. Dâhili ve Cerrahi Hastalıklarda Bakım, Akademisyen Tıp Kitabevi, Geliştirilmiş 3. Baskı, Ankara, 2014, Sayfa 627-707.</li> <li>21. Konuya ilişkin güncel makale ve kitaplar.</li> <li>22. Manti S. Medical Surgical Nursing: Assessmentand Management of Clinical Problems, Mosby, St. Louis, 2004.</li> <li>23. McCance KL, Huether SE, Brashers VL, Rote NS. Pathophysiology, The Biologic Basis for Disease in Adults and Children, Mosby Elsevier, Sixth Edition, Canada, 2010, Sayfa: 1420-1447.</li> <li>24. Öz F. Sağlık Alanında Temel Kavramlar, Ankara, 2004.</li> <li>25. Özvarış ŞB. Tıp Eğitimcileri için Eğitim Becerileri Rehberi. Hacettepe Halk Sağlığı Vakfı, Ankara, 2009.</li> </ol>					

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28. Schaffler A.,Braun J.,RenzU.:Klinik Muayene Tanı Tedavi Acil Klavuzu İç Hastalıkları. Yüce Yayın AŞ.,İstanbul,1992 ISBN 975-411-2557-6.

29. Turner SO. The Nursing Career Planning Guides. Jones and Bartlett Publishers, Sudbury, Mass, 2007.

30. Uyar G. Hemşirelikte Klinik Öğretim. Hatipoğlu Yayımları, Ankara, 1992.

31. Web siteleri ve SANKO Üniversitesi e-dergi ve süreli yayınları.

32. Yasavul Ü. Hacettepe İç Hastalıkları Kitabı. Hacettepe Üniversitesi Yayınları, 2004.

33. Zollo A.:MedicalSecrets. Çeviren Uysal A.,Güneş Kitabevi,1994 ,Ankara ISBN 975-7467-20-0.

**Weekly Course Subjects:**

WEEKS	TOPICS TO BE DISCUSSED-PROCESSED
Week 1	The Features of Lecturer in Clinical Applications
Week 2	Student-Teacher Relationship in Clinical Practices
Week 3	Stress-causing Conditions in Clinical Practices
Week 4	Student Monitoring in ClinicalPractices
Week 5	Application of Planned Carewith Students
Week 6	ManagingClinicalDiscussionswith Interactive Methods, ClinicalDiscussionsandTheirImportance
Week 7	Interactive Case Presentation <b>PRACTICE</b>
Week 8	EffectiveUse of Clinical Practice Area as Training Environment
Week 9	Bringing Team Under standing to Students in Clinical Practices
Week 10	Bringing Professional Behavior to Students
Week 11	Discussing the Problems Encountered
Week 12	Discussing the Problems Encountered
Week 13	Evaluation of Students in Clinical Practices
Week 14	Evaluation of Students in Clinical Practices
Week 15	<b>PRACTICE</b>

**Student WorkloadTable**

Activities	Number	Duration	Total WorkLoad
Course Duration (X14 )			
Laboratory			
Practice	14	8	112
Field Study	1	10	10
Study Time Of Outside Of Class (Pre-Study, Practice, Etc.)	14	6	84
Presentations (Video shoot/Poster preparation/Oral presentation, etc.)			
Seminars			
Project			
Case study	3	21	63
Role playing, Dramatization			
Writing articles, Critique			
Time To Prepare For Midterm Exam	1	10	10
Final Exam Preparation Time	1	10	10
<b>Total Work Load ( hour) / 25(s)</b>			<b>289/25=11,56</b>
<b>ECTS</b>			<b>12</b>

### Evaluation System

Semester Studies	Number	Contribution
Midterm		
Quiz		
Laboratory		
Application	1	%50
FieldStudy		
Course-Specific Internship (Ifany)		
Homeworks		
Presentation and Seminar		
Projects		
Other		
<b>Total of semester studies</b>	1	%50
<b>End of semester studies</b>		
Final		
Homework		
Application	1	%50
Laboratory		
<b>Total of end of semester studies</b>	1	%50
Contribution of Semester Studies to Success Grade		%50
Contribution of Final Exam to Success Grade		%50
<b>Total of success grade</b>		%100

### Linking Course Learning Outcomes and Program Competencies

	Program Qualifications	Learning outcomes				
		L.O.1	L.O.2	L.O.3	L.O.4	L.O.5
1.	To be able to develop and deepen their knowledge at the level of expertise,	5				
2.	To be able to transform the theoretical and practical knowledge at the level of expertise into behavior		5			
3.	To be able to create new information by integrating knowledge in the field of expertise with information from different disciplines			5		
4.	To be able to solve problems that require expertise by using scientific research methods					
5.	To be able to develop new strategic approaches and produce solutions by taking responsibility in unforeseen complex situations encountered in applications in the field of expertise.					
6.	To be able to transfer current developments and own studies in the field of expertise to groups in and out of the field systematically by written, oral and visual means.					
7.	To be able to use information and communication technologies at an advanced level with computer software at the level required by the field of expertise and to be able to translate in English.					
8.	To be able to develop application plans on the subjects related to the field of expertise and evaluate the results obtained within the framework of quality processes,				5	
9.	To be able to share these values by considering the social, scientific and ethical values in the stages of collecting, interpreting and announcing the data related to the field of expertise.					5

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