

Course Title	Code	Semester	Theoretical (hours/week)	Practice (hours/week)	Laboratory (hours/week)	ECTS
<b>Instruction In Nursing</b>	HEM303	5. Semester / Fall	2	0	0	3
Prerequisites	None					
Language of Instruction	Turkish					
Course Type	Compulsory					
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	The aim is to train nurses who embrace lifelong learning and are able to reflect the basic concepts, theories and principles related to the learning-teaching process to the contemporary roles and functions related to education in line with the philosophy of Florence Nightingale School of Nursing, the realities of the country and its needs by examining the basic concepts, theories and principles related to the learning-teaching process.					
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students examine Contemporary Education and the general structure of the Turkish Education System and the place of nursing education in this structure.</li> <li>2. Students relate the philosophy of education and the philosophy of nursing education.</li> <li>3. Students explain the basic concepts of education.</li> <li>4. Students relate the basic concepts of education.</li> <li>5. Students establish the connection between educational science and other sciences.</li> <li>6. Students understand the basic functions of education.</li> <li>7. Students comprehend the basic learning approaches in education.</li> <li>8. Students consider human in the context of growth-development stages and health-disease system in the education process.</li> <li>9. Students comprehend the stages of the learning-teaching process in education and the arrangements that need to be made at each stage.</li> <li>10. Students take into account the basic principles of the learning-teaching process in the educational functions of nursing.</li> <li>11. Students integrate lifelong learning into their value system in personal and professional development.</li> </ol>					
Content	Introduction, Contemporary education and nursing education, Nursing education philosophy, Basic concepts of education and training, Basic learning approaches in education, Basic factors affecting education, Educational administration, Tools and equipment in education and training, Training program process and features, Teaching/learning strategies, methods and techniques, Education and information resources, Measurement and evaluation in education, Clinical teaching and ethical principles,					
References	<ol style="list-style-type: none"> <li>1. Hacıoğlu N., Hemşirelikte Öğretim Öğrenme ve Eğitim, 2011.</li> <li>2. Taşocak, G., Kaya, H., Ulupınar, S.A., Şenyuva, E. : Hemşirelikte Eğitimi Rehberi. İstanbul Üniversitesi Basım ve Yayınevi, İstanbul, 2009.</li> <li>3. Erden, M., Akman, Y.: Gelişim ve Öğrenme. Arkadaş Yayınevi, Ankara, 2002.</li> <li>4. Yalın H İ (2000). Öğretim Teknolojileri ve Materyal Geliştirme. 2. Baskı. Ankara: Nobel Yayın Dağıtım</li> </ol>					

#### Course Outline Weekly

Weeks	Topics
1. Week	Introduction, Contemporary education and nursing education
2. Week	Nursing education philosophy
3. Week	Basic concepts of education and training
4. Week	Functions of education
5. Week	Basic learning approaches in education
6. Week	Basic factors affecting education
7. Week	Educational administration, Tools and equipment in education and training
8. Week	<b>MIDTERM</b>
9. Week	Learning-Training and Information Resources
10. Week	Measurement and Evaluation in Education
11. Week	Effective Presentation,
12. Week	Clinical Teaching ,
13. Week	Health Education,
14. Week	Continuing Education and In-Service Training
15. Week	<b>AN OVERVIEW</b>

**ECTS (Student Work-load Table)**

<b>Activities</b>	<b>Number</b>	<b>Duration</b>	<b>Total Work Load</b>
Length of course	14	2	28
Laboratory			
Practice			
Field Study			
Study time outside of classroom (Free-study/Group work/Pre-study)	14	2	28
Presentation (Video recording/Poster preparation/Focus Group Interview/Questionnaire/Observation and Writing reports)			
Seminar Preparation	2	6	12
Project			
Case Study			
Role-play			
Writing articles-Make criticals			
Time to prepare for midterm exams	1	7	7
Time to prepare for final exam	1	4	4
<b>Total Work Load (hour) / 25(h)</b>	79/25=3		
<b>Course ECTS</b>	<b>3</b>		

**Evaluation System**

<b>Workload within semester</b>	<b>Number</b>	<b>Contribution</b>
Midterm Exam	1	%40
Quiz		
Laboratory		
Practice		
Field Study		
Course Internship (If there is)		
Assignments		
Presentations and Seminars		
Projects		
Other		
<b>Total Semester Work Load</b>	<b>1</b>	<b>%40</b>
<b>End-of-year Work Load</b>		
Final Exam	1	%60
Assignments		
Practice		
Laboratory		
<b>Total End-of-year Work Load</b>	<b>1</b>	<b>%60</b>
<b>Total</b>	<b>2</b>	<b>%100</b>

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

Learning Outcomes		Program Outcomes													
		PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14
1	Students examine Contemporary Education and the general structure of the Turkish Education System and the place of nursing education in this structure.	3	3	4	4	5		3	3	5		4	4		
2	Students relate the philosophy of education and the philosophy of nursing education	3	3	4	4	4		4	4	5		4	4		
3	Students explain the basic concepts of education.	4	3	4	4	5	5	3	3	5		4	4		5
4	Students relate the basic concepts of education.		2	2	4	4				5			4		5
5	Students establish the connection between educational science and other sciences.					4				5					
6	Students understand the basic functions of education.			5						5					
7	Students comprehend the basic learning approaches in education.			4						5			4		
8	Students consider human in the context of growth-development stages and health-disease system in the education process.	5	5		4	5				5			4		
9	Students comprehend the stages of the learning-teaching process in education and the arrangements that need to be made at each stage.	5	5	4	4	5				5			5		
10	Students take into account the basic principles of the learning-teaching process in the educational functions of nursing.	5		4		5				5				4	
11	Students integrate lifelong learning into their value system in personal and professional development					4		5		5	5	5			3
<b>Contribution to the level of proficiency: 1: Lowest, 2: Low/Medium, 3: Average, 4: High, 5: Excellent</b>															

**SANKO University Faculty Of Health Sciences Deparent Of Nursing Program Outcomess**

1. Have the knowledge and skills to fulfill their professional roles and functions.
2. Performs, evaluates and records nursing practices toward professional principles and standards.
3. Practice the health care needs of the individual, family and society with a holistic approach, toward the nursing process.
4. Communicates effectively with the individual, family, community and health team members.
5. Performs professional practices toward current scientific data by using information and maintenance technologies.
6. Have a foreign language profeciency to reach scientific information and communicate effectively.
7. Behaves in accordance with professional, cultural and ethical values in nursing practices.
8. Considers the relevant laws, regulations and legislation in nursing practices.
9. Uses the learning-teaching process in nursing practices.
10. Uses the management process in nursing practice.
11. Uses lifelong learning and career planning skills to contribute to professional development.
12. Uses problem solving and critical thinking skills to contribute to professional development.
13. With the awareness of social responsibility, takes part in research, projects and activities in cooperation with the health team and other disciplines.
14. Contributes to the provision and developmanı of safe and quality health care.