**ESOGU**

**VOCATIONAL SCHOOL OF HEALTH SERVICES**

**DEPARTMENT OF HEALTH CARE SERVICES**

**ELDERLY CARE PROGRAM (ÇİFTELER)**

**2022 GRADUATION TEMPLATE**

|  |  |  |  |  |  |  |  |  |
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| **I.SEMESTER** |  |  |  |  |  |  |  |  |
| ***CODE*** | ***LESSONS*** | ***C/E*** | ***Theoric*** | ***Practice*** | ***Lab.*** | ***Total*** | ***Credit*** | ***ECTS*** |
| 212011014 | USE OF BASIC KNOWLEDGE TECHNOLOGIES | C | 1 | 2 | 0 | 3 | 2 | 3 |
| 212011002 | ANATOMY | C | 2 | 0 | 0 | 2 | 2 | 2 |
| 212011003 | PHYSIOLOGY | C | 2 | 0 | 0 | 2 | 2 | 2 |
| 212011004 | MEDICAL TERMINOLOGY | C | 1 | 0 | 0 | 1 | 1 | 1 |
| 212011005 | COMMUNICATION WITH ELDER PEOPLE | C | 2 | 0 | 0 | 2 | 2 | 2 |
| 212011015 | ELDERLY CARE PRINCIPLES AND PRACTICES I | C | 4 | 2 | 0 | 6 | 5 | 10 |
| 212011016 | PROFESSIONAL ETHICS | C | 2 | 0 | 0 | 2 | 2 | 2 |
| 212011008 | FIRST AID | C | 1 | 0 | 0 | 1 | 1 | 1 |
| 212011017 | ENGLISH I | C | 2 | 0 | 0 | 2 | 0 | 2 |
| 212011010 | TURKISH LANGUAGE I | C | 2 | 0 | 0 | 2 | 0 | 2 |
| 212011018 | ATATÜRK'S PRINCIPLES AND HISTORY OF REVOLUTION I | C | 2 | 0 | 0 | 2 | 2 | 2 |
|  | SOCIAL ELECTIVE I | E | 1 | 0 | 0 | 1 | 0 | 1 |
|  | **TOTAL** |  | 22 | 4 | 0 | 26 | 19 | **30** |
|  |  |  |  |  |  |  |  |  |
| **II.** **SEMESTER** |  |  |  |  |  |  |  |  |
| ***CODE*** | ***LESSONS*** | ***C/E*** | ***Theoric*** | ***Practice*** | ***Lab.*** | ***Total*** | ***Credit*** | ***ECTS*** |
| 212012014 | INFECTIOUS DISEASES | C | 2 | 0 | 0 | 2 | 2 | 2 |
| 212012002 | PHARMACOLOGY | C | 2 | 0 | 0 | 2 | 2 | 2 |
| 212012003 | HEALTH CARE MANAGEMENT | C | 2 | 0 | 0 | 2 | 2 | 3 |
| 212012015 | ELDERLY CARE PRINCIPLES AND PRACTICES II | C | 4 | 2 | 0 | 6 | 5 | 10 |
| 212012016 | BASIC GERONTOLOGY | C | 2 | 0 | 0 | 2 | 2 | 3 |
| 212012006 | NUTRITION OF ELDER PEOPLE | C | 2 | 0 | 0 | 2 | 2 | 3 |
| 212012017 | ENGLISH II | C | 2 | 0 | 0 | 2 | 0 | 2 |
| 212012008 | TURKISH LANGUAGE II | C | 2 | 0 | 0 | 2 | 0 | 2 |
| 212012018 | ATATÜRK'S PRINCIPLES AND HISTORY OF REVOLUTION II | C | 2 | 0 | 0 | 2 | 2 | 2 |
|  | SOCIAL ELECTIVE II | E | 1 | 0 | 0 | 1 | 0 | 1 |
|  | **TOTAL** |  | 21 | 2 | 0 | 23 | 17 | **30** |
|  |  |  |  |  |  |  |  |  |
| **III.** **SEMESTER** |  |  |  |  |  |  |  |  |
| ***CODE*** | ***LESSONS*** | ***C/E*** | ***Theoric*** | ***Practice*** | ***Lab.*** | ***Total*** | ***Credit*** | ***ECTS*** |
| 212013001 | GERIATRIC PSYCHIATRY | C | 2 | 0 | 0 | 2 | 2 | 3 |
| 212013002 | NEUROLOGICAL DISEASES IN ELDER PEOPLE | C | 2 | 0 | 0 | 2 | 2 | 3 |
| 212013011 | RHEUMATOLOGICAL DISEASES IN ELDER PEOPLE | C | 2 | 0 | 0 | 2 | 2 | 3 |
| 212013006 | EXERCISE PHYSIOLOGY AND AGED GYMNASTICS | C | 2 | 0 | 0 | 2 | 2 | 3 |
| 212013007 | PUBLIC HEALTH | C | 2 | 0 | 0 | 2 | 2 | 3 |
| 212013003 | CHRONICAL DISEASES IN ELDER PEOPLE | C | 2 | 0 | 0 | 2 | 2 | 4 |
| 212013012 | ELDERLY CARE PRINCIPLES AND PRACTICES III | C | 4 | 2 | 0 | 6 | 5 | 7 |
| 212013013 | PROFESSIONAL PRACTICES I | C | 0 | 4 | 0 | 4 | 2 | 4 |
|  | **TOTAL** |  | 16 | 6 | 0 | 22 | 19 | **30** |
|  |  |  |  |  |  |  |  |  |
| **IV.** **SEMESTER** |  |  |  |  |  |  |  |  |
| ***CODE*** | ***LESSONS*** | ***C/E*** | ***Theoric*** | ***Practice*** | ***Lab.*** | ***Total*** | ***Credit*** | ***ECTS*** |
| 212014001 | ELDERLY HOME CARE SERVICES | C | 2 | 0 | 0 | 2 | 2 | 4 |
| 212014003 | SOCIAL REHABILITATION | C | 2 | 0 | 0 | 2 | 2 | 4 |
| 212014004 | PHYSICAL REHABILITATION | C | 2 | 0 | 0 | 2 | 2 | 4 |
| 212014005 | WOUND CARE | C | 2 | 0 | 0 | 2 | 2 | 4 |
| 212014006 | HEALTH SOCIOLOGY | C | 2 | 0 | 0 | 2 | 2 | 3 |
| 212014013 | ELDERLY CARE PRINCIPLES AND PRACTICES IV | C | 4 | 2 | 0 | 6 | 5 | 7 |
| 212014014 | PROFESSIONAL PRACTICES II | C | 0 | 4 | 0 | 4 | 2 | 4 |
|  | **TOTAL** |  | 14 | 6 | 0 | 20 | 17 | **30** |

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| **SOCIAL ELECTIVES** | | | | | | | | |
|  | **LESSONS** | ***C/E*** | ***Theoric*** | ***Practice*** | ***Lab.*** | ***Total*** | ***Credit*** | ***ECTS*** |
| **SOCIAL ELECTIVE I** | 212011012 PHYSICAL EDUCATION I | E | 1 | 0 | 0 | 1 | 0 | 1 |
| 211011105 SIGN LANGUAGE I | E | 1 | 0 | 0 | 1 | 0 | 1 |
| 211011110 OCCUPATIONAL HEALTH AND SAFETY I | E | 1 | 0 | 0 | 1 | 0 | 1 |
| 212011013 DICTION AND EFFECTIVE SPEAKING I | E | 1 | 0 | 0 | 1 | 0 | 1 |
| **SOCIAL ELECTIVE II** | **LESSONS** | ***C/E*** | ***Theoric*** | ***Practice*** | ***Lab.*** | ***Total*** | ***Credit*** | ***ECTS*** |
| 212012010 PHYSICAL EDUCATION II | E | 1 | 0 | 0 | 1 | 0 | 1 |
| 211012109 SIGN LANGUAGE II | E | 1 | 0 | 0 | 1 | 0 | 1 |
| 211012113 OCCUPATIONAL HEALTH AND SAFETY II | E | 1 | 0 | 0 | 1 | 0 | 1 |
|  | 212012011 DICTION AND EFFECTIVE SPEAKING II | E | 1 | 0 | 0 | 1 | 0 | 1 |



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**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **TERM** | FALL |

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| **COURSE CODE** | 212011014 | **COURSE NAME** | USE OF BASIC KNOWLEDGE TECHNOLOGIES |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | **COURSE OF** | | | | | | |
| **Theory** | **Practice** | | **Laboratory** | **Credit** | | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 1 | 2 | | 0 | 2 | | 3 | COMPULSORY (X ) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Vocational Courses** | | | **Basic Field Courses** | | **Social Courses** | | | | | **Supportive Courses** | |
| X | | |  | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | | **Evaluation Type** | | | **Quantity** | | **%** |
| 1st Mid-Term | | | 1 | | 25 |
| 2nd Mid-Term | | | - | | - |
| Quiz | | | - | | - |
| Homework | | | 1 | | 25 |
| Project | | | - | | - |
| Report | | | - | | - |
| Others (………) | | | - | | - |
| **FINAL EXAM** | | | | | |  | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | After introducing the hardware and software on the computer, it is aimed to teach operating systems, word processors, presentation preparation, tabulation, Internet and e-mail issues and after giving importance to information and data, database creation, storage and transfer are explained. | | | | | |
| **COURSE OBJECTIVES** | | | | | | The aim of this course is to enable students to use computer and information technologies effectively. | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | | The aim of this course is to provide the candidates who will work in Elderly Care by providing extensive information about the computer and information technologies they will use in their working lives. | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.To comprehend the basic components of computer and working logic,  2. Information about hardware,  3. Recognition of operating systems,  4. Using word processors,  5. Preparing a presentation,  6. Sheet,  7. Learning the Internet and email issues,  8. Database creation, storage and transfer | | | | | |
| **TEXTBOOK** | | | | | | 1. A.Şentürk, Temel Bilgi Teknolojileri ve Bilgisayar Kullanımı,Ekin Yayınevi, Ankara , 2014  2.Güneş, A., Ataizi, M., Aydın, CH., ve ark. Temel Bilgi Teknolojileri, Anadolu Üniversitesi Yayınları, Eskişehir, 2002. | | | | | |
| **OTHER REFERENCES** | | | | | | 1.Bağcı, Ö .: Computer Type, Windows 7 - Office 2010, Seçkin Yayıncılık San. Ve Tic. Inc. Ankara, 2010.  2.Dinçel, T .: Computer Learning 2010, Kodlab Publishing Distribution Software and Training Services San. Ve Tic. Ltd. Sti. Istanbul, 2010 | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Microsoft Office Package Program, Internet, Computer, Projection, UZEMOYS. | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction of the laboratories, computers and programs to be used in the course |
| 2 | Historical development of computer and types of computer |
| 3 | Introduction of hardware and software concepts |
| 4 | Basic Equipment (Chassis, Central processing unit, memory, motherboard, hard disk, video card) |
| 5 | Additional equipment (floppy disk, cd-rom drive, dvd drive, modem, mouse, monitor, sound card, keyboard, network card, printer, scanner, flash memory) |
| 6 | The concept of software, software types (computer programming, package programs, operating systems) |
| 7 | Operating system and commonly used operating systems (Windows ) |
| 8 | Operating system and commonly used operating systems ( Linux, BSD Unix) |
| 9 | Word processors. Write text, tables, and formulas in Microsoft Word. |
| 10 | Preparing a presentation (writing text, tables, and formulas) in Microsoft Power Point. |
| 11 | Creating tables in Microsoft Excel. |
| 12 | Knowledge transfer in Microsoft Word, Power point and excel |
| 13 | Database creation, storage and transfer. |
| 14 | Internet operations, Internet, download and upload operations |
| **15-16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTPUT** | 3 | 2 | 1 |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of Elderly Care, to identify and meet learning needs |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | **X** |  |  |
| 1:No Contribution. 2: Partially Contributed. 3: Full Contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

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**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **TERM** | FALL |

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| DERSİN KODU | 212011002 | DERSİN ADI | ANATOMY |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | **COURSE OF** | | | | | | | |
| **Theory** | | **Practice** | **Laboratory** | **Credit** | | | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 2 | | 0 | 0 | 2 | | | 2 | COMPULSORY ( X ) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | | **Social Courses** | | | | **Supportive Courses** | |
| x | |  | | | | |  | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | | **Evaluation Type** | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | 1 | | 40 |
| 2nd Mid-Term | | | | - | | - |
| Quiz | | | | - | | - |
| Homework | | | | - | | - |
| Project | | | | - | | - |
| Report | | | | - | | - |
| Others (………) | | | | - | | - |
| **FINAL EXAM** | | | | | |  | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The importance of the science of anatomy, sub-branches, anatomical terms, concepts, organs and systems within the regional structure. Systems include the locomotor system, circulatory, respiratory, digestive, nervous, excretory, reproductive, endocrine and five sensory organs. This theoretical anatomical information is given as reinforcing with atlases and dictionaries and models. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Giving information about the structure and morphology of the human body, examines the formation of this structure and the states and relations of the organs that make up the structure. The use of international Latin terminology, which is common in giving medical terms and concepts, is also the basis of anatomical teaching | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | | To give information about the human body to the health personnel who will work in the field of medicine. | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. An ability to apply anatomical information  2. Ability to analyze data  3. Ability to communicate effectively in written and verbal  4. Ability to do group work  5. Understanding professional ethics and responsibility  6. Ability to use the selected educational tools and materials according to the characteristics of the subject | | | | | | |
| **TEXTBOOK** | | | | | | 1. Sağlık Bilimleri İçin Resimli Temel Anatomi, B.ŞAHİN, 2020  2. Sobotta, Atlas of Human Anatomi. Sobotta,Friedrich Paulse, Jens Waschke. 2019. | | | | | | |
| **OTHER REFERENCES** | | | | | | 1.Sağlık Bilimleri İçin Tıbbi ve Mesleki Terminoloji, S.ÖZ,A.ORTADEVECİ,H.ÖZDEN,G.AY,C.BOZDOĞAN,F.YILDIZ,M.KAYA,Ö.TUĞ,2022  2.Anatomi Terimler Sözlüğü, S.ÖZ., 2018 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Anatomy models, Atlas of Anatomy, Internet, Computer, Projection, UZEMOYS. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The importance of the anatomy and its subbranches, Anatomic terms and concepts |
| 2 | Locomotor system- Bones-Joints |
| 3 | Locomotor system- Skeletal muscles |
| 4 | Cardio-vasculer system- Heart |
| 5 | Cardio-vasculer system-vessels |
| 6 | Respiratory system |
| 7 | Digestive system |
| 8 | Uriner System |
| 9 | Central Nervous System |
| 10 | Peripheral Nervous system |
| 11 | Woman’s genital organs |
| 12 | Man’s genital organs |
| 13 | Endocrine system |
| 14 | Sense organs |
| **15-16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

|  |  |
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| **TERM** | FALL |

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| **COURSE CODE** | 212011003 | **COURSE NAME** | PHYSIOLOGY |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | **COURSE OF** | | | | | | | |
| **Theory** | | **Practice** | **Laboratory** | **Credit** | | | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 2 | | 0 | 0 | 2 | | | 2 | COMPULSORY (X ) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | | **Social Courses** | | | | **Supportive Courses** | |
| x | |  | | | | |  | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | | **Evaluation Type** | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | 1 | | 40 |
| 2nd Mid-Term | | | | - | | - |
| Quiz | | | | - | | - |
| Homework | | | | - | | - |
| Project | | | | - | | - |
| Report | | | | - | | - |
| Others (………) | | | | - | | - |
| **FINAL EXAM** | | | | | |  | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Understanding the general and cellular basis of medical physiology, excitable tissue: nerve information, excitable tissue: muscle information, knowledge of nervous system functions, vision, hearing and balance, smell and taste information, information about endocrinology, metabolism and reproductive functions, general information about gastrointestinal functions , circulation: information about circulating fluids in the body, the origin of the heart beat and the electrical activity of the heart, information on the heart, cardiovascular regulatory mechanisms as a pump, circulation in specific sections, breathing: lung functions, gas transport between the lungs and tissues, regulation of respiration, kidney functions and have knowledge about urination. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | It involves teaching the basic systematics of the human body and its functioning to our students who have chosen to serve human health as their service. Physiology is a science that tries to explain the changes that living organisms show according to their functions and activities. If the human organism is accepted as a complex machine with an appropriate analogy, the Physiological Science teaches the student how the engine parts of this machine work, how the units that make up the parts of the engine have a connection and functional relationship with each other. | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | | It includes teaching the basic systematic of the human body and its functioning to our students who have chosen to serve human health as their service. | | | | | | |
| **COURSE OUTCOMES** | | | | | | To teach students the basic systematic of the human body and its functioning. | | | | | | |
| **TEXTBOOK** | | | | | | 1. Sağlık Bilimlerinde Fizyoloji Ders Kitabı, Dr. Öğr. Üyesi Gülnihal Deniz,Doç. Dr. Sermin Algül, 2022  2. Temel Fizyoloji, C. Süer. 2021  3. Editör: Doç.Dr. Gökhan KUŞ, T.C.ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ YAYINI (2019)  4. Prof.Dr. Yasemin AYDIN, İnsan Beden Yapısı ve Fizyolojisi, T.C. Anadolu Üniversitesi Yayınları | | | | | | |
| **OTHER REFERENCES** | | | | | | 1. Prof.Dr. Neşe Tuncel. (1991). Fizyoloji. Eskişehir: Anadolu Üniversitesi Yayınları  2. William F. Ganong. (1994) Tıbbi Fizyoloji. İstanbul: Barış Kitabevi | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Human body model, Internet, Computer, Projection, UZEMOYS. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to Physiology |
| 2 | Cell Physiology and Tissues |
| 3 | Action Potential and Excitable Tissues |
| 4 | Nervous system |
| 5 | Sense organs |
| 6 | Structure and Operation of the Heart, Blood Vessels. |
| 7 | Regulation of the Circulatory System |
| 8 | The Structure and Functions of Blood |
| 9 | Respiratory Physiology |
| 10 | Excretory Physiology |
| 11 | The Structure and Functions of the Digestive Canal |
| 12 | Digestive Organs, Chemical Digestion and Absorption |
| 13 | Classifications of Hormones |
| 14 | Functions of hormones |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  | **X** |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

|  |  |
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| **TERM** | FALL |

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| --- | --- | --- | --- |
| **COURSE CODE** | 212011004 | **COURSE NAME** | MEDICAL TERMINOLOGY |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 1 | | 0 | 0 | | | 1 | 1 | COMPULSORY (x ) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| x | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Introduction to Medical Terminology, roots, prefixes, suffixes, terms of systems that constitute medical terms. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To learn the medical terminology of the students who are educated and educated about human health. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Providing terminological unity for the documentation of human health information in health institutions and the effective use of these documents | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. An ability to apply medical terms  2. Ability to communicate effectively in written and verbal  3. Understanding professional ethics and responsibility  4. To gain research, data collection skills | | | | | | | |
| **TEXTBOOK** | | | | | 1. Yakıncı C., Tıbbi Terminoloji, 2018, Akademisyen Kitabevi  2. S. Öz, A. Ortadeveci, H. Özden, G. Ay, C. Bozdoğan, F. Yıldız, M. Kaya, Ö.Tuğ, Sağlık Bilimleri İçin Tıbbi ve Mesleki Terminoloji, 2022 | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.F. Eroğlu, M. Polat,Tıbbi Terminoloji, Dünya kitabevi,2021  2. S. ÖZ., Anatomi Terimler Sözlüğü, 2018 | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to Medical Terminology |
| 2 | Roots and prefixes that make up medical terms |
| 3 | Suffixes forming medical terms |
| 4 | Pronunciation of consonants in medical terms |
| 5 | Common and systems common terms |
| 6 | Abbreviations in medical terms |
| 7 | Terms of musculer-skeletal system |
| **8** | Terms of the cardiovascular system |
| 9 | Terms of respiratory system |
| 10 | Terms of the digestive system |
| 11 | Terms of the urogenital system |
| 12 | Terms of the nervous system |
| 13 | Terms of psychiatric diseases |
| 14 | Emergency and First Aid Terms |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

|  |  |
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| **TERM** | FALL |

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| --- | --- | --- | --- |
| **COURSE CODE** | 212011005 | **COURSE NAME** | COMMUNICATION WITH ELDER PEOPLE |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| x | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | All applications for communication with the elderly will be covered. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Training of individuals about communication with the elderly and making them equipped. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Ensuring the optimum level of service for the individuals who will work in communication with the elderly | | | | | | | |
| **COURSE OUTCOMES** | | | | | To gain the ability to produce solutions to the problems encountered in communication with the elderly | | | | | | | |
| **TEXTBOOK** | | | | | 1. Editör Prof. Dr. SEMA BECERİKLİ, Kişilerarası İletişim, ATATÜRK ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ YAYINI ERZURUM, 2020  2. Editörler, Dr.Öğr.Üyesi Canan ULUYAĞCI, Dr.Öğr.Üyesi Ufuk ERİŞ, Bireylerarası İletişim, , T.C. ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ YAYINI  3. Akgün, M. (2012). Hastanede yatan yaşlı hastalarda iletişim güçlükleri ve sağlık çalışanlarının yaklaşımı. Hemşirelikte Eğitim ve Araştırma Dergisi, 9(2), 51-56.  4. HASTA VE YAŞLI HİZMETLERİ YAŞLI BAKIM HİZMETLERİNDE İLETİŞİM, T.C. MİLLÎ EĞİTİM BAKANLIĞI Yayınları, 2014 | | | | | | | |
| **OTHER REFERENCES** | | | | | 1- Doç.Dr.Hüseyin DORUK – Yaşlılarla İle İletişim ve Başarılı Yaşlanma  2- SHÇEK Genel Müdürlüğü- Yaşlılık El Kitabı | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Concept of Communication, Interpersonal Communication |
| 2 | Interpersonal (Interpersonal) communication process and its components |
| 3 | Functioning of Interpersonal (Interpersonal) Communication Process |
| 4 | Listening and Speaking in Interpersonal (Interpersonal) Communication |
| 5 | Behavior Patterns in Interpersonal (Interpersonal) Communication |
| 6 | Culture in Interpersonal (Interpersonal) Communication |
| 7 | Social Context of Communication |
| 8 | Interpersonal (Interpersonal) Communication and Communication Tools |
| 9 | Conflict and stress in Interpersonal Communication |
| 10 | Conflict and stress management in Interpersonal Communication |
| 11 | Ways to Improve Interpersonal (Interpersonal) Communication |
| 12 | The Importance of Communication with the Elderly |
| 13 | Communication and Maintenance |
| 14 | Communication Difficulties in Hospitalized Elderly Patients |
| **15-16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

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| --- | --- |
| **TERM** | FALL |

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| --- | --- | --- | --- |
| **COURSE CODE** | 212011015 | **COURSE NAME** | ELDERLY CARE PRINCIPLES AND PRACTICES I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 4 | | 2 | 0 | | | 5 | 10 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| x | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (Practice) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Professional and basic concepts  2. Basic concepts of care and maintenance  3. Health team  4. Liquid electrolyte balance / imbalances and maintenance  5. Acid-base balance / imbalances and maintenance  6. Stress, shock and care  7. Skin and self-care applications  8. Hot and cold applications  9. Vital signs | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To teach the basic concepts of the profession, the basic problems and solutions that can be seen in the elderly, and the applications for the care of the elderly individual. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | The elderly care technician takes the first step in his / her profession with this course. It provides the students to comprehend the basic concepts related to their profession and care, their roles in the health team and the team. Learning the life signs and vital balance and imbalances in the human body to identify possible problems and take the necessary precautions. It is provided to gain experience by practicing in the care of the elderly. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Elderly care technician, learns the basic concepts of professional and care.  2. Knows the health team and their roles in this team.  3. Knows homeostasis and the factors affecting it, takes the necessary precautions, identifies imbalances.  4. Follow the life signs of the elderly and identify problems.  5. In accordance with the needs of the elderly hot and cold application, teaches self-care applications, makes. | | | | | | | |
| **TEXTBOOK** | | | | | 1.Akça Ay F. (Ed) (2022). Sağlık Uygulamalarında Temel Kavramlar ve Beceriler.8. Baskı. Nobel Tıp Kitabevleri.  2.Kapucu S.(Ed) (2019). Geriatri Hemşireliği. Hipokrat Kitabevi. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Karadakovan A, Eti Aslan F.(2022). Dahili ve Cerrahi Hastalıklarda Bakım. 6. Baskı. Akademisyen Kitabevi, Ankara.  2.Aslan, D., Gökçe Kutsal, Y. (2017). Güncel Geriatri El Kitabı, Nobel Tıp Kitabevleri. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Patient Care Model, Internet, Computer, Projection, UZEMOYS | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Professional and basic concepts |
| 2 | Basic concepts of care and maintenance |
| 3 | healthcare team |
| 4 | Fluid balance/imbalances and maintenance |
| 5 | Electrolyte balance/imbalances and maintenance |
| 6 | Acid-base balance/imbalances and maintenance |
| 7 | Stress, shock and care |
| 8 | Leather and attachments |
| 9 | General principles of self-care practices |
| 10 | Daily self-care practices |
| 11 | Evaluation of self-care practices |
| 12 | Hot and cold applications |
| 13 | Basic vital signs |
| 14 | Vital signs measurement and evaluation |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  | **X** |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

|  |  |
| --- | --- |
| **TERM** | FALL |

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| --- | --- | --- | --- |
| **COURSE CODE** | 212011016 | **COURSE NAME** | PROFESSIONAL ETHICS |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| x | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 50 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | What is ethics?What are the main ethical approaches and principles?  Professional ethics and codes | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Be aware of ethics in everyday medical practice, to take responsibility and apply professional ethics codes. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Understanding the basic ethical concepts and learning,understanding and application of professional ethical responsibility | | | | | | | |
| **COURSE OUTCOMES** | | | | | To be sensitive to the values​​, codes of ethics to maintain their professional activities, to respect rights | | | | | | | |
| **TEXTBOOK** | | | | | [Prof. Dr. Neyyire Yasemin Yalım](https://www.ankaranobel.com/tumu-c-0?filtreler%5B2%5D%5B%5D=994) , [Dr. Şükrü Keleş](https://www.ankaranobel.com/tumu-c-0?filtreler%5B2%5D%5B%5D=720) Sağlık Programları Meslek Etiği. [Ankara Nobel Tıp Kitabevleri](https://www.ankaranobel.com/ankara-nobel-tip-kitabevleri),2019 | | | | | | | |
| **OTHER REFERENCES** | | | | | Gülfer Büyükbaş, Sağlık Meslek Etiği.Duvar Kitapevi,2021  Cevizci A. (2002).Etiğe Giriş. Paradigma Yayınları .İstanbul  Pehlivan İ. (1998)Yönetsel Mesleki ve Örgütsel Etik .Pegem Yay. Ankara | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Philosophy, Ethics and Value concepts |
| 2 | Moral action, Moral philosophy, Ethics |
| 3 | Ethics and morals difference, parts of ethics, elements of ethics, functions of ethics. Theoretical and applied ethics. |
| 4 | Types of ethics and Basic ethical approaches |
| 5 | Basic ethical approaches and Basic ethical principles. |
| 6 | Health and Rights Concepts |
| 7 | Profession, definition and content of professional ethics, Codes of professional ethics, Ethical sensitivity and ethical awareness in professional practices |
| 8 | Health Legislation and Professional Responsibilities |
| 9 | Case Discussions and Ethical Evaluation (Justice) |
| 10 | Case Discussions and Ethical Evaluation (Integrity and Confidentiality) |
| 11 | Case Discussions and Ethical Evaluation (Informed Consent and Confidentiality) |
| 12 | Case Discussions and Ethical Evaluation (End of Life and Care) |
| 13 | Case Discussions and Ethical Evaluation (Beginning of Life and value conflict) |
| 14 | Case Discussions and Ethical Assessment (Communication with Colleagues, Vulnerable Groups) |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  | **X** |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  | **X** |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  | **X** |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. | **X** |  |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | **X** |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

|  |  |
| --- | --- |
| **TERM** | FALL |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 212011008 | **COURSE NAME** | FIRST AID |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 1 | | 0 | 0 | | | 1 | 1 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| x | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, basic life support, transportation techniques, traumatic injuries related to first aid in sudden illnesses and accidents that should be known not only by health personnel but also every individual in the society will be covered. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To give information and skills about first aid subjects that they may encounter frequently. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | To teach practical, conscious intervention to save life in situations requiring first aid, to prevent deterioration and to provide recovery | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. To gain first aid skills in case of sudden illness and accident in the professional field.  2.To gain first-aid training and the ability to act with the responsibility and awareness of performing appropriate first aid in case of an accident or illness.  3. To gain the ability to communicate with patients and health personnel. | | | | | | | |
| **TEXTBOOK** | | | | | 1. M. Yenigün. İlk Yardım , akademisyen kitabevi,Ankara,2019 | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.First Aid Basic Life Support Handbook, Emergency Medicine Association- Halk Yaşam, 1998.  2. Emergency Care and Transportation of Patients and Wounded. American Academy of Orthopedic Surgeons (3rd edition) - Nasetti Limited, Mısırlı Matbaası, Istanbul, 1999.  3.Kolaç Z, Tülek A, Anık N, Sezer Y, First Aid Book Esen Ofset Matbaacilik San.ve Tic.A.Eskisehir -2005 | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Basic Life Support Model, Wound Model, Splints, First Aid Kit, Internet, Computer, Projection UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | First aid, emergency care, 6 T rule in first aid, responsibilities of first aid First aid kit, main objectives of first aid |
| 2 | Rescue and transport of casualty (appropriate transport techniques) |
| 3 | Causes of airway obstructions and first aid |
| 4 | Basic life support (Airway-Breathing-Circulation –ABC) |
| 5 | Basic life support (students' practice) |
| 6 | Bleeding (internal and external bleeding, nose-ear bleeding) and first aid |
| 7 | Shock, First aid in fainting. |
| 8 | First aid in seizures and coma |
| 9 | First aid for injuries |
| 10 | First aid in burns |
| 11 | First aid in environmental emergencies (heat stroke, freezing) |
| 12 | First aid in fractures, dislocations and sprains |
| 13 | First aid in poisoning and animal bites |
| 14 | First aid in special illness cases |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. | **X** |  |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

|  |  |
| --- | --- |
| **TERM** | FALL |

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| --- | --- | --- | --- |
| **COURSE CODE** | 212011017 | **COURSE NAME** | ENGLISH I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 2 | | 0 | 0 | | | 0 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | ENGLISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
|  | |  | | | |  | | | | | x | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The Common European Framework (CEF) consists of content and activities for the acquisition of English language competencies at the Basic user (A1) level according to the assessment and reference system for languages. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | In the context of listening, reading, speaking and verbal expression, written expression skills, to provide students with a basis for their development in English language proficiency. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | The students will gain the competencies necessary to understand the basic English language resources related to the applications of the field in which they are studying. | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, students  1. will be able to understand familiar words and very basic patterns about themselves, their families and their immediate surroundings when spoken slowly and clearly;  2. understand familiar names, words and very simple sentences in written texts such as catalogs, announcements or posters;  3. use simple phrases and sentences to describe where they live and people they know;  4. Make correspondence with short and simple sentences and fill out forms containing personal information. | | | | | | | |
| **TEXTBOOK** | | | | | Essential Grammar in Use, 2007, Raymond Murphy, Cambridge University Press, Cambridge: UK | | | | | | | |
| **OTHER REFERENCES** | | | | | Asynchronous narration videos and exercises offered to students at <https://canvas.ogu.edu.tr> | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction: Course and Learning Management System |
| 2 | am/is/are/am/is/are questions |
| 3 | present continuous/present continuous questions |
| 4 | a/an |
| 5 | singular/plural |
| 6 | there is / there are |
| 7 | countable/uncountable 1 |
| 8 | I/me, he/him, they/them |
| 9 | my/his/their |
| 10 | mine/yours/hers |
| 11 | Do this! Don’t do this! |
| 12 | This/that/these/those |
| 13 | Simple present |
| 14 | Simple present negatives |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  |  | **X** |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  |  | **X** |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  |  | **X** |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

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| --- | --- |
| **TERM** | FALL |

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| **COURSE CODE** | 212011010 | **COURSE NAME** | TURKISH LANGUAGE I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** | |
| 1. | 2 | | 0 | | 0 | | 0 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | | |
|  | |  | | | | x | | | | |  | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | **Evaluation Type** | | | | | | **Quantity** | | | **%** |
| 1st Mid-Term | | | | | | 1 | | | 50 |
| 2nd Mid-Term | | | | | | - | | | - |
| Quiz | | | | | | - | | | - |
| Homework | | | | | | - | | | - |
| Project | | | | | | - | | | - |
| Report | | | | | | - | | | - |
| Others (………) | | | | | | - | | | - |
| **FINAL EXAM** | | | |  | | | | | | 1 | | | 50 |
| **PREREQUIEITE(S)** | | | | None | | | | | | | | | |
| **COURSE DESCRIPTION** | | | | Description and features of language, languages of the world, Position of Turkish among other languages, historical development of Turkish, development of western Turkish, Atatürk’s ideas and projects on Turkish, pronunciation and punctuation, language policies. | | | | | | | | | |
| **COURSE OBJECTIVES** | | | | The subject of the course is to expose the value of Turkish language by giving information about development of Turkish language, to gain national language awareness, to develop reading and writing skills, to compare and contrast Turkish language to other languages, to compare and contrast language policy of developed countries to Turkish language policy, to gain skill of speaking. | | | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | Develop the ability of using Turkish properly at the business life. | | | | | | | | | |
| **COURSE OUTCOMES** | | | | Learn Turkish grammar  Gain an understanding of the position of Turkish among other languages  Gain an understanding of history of Turkish language  Gain knowledge about Turkish languages in the world  Develop the ability of using Turkish properly  Learn the language policies  Gain writing skill  Gain speaking skill  Learn sentence structure and analyzing  Be able to realize Turkish vowels  Be able to realize formation of Turkish  Be able to read and comprehend  Be able to speak simultaneously  Be able to write compositions | | | | | | | | | |
| **TEXTBOOK** | | | | 1. Kültür, M. E., “Üniversiteler İçin Türk Dili”, Bayrak Yayınları, İstanbul, 1997.  2. “Türk Dil Yazım Kılavuzu”, TDK Yayınları, 24. baskı, Ankara, 2005 | | | | | | | | | |
| **OTHER REFERENCES** | | | | 1. Kaplan, M., “Kültür ve Dil”, 8. baskı, ,Dergah Yayınları, İstanbul, 1993.  2. Fuat, M., “Dil Üstüne”, Adam Yayınları, İstanbul, 2001.  3. Ercilasun, A. B., “Başlangıçtan Yirminci Yüzyıla Türk Dili Tarihi”, Akçağ  Yayınları, 1. baskı, Ankara, 2004.  4. Aksan, D., “Türkçe’nin Gücü”, Bilgi Yayınevi, 4. baskı, Ankara, 1997.  5. Karamanlıoğlu, A., “Türk Dili”, Degah Yayınları, 3. baskı, İstanbul, 1984.  6. Anday, M. C., “Dilimiz Üstüne Konuşmalar”, YKY, İstanbul, 1996.  7. Karaağaç, G., “Dil Tarih ve İnsan”, Akçağ Yayınevi, Ankara, 2002.  8. Aksan, D., “Dil Şu Büyülü Düzen”, Bilgi Yayınevi, Ankara, 2003.  9. Banarlı, N. S., “Türkçe’nin Sırları”, 18. baskı, Kubbealtı Neşriyatı, İstanbul, 2002 | | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Language- nation relationship |
| 2 | Language- culture relationship |
| 3 | All Languages in the world. |
| 4 | The place of Turkısh language between World languages |
| 5 | The historical development of Turkish language |
| 6 | The alphabets of the Turks, |
| 7 | Classification of Turkish dialects |
| 8 | Phonetics. |
| 9 | The meaning of the words |
| 10 | Functions of words |
| 11 | Production suffixes in Turkish |
| 12 | Inflectional suffixes in Turkish |
| 13 | Word groups |
| 14 | Sentence knowledge in Turkish |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  |  | **X** |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  |  | **X** |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  |  | **X** |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

|  |  |
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| **Term** | FALL |

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| **COURSE CODE** | 212011018 | **COURSE NAME** | ATATÜRK'S PRINCIPLES AND HISTORY OF REVOLUTION I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
|  | |  | | | |  | | | | | X | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In terms of history, the basis of the Turkish Revolution, the historical development of the Turkish revolution, time is compared in the indexial axis, examines the concepts of full independence and national sovereignty, the struggle is transferred to young individuals. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To ensure that the students grow up as individuals who are committed to the principles and revolutions of Atatürk, adopting and preserving secular, democratic and contemporary values. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | In the process of completing personality development, the process of awareness is completed with the concepts of full independence and national sovereignty. In general, the course has adopted a critical approach that is self-fulfilling, cultured, sensitive to the agenda, and contributes to the process of constructive and solution-oriented individuals. | | | | | | | |
| **COURSE OUTCOMES** | | | | | An ability to apply knowledge of social sciences  Ability to analyze, evaluate and design data  Ability to do group work  An ability to lead an interdisciplinary team  Ability to look at life comparatively  Understanding professional and ethical responsibility  Effective written and oral communication skills  An ability to understand the national and global impacts and results of data  Ability to comprehend and apply the importance of lifelong learning  Ability to follow current professional topics  Ability to conduct scientific research under independent or consultant management | | | | | | | |
| **TEXTBOOK** | | | | | Gazi Mustafa Kemal Atatürk, Nutuk (Söylev), C. I-II, TTK., Ankara, 1986.  İmparatorluktan Ulus Devlete Türk İnkılâp Tarihi, Cemil Öztürk (ed.), Ank., 2011. | | | | | | | |
| **OTHER REFERENCES** | | | | | Niyazi Berkes, Türkiye’de Çağdaşlaşma, İstanbul, 1978.  Enver Ziya Karal, Atatürk ve Devrim (Konferanslar ve Makaleler), TTK., Ankara, 1980.  Enver Ziya Karal, Atatürk’ten Düşünceler, MEB. Yay., Ankara, 1981.  Bernard Lewis, Modern Türkiye’nin Doğuşu, Çev.M.Kıratlı, TTK., Ankara, 1970.  Ahmet Mumcu, Tarih Açısından Türk Devriminin Temelleri ve Gelişimi, Ankara, 1976. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The aim of teaching Ataturk's Principles and History of Turkish Revolution and the concept of Turkish Revolution |
| 2 | Overview of the Reasons Preparing the Fall of the Ottoman Empire and the Turkish Revolution |
| 3 | Fragmentation of the Ottoman Empire (Tripoli, Balkan Wars and the First World War) |
| 4 | Mondros Armistice Treaty |
| 5 | The Situation of the Country Against the Occupation and Mustafa Kemal Pasha's Response |
| 6 | Mustafa Kemal Pasha's Departure to Samsun |
| 7 | First Step for National Struggle, Organizing through Congresses |
| 8 | National Forces and National Pact |
| 9 | Opening the Grand National Assembly of Turkey |
| 10 | Turkey to address the Grand National Assembly of the Independence War |
| 11 | National Struggle Until Sakarya Victory |
| 12 | National Struggle in Education and Culture |
| 13 | Sakarya War and Great Attack |
| 14 | From Mudanya to Lausanne |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  |  | **X** |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  |  | **X** |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  |  | **X** |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATİON FORM**

|  |  |
| --- | --- |
| **TERM** | FALL |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 212011012 | **COURSE NAME** | PHYSICAL EDUCATION I |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | **COURSE OF** | | | | | | |
| **Theory** | **Practice** | | **Laboratory** | | **Credit** | | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1. | 1 | 0 | | 0 | | 0 | | 1 | COMPULSORY ( ) ELECTIVE (X) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | | **Basic Field Courses** | | | | **Social Courses** | | | | **Supportive Courses** | |
|  | | |  | | | | X | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Physical education; running, joint and muscle groups convenient to theirs level, sport branch, basketball, volleyball, handball field measures and rules of game, sport benefits to our health; health, first aid, matches in class. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The ability of having knowledge concerning the orders of the lecture.  The ability of running all the organs and systems to convenience of theirs level.  The ability of improving the nerve muscle and joint coordinating.  The ability of having basic knowledge, skill, manner and habits concerning physical education and sport  Take responsibility and duty, to go with leader and the ability of doing leadership  Playing amicably and competition appreciating the winner acceptance of loosing, and can be object to trick and injustice.  Having knowledge about sport, vehicle and facilities and can use this. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | The ability of growing health, happy, developed aspect of physical and psychological, self confident individuals who have the sense competitioning amicably. | | | | | | | |
| **TEXTBOOK** | | | | | **Physical Education and Sports Science (Ali Niyazi İnal)2020** | | | | | | | |
| **OTHER REFERENCES** | | | | | Athletics (Ahmet Korkut Yapıcı) 2013, Olympic Games and Olympic Sports (Rıza Erdal) 2007, Sports Nutrition (Esin Göksu Şeker) 2017, <https://www.tbf.org.tr/,https://tvf.org.tr/,https://www.tff.org/,https://www.thf.org.tr/>, <https://www.ilkyardim.org.tr/temel-ilk-yardim-bilgileri.html>, <https://www.olimpikakademi.com.tr/makaleler/ataturkun-spor-ile-ilgili-soyledigi-sozler> | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | In distance education requirement: personal computer, UZEMOYS | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Giving general knowledge about the subject of physical education. |
| 2 | The role of physical education in the development of the individual. |
| 3 | General information about athletics. |
| 4 | Basketball court and game rules. |
| 5 | Volleyball court and game rules. |
| 6 | Football field and game rules. |
| 7 | Handball field and game rules. |
| 8 | First aid and basics in first aid. |
| 9 | First aid applications in situations requiring first aid. |
| 10 | First aid for sports injuries and sports injuries. |
| 11 | Nutrients and sports nutrition. |
| 12 | Olympics and its history aims and principles. |
| 13 | Olympic games. |
| 14 | Atatürk’s words about physical education and sports. |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  |  | **X** |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  |  | **X** |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  |  | **X** |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**



**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **TERM** | SPRING |

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| --- | --- | --- | --- |
| **COURSE CODE** | 212012014 | **COURSE NAME** | INFECTIOUS DISEASES |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 2. | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Introduction to infectious diseases, general information  2. Disinfection, sterilization  3. Transmission ways of infectious diseases  4. Infectious diseases prevention and control methods  5. Evaluation of the immune system  6. Aging and infectious diseases  7. Digestive system infections and food poisoning  8. Immune system diseases  9. Respiratory tract infections in old age  10. Urinary tract infections in old age  11. Genital system infections in old age  12. Hospital infections  13. Immunization in the elderly | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Infectious diseases and nosocomial diseases recognition, infection prevention and control methods and applications to gain knowledge and gain. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | The aim of this course is to teach the definition of infectious diseases, epidemiological and clinical features, treatment and control and care principles. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Recognizing the factors and epidemiological characteristics of infectious diseases  2. To learn information about clinical features, diagnostic methods and prognosis of infectious diseases  3. To gain general knowledge in the care of infectious diseases  4. To gain knowledge of treatment, prevention and disease-specific care of infectious diseases  5. To learn the obligatory diseases and notification procedures  6. To gain educational and investigative perspective on control and prevention of infectious diseases | | | | | | | |
| **TEXTBOOK** | | | | | 1. Artuk, C. Özbek Güven, G., Gül, H.C.(Ed) (2022). Control and Prevention of Infections in Health Care Services. Academician Bookstore, Ankara.  2. Kaya, A., Sançar, B., Çelik, A. (Ed) (2019). Infectious Diseases. Academician Bookstore, Ankara.  3. Kart Yaşar, K. (Ed) (2020). Infectious Diseases and Sterilization Disinfection. Nobel Medicine Bookstores, Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Gürarslan Baş, N., Karatay, G. (Ed).(2021). Infectious Diseases Epidemiology, Management and Care. Nobel Medicine Bookstore, Çukurova.  2. Türker, E., Hayat, L., Özgüven, S.V.(Ed).(2021). Infectious Diseases for Healthcare Professionals. World Medicine Bookstore, Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to infectious diseases, general information |
| 2 | Disinfection, sterilization |
| 3 | Transmission ways of infectious diseases |
| 4 | Prevention methods of infectious diseases |
| 5 | Control methods of infectious diseases |
| 6 | Evaluation of immune system |
| 7 | Immune system in old age |
| 8 | Infectious diseases in old age |
| 9 | Digestive system infections and food poisoning |
| 10 | Diseases of the immune system |
| 11 | Respiratory tract infections in old age |
| 12 | Urinary system infections in old age |
| 13 | Genital system infections in old age |
| 14 | Hospital Infections |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  | **X** |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  | **X** |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  | **X** |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | **X** |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **TERM** | SPRING |

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| **COURSE CODE** | 212012002 | **COURSE NAME** | PHARMACOLOGY |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 2. | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Introduction to Pharmacology  2. Pharmaceutical forms and drug administration routes  3. Absorption, distribution of drugs  4. Metabolism and excretion of drugs  5. Factors that change the effect of drugs  6. Interactions between drugs (Antagonism, Synergism)  7. Analgesic drugs  8. Anti-inflammatory drugs  9. Antimicrobial drugs  10. Drugs that affect systems in the body | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Introducing the drug types commonly used in the elderly to the student. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | It enables students to learn about the types of drugs commonly used by the elderly and to learn the responsibilities that an elderly care technician should fulfill in drug administration in the elderly. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Understanding the importance of drug use in the elderly  2. Recognition of the mechanism of action and side effects of drugs used in the elderly  3. Giving the drugs used by the elderly at the right time and in accordance with the way of use | | | | | | | |
| **TEXTBOOK** | | | | | 1. Bilgili, N., Yurtsever, S.(Ed) (2014). For Pharmacology Nurses and Other Healthcare Professionals. Palme Publishing, Ankara.  2.Akın, D., Ketenci, S. (Ed) (2021). Pharmacology for Health Sciences. Academician Bookstore, Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Okuyan, B., Yeğen, C.B., Şener, G., Gören, M.Z. (Ed) (2022). Patient-Centered Approach Based on Current Pharmacology Physiology. Güneş Medical Bookstore, Istanbul.  2. Önal,B., Yazıcı, Z.(Ed) (2021). Basic Pharmacology for Health Sciences. Nobel Medicine Bookstores, Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to pharmacology |
| 2 | Pharmaceutical forms and drug administration routes |
| 3 | Absorption, distribution of drugs |
| 4 | Metabolism and excretion of drugs |
| 5 | Factors that change the effect of drugs |
| 6 | Interactions between drugs (Antagonism, Synergism) |
| 7 | Analgesic drugs |
| 8 | Anti-inflammatory drugs |
| 9 | Antimicrobial drugs |
| 10 | Drugs that affect the gastrointestinal system |
| 11 | Drugs that affect the endocrine system |
| 12 | Drugs affecting the cardiovascular system |
| 13 | Drugs that affect the central nervous system |
| 14 | Drugs that affect the respiratory system |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  | **X** |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  | **X** |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  | **X** |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  | **X** |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  |  | **X** |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program(ÇİFTELER)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **TERM** | SPRING |

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| --- | --- | --- | --- |
| **COURSE CODE** | 212012003 | **COURSE NAME** | HEALTH CARE MANAGEMENT |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** | |
| 2. | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | | |
| X | |  | | | |  | | | | |  | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | | **%** |
| 1st Mid-Term | | | | | 1 | | | 50 |
| 2nd Mid-Term | | | | | - | | | - |
| Quiz | | | | | - | | | - |
| Homework | | | | | - | | | - |
| Project | | | | | - | | | - |
| Report | | | | | - | | | - |
| Others (………) | | | | | - | | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | | 50 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The concept of management  Principles of management. The historical development of management.  Management functions. Health services, properties, classification, functions  Health services management. Work of the organization of health services  Hospitals. The basic features of hospitals, hospitals’ functions  Health establishments of patients' rights and ethical contemporary approaches to health care | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to introduce the basic concepts of management. İn addition to this, the corse will transfer the main principal of health care management to application. | | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Taking this course, students will apply the profession and professional life in hospitals. They will gain information about health care management. | | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.Learn about management concept.  2.Getting to know management concepts  3. Learn about the history of management.  4. Learn about management principles.  5. Learn about management functions.  6. Obtain knowledge about Health Care.  7. Obtain knowledge about Hospital management | | | | | | | | |
| **TEXTBOOK** | | | | | 1.Tengilimioğlu D., Işık,O., Akbolat M. (2021) Sağlık Işletmeleri yönetimi. Ankara Nobel Yayınları | | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Editör Doç.Dr. Şerife Didem KayaSağlık Hizmetleri Yönetimi (2021) Nobel Yayınları | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of management. General characteristics of management |
| 2 | The historical development of management: Classical management approach, behavioral management approach, a modern management approach |
| 3 | Management functions: planning, organizing, directing, co-ordination and control |
| 4 | Health services. Health care activities, health services, properties and classification of health care services |
| 5 | Health system and the environment. Relations with the external environment on the health system. |
| 6 | Hospital building types |
| 7 | Historical development and organization of health services. Health transformation programs. Organization of health services in Turkey |
| 8 | Hospital management. Characteristics of the hospitals. Classification of Hospitals |
| 9 | Hospitals, building management |
| 10 | Patient rights in Turkey. |
| 11 | The concept of ethics and morality in Health Care Facilities. Mobbing, Mobbing Health Administration Process. |
| 12 | Contemporary Approaches in Health Care Facilities |
| 13 | Total Quality Management in Health Services |
| 14 | Training in health centers. Leadership. of hospital management. Teamwork |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  |  | **X** |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  | **X** |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  | **X** |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  | **X** |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  | **X** |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **TERM** | SPRING |

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| **COURSE CODE** | 212012015 | **COURSE NAME** | ELDERLY CARE PRINCIPLES AND PRACTICES II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** | |
| 2. | 4 | | 2 | 0 | | | 5 | 10 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | | |
| x | |  | | | |  | | | | |  | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | | **%** |
| 1st Mid-Term | | | | | 1 | | | 40 |
| 2nd Mid-Term | | | | | - | | | - |
| Quiz | | | | | - | | | - |
| Homework | | | | | - | | | - |
| Project | | | | | - | | | - |
| Report | | | | | - | | | - |
| Others (Practice) | | | | |  | | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Definitions about aging and aging  2. Drug applications and rational drug use in the elderly  3. Elderly patient acceptance and discharge  4. Elderly safety  5. Employee safety  6. Preoperative and postoperative care  7. Death and care of the elderly  8. Elderly care process  9. Syndromes in old age | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To teach the problems, solutions and necessary precautions to provide safe treatment and care to the elderly. To teach individual care practices suitable for the elderly and appropriate for their health. | | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | In order to provide safe care and treatment to the elderly; taking necessary measures, identifying possible problems, provide the right approach and applications. | | | | | | | | |
| **COURSE OUTCOMES** | | | | | Students;  Learn the concepts of aging and aging.  Learns drug applications and rational drug use to prevent / prevent early complications.  Learns the admission and discharge procedures of elderly patients, providing care by providing security for elderly and employees, planning care and approach in cases such as surgery and death, individual care planning and common syndromes in old age. | | | | | | | | |
| **TEXTBOOK** | | | | | 1.Akça Ay F. (Ed) (2022). Basic Concepts and Skills in Health Practices.8. Oppression. Nobel Medical Bookstores.  2.Kapucu S.(Ed) (2019). Geriatric Nursing. Hippocrates Bookstore. | | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Karadakovan A, Eti Aslan F. (2022). Care in Internal and Surgical Diseases. 6th Edition. Academician Bookstore, Ankara.  2.Aslan, D., Gökçe Kutsal, Y. (2017). Current Geriatrics Handbook, Nobel Medical Bookstores. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definitions related to aging and old age |
| 2 | Drug applications (Basic Principles in Drug Applications, Dose Calculation, Drug Preparation) |
| 3 | Drug applications (Oral, Intradermal, Subcutaneous, Intramuscular) |
| 4 | Drug applications (Intravenous Interventions and Blood Transfusions) |
| 5 | Drug applications (Eye, ear, inhaler and local drug application) |
| 6 | Rational drug use in the elderly, polypharmacy |
| 7 | Elderly patient admission and discharge |
| 8 | Elderly safety |
| 9 | Employee safety |
| 10 | Preoperative care |
| 11 | Postoperative care |
| 12 | Death and care of the imminent elderly |
| 13 | Elderly care process |
| 14 | Syndromes in old age |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. | **X** |  |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **TERM** | SPRING |

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| **COURSE CODE** | 212012016 | **COURSE NAME** | BASIC GERONTOLOGY |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 2. | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Definition of aging and the history of aging  2. Geriatrics and gerontology definitions  3. Theories of aging  4. Physiological and psycho-social changes due to aging  5. Demographic status and epidemiology of old age in Turkey and in the world  6. Common problems in old age  7. National and international old age policies  8. Associations, institutions, organizations and activities related to the elderly  9. Laws and regulations regarding the elderly in Turkey | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To teach students basic concepts about the definition of aging, theories of aging, physiological and psycho-social changes related to aging, and the epidemiology and status of aging in Turkey and in the world. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Prior to practical training in vocational education, it contributes to teaching the basic concepts of old age. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. To learn the definition of old age, theories of aging and the concepts of old age.  2. To understand physiological and psychosocial changes due to aging.  3. Turkey's aging and demographic situation in the world. To have information about.  4. To learn about national and international aging policies | | | | | | | |
| **TEXTBOOK** | | | | | 1. Kalınkara, V., (2021). Basic Gerontology Science of Aging. Nobel Academic Publishing, Ankara.  2. Tufan, İ., Durak, M.(Ed)(2018). Gerontology, Care and Health. Nobel Academic Publishing, Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Duy, B.(Ed).(2020). Basic Gerontology. Anadolu University Press, Eskisehir.  2. Akın, G.(2017). Aging in All Its Aspects; gerontology. Palme Publishing, Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of aging and the history of aging |
| 2 | Geriatrics and gerontology definitions |
| 3 | Theories of aging |
| 4 | Physiological and psycho-social changes related to aging |
| 5 | Demographic status and epidemiology of old age in Turkey and in the world |
| 6 | Quality of life in the elderly |
| 7 | Common problems in old age |
| 8 | Common beliefs about aging and ageism |
| 9 | Old age and the situation of the elderly in Turkish culture |
| 10 | National old age policies |
| 11 | International old age policies |
| 12 | Associations, institutions, organizations and activities related to the elderly |
| 13 | Laws and regulations regarding the elderly in Turkey |
| 14 | Old age and the situation of the elderly in Turkish culture |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  | **X** |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  | **X** |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  | **X** |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | **X** |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **TERM** | SPRING |

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| **COURSE CODE** | 212012006 | **COURSE NAME** | NUTRITION OF ELDER PEOPLE |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 2. | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 50 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Adequate and balanced nutrition principles, energy requirements, ideal height and weight, food groups and food pyramid, defining nutrients,  diet planning according to nutrition and disease types in geriatric patients | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Preparing, providing and consuming the nutritional elements necessary to maintain a healthy life during the aging process which is a physiological process, considering the accompanying diseases, if any. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | General and basic nutritional information and this information    learn how to integrate into elderly patients | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Health and nutrition, community nutrition problems and causes  2. Adequate and balanced nutrition principles,  3. Energy requirement, ıdeal height and weight,  4. Food groups and food pyramid,  5. Nutrients, carbohydrates,  6. Proteins, fats,  7. Vitamins, water and minerals,  8. Nutrition with pulp and pulp in elderly,  9. Beverages and properties,  10. Nutrition in geriatric patients,  11. The role of probiotics in the nutrition of geriatric patients,  12. Diet Planning in geriatric patients,  13. Obesity and diseases caused by  14. Nutrition in diabetes,  15. Nutrition in cardiovascular disease | | | | | | | |
| **TEXTBOOK** | | | | | 1. Baysal, A. (2022). Nutrition. Hatiboğlu Publishing, Ankara.  2. Aktümsek, A., Özmen Güler, G., Çakmak, Y. S., Zengin, G., Uysal, S. (2021). Nutrition Principles. Nobel Academy publishing, Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Tüfekçi, E. (2021). Nutritional Therapy in Diseases. Hatiboğlu Publishing, Ankara.  2. Akbulut, G.(Ed) (2017). Current Applications in Medical Nutrition Therapy. Nobel Medicine Bookstore, Ankara.  3. Göksu Şeker, E.(2016). Aging Diseases and Nutrition. Hatiboğlu Publishing, Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Health and nutrition, nutrition problems in society and their causes |
| 2 | Principles of adequate and balanced nutrition |
| 3 | Energy requirement, ideal height and weight |
| 4 | Food groups and food pyramid |
| 5 | Nutrients, carbohydrates |
| 6 | Proteins, fats |
| 7 | Vitamins, water and minerals |
| 8 | Nutrition with pulp and pulpy foods in the elderly |
| 9 | Drinks and their specialties |
| 10 | Nutrition in geriatric patients |
| 11 | Role of probiotics in the nutrition of geriatric patients |
| 12 | Diet planning in geriatric patients |
| 13 | Obesity and the diseases it causes |
| 14 | Nutrition in diabetes and cardiovascular disease |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  | **X** |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  | **X** |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  | **X** |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | **X** |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **TERM** | SPRING |

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| **COURSE CODE** | 212012017 | **COURSE NAME** | ENGLISH II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 2. | 2 | | 0 | 0 | | | 0 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | ENGLISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
|  | |  | | | |  | | | | | X | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The Common European Framework (CEF) consists of content and activities for the acquisition of English language competencies at the Basic user (A1) level according to the assessment and reference system for languages. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | In the context of listening, reading, speaking and verbal expression, written expression skills, to provide students with a basis for their development in English language proficiency. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | The students will gain the competencies necessary to understand the basic English language resources related to the applications of the field in which they are studying. | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, students  1. will be able to understand familiar words and very basic patterns about themselves, their families and their immediate surroundings when spoken slowly and clearly;  2. understand familiar names, words and very simple sentences in written texts such as catalogs, announcements or posters;  3. use simple phrases and sentences to describe where they live and people they know;  4. Make correspondence with short and simple sentences and fill out forms containing personal information. | | | | | | | |
| **TEXTBOOK** | | | | | Essential Grammar in Use, 2007, Raymond Murphy, Cambridge University Press, Cambridge: UK | | | | | | | |
| **OTHER REFERENCES** | | | | | Asynchronous narration videos and exercises offered to students at https://uzemoys.ogu.edu.tr | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Past continuous, Past continuous and simple past |
| 2 | Comparatives, Comparatives, Superlatives |
| 3 | Present perfect 1,Present perfect 2,Present perfect 3 |
| 4 | Present perfect 4,For since ago, Present perfect and simple past |
| 5 | Passive 1, What are you doing tomorrow? |
| 6 | I’m going to, Will/shall 1 |
| 7 | Will/shall 2 , Might |
| 8 | Can and could,Must /mustn’t/ don’t need to |
| 9 | Should, Have to, Would you like |
| 10 | It…, I’m /I don’t etc. |
| 11 | infinitive/ gerund, I want you to…, I went to the shop to… |
| 12 | Do and make |
| 13 | And but or so because, In on at (places) |
| 14 | An overview |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  |  | **X** |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  | **X** |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | **X** |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. | **X** |  |  |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

|  |  |
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| **TERM** | SPRING |

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| **COURSE CODE** | 212012008 | **COURSE NAME** | TURKISH LANGUAGE II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 2. | 2 | | 0 | | 0 | | 0 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
|  | |  | | | | x | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | **Evaluation Type** | | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | | 1 | | 50 |
| 2nd Mid-Term | | | | | | - | | - |
| Quiz | | | | | | - | | - |
| Homework | | | | | | - | | - |
| Project | | | | | | - | | - |
| Report | | | | | | - | | - |
| Others (………) | | | | | | - | | - |
| **FINAL EXAM** | | | |  | | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | None | | | | | | | | |
| **COURSE DESCRIPTION** | | | | Turkish Language II course includes the subjects necessary to enable the student to make successful written and spoken applications in both literary and academic subjects. Information is given about written expression rules, writing types, and forms of expression. Written expression practices are carried out in order to improve written expression skills. For success in spoken expression, information about the rules of diction is given, and expression studies and applications are made. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | Among the objectives of the course are to improve the skills of our young people, who are educated in different fields in accordance with the conditions of the age, to express their ideas about any subject in writing, to enable them to learn the rules of diction and effective speaking in general terms, to raise awareness about diction and effective speaking, and to eliminate the deficiencies in language and expression. | | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | Developing the ability to use Turkish correctly and communication skills in business life. | | | | | | | | |
| **COURSE OUTCOMES** | | | | 1. To be able to express their feelings, thoughts, knowledge, expectations, experiences, verbally and in writing 2. To be able to use the Turkish equivalents of the terms of profession and science 3. To develop vocabulary 4. To be able to distinguish the types of writing 5. To be able to provide oral and written expression 6. To be able to read and understand Turkish science, art and culture publications 7. To recognize selected sample texts from the history of Turkish and world literature and thought 8. To be able to produce texts with “correct Turkish” in the field of science, art and culture | | | | | | | | |
| **TEXTBOOK** | | | | **1.**Berrin Ar, İ. Alperen Biçer, Meriç Akpınar, Esin Ağca, Selin Şenaysoy, Halit Çelik, S. Alper Sökmen, Türk Dili I-II, Eskişehir Osmangazi Ün. Yayınları, Eskişehir, 2017 | | | | | | | | |
| **OTHER REFERENCES** | | | | 1. Prof.Dr. Mustafa Özkan, Dr. Osman Esin, Dr. Hatice Tören, Yükseköğretimde Türk Dili, Filiz Kitabevi, İstanbul, 2001. 2. Prof.Dr. Kemal Yavuz, Prof. Dr. Kazım Yetiş, Prof. Dr. Necat Birinci, Üniversitede Türk Dili ve Kompozisyon Dersleri, Bayrak Yayınevi, İstanbul,1999. 3. Prof Dr. Muharrem Ergin, Üniversiteler İçin Türk Dili, Bayrak Yayınevi, İstanbul, 2001. 4. Porf. Dr. Zeynep Korkmaz, Prof. Dr. Ahmet Ercilasun, Prof.Dr. Hamza Zülfikar, Prof. Dr. İsmail Parlatır, Prof.Dr. Mehmet Akalın, Prof Dr. Tuncer Gülensoy, Prof Dr. Necat Birinci, Türk Dili ve Kompozisyon Bilgileri, Yargı Yayınevi, Ankara,2001.   5.Prof. Dr. Şerif Aktaş, Yrd. Doç. Dr. Osman Gündüz, Yazılı ve Sözlü Anlatım, Akçağ Yayınevi, Ankara,2001. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Language- nation relationship Course aims and objectives, content, resources to be used and the presentation of the semester lesson plan. Problems of Turkish. |
| 2 | Spelling rules and practice. |
| 3 | Punctuation marks and its application. |
| 4 | What is narration? Features of narration. |
| 5 | Expression types, formats and application. |
| 6 | General information about the composition. |
| 7 | The plan and application to be used in composition writing. |
| 8 | Types of written composition (functional texts, review texts, intellectual texts, literary texts). Petition, report, official report, article, opinion column, essay. |
| 9 | Criticism, paper, thesis, biography, autobiography. |
| 10 | Monograph, memoir, travelogue, conversation, letter. |
| 11 | Story, novel, drama, screenplay. |
| 12 | Diction and effective speaking. |
| 13 | General expression disorders in Turkish and their correction. |
| 14 | Developing the student's ability to speak and write correctly and beautifully by making use of selected sample texts from Turkish and world literatures and the history of thought, and related practices. |
| **15-16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  |  | **X** |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  |  | **X** |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  | **X** |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **TERM** | SPRING |

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| **COURSE CODE** | 212012018 | **COURSE NAME** | ATATÜRK'S PRINCIPLES AND HISTORY OF REVOLUTION II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 2. | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
|  | |  | | | |  | | | | | x | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (………) | | | | | - | | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In terms of history, the foundations of the Turkish Revolution, the historical development of the Turkish revolution, are examined in a comparative manner on the temporal axis, examining the concepts of full independence and national sovereignty, the struggle is transferred to young individuals. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To ensure that the students grow up as individuals who are committed to the principles and revolutions of Atatürk, adopting and preserving secular, democratic and contemporary values. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | In the process of completing personality development, the process of awareness is completed with the concepts of full independence and national sovereignty. In general, the course has adopted a critical approach that is self-fulfilling, cultured, sensitive to the agenda, and contributes to the process of constructive and solution-oriented individuals. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. An ability to apply knowledge of social sciences  2. Ability to analyze, evaluate and design data  3. Ability to do group work  4. An ability to lead an interdisciplinary team  5. Ability to look at life comparatively  6. Understanding professional and ethical responsibility  7. Effective written and oral communication skills  8. An ability to understand the national and global impacts and results of data  9. Ability to comprehend and apply the importance of lifelong learning  10. Ability to follow current professional topics  11. Ability to conduct scientific research under independent or consultant management | | | | | | | |
| **TEXTBOOK** | | | | | 1. Gazi Mustafa Kemal Atatürk, Nutuk (Söylev), C. I-II, TTK., Ankara, 1986. 2. İmparatorluktan Ulus Devlete Türk İnkılâp Tarihi, Cemil Öztürk (ed.), Ank., 2011. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Niyazi Berkes, Türkiye’de Çağdaşlaşma, İstanbul, 1978.  2.Enver Ziya Karal, Atatürk ve Devrim (Konferanslar ve Makaleler), TTK., Ankara, 1980.  3.Enver Ziya Karal, Atatürk’ten Düşünceler, MEB. Yay., Ankara, 1981.  4.Bernard Lewis, Modern Türkiye’nin Doğuşu, Çev.M.Kıratlı, TTK., Ankara, 1970.  5.Ahmet Mumcu, Tarih Açısından Türk Devriminin Temelleri ve Gelişimi, Ankara, 1976. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Strategy of the Turkish Revolution |
| 2 | Treaty of Sèvres and Lausanne |
| 3 | Two Great Revolutions in the Political Field |
| 4 | Progressive Republican Party and Approval Period |
| 5 | Multi-Party Enforcement Attempt and Some Domestic Political Events (TCF and Takrir-i Sükûn Period) |
| 6 | Turkish Legal Revolution |
| 7 | Education and Cultural Revolution |
| **8** | Revolutions Made in the Field of Economics |
| 9 | Revolutions in Social Structure and Health |
| 10 | Foreign Policy of the Republic of Turkey |
| 11 | Geopolitics and Turkey's Geopolitical Situation |
| 12 | The Threat of Psychological Operations Against University Youth |
| 13 | Ataturk's Principles and Threats to These Principles |
| 14 | Activities in the Field of Higher Education and University Reform |
| **15-16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  |  | **X** |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  |  | **X** |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  |  | **X** |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**



**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 212012010 | **COURSE NAME** | PHYSICAL EDUCATION II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 2. | 1 | | 0 | 0 | | | 0 | 1 | COMPULSORY ( ) ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** |
|  | |  | | | | (X) | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Physical education; running, joint and muscle groups convenient to theirs level, sport branch, basketball, volleyball, handball ,football, field measures and rules of game, sport benefits to our health; health, first aid, matches in class. | | | | | | |
| **COURSE OBJECTIVES** | | | | | 1. The ability of having knowledge concerning the orders of the lecture. 2. The ability of running all the organs and systems to convenience of theirs level. 3. The ability of improving the nerve muscle and joint coordinating. 4. The ability of having basic knowledge, skill, manner and habits concerning physical education and sport 5. Take responsibility and duty, to go with leader and the ability of doing leadership 6. Playing amicably and competition appreciating the winner acceptance of loosing, and can be object to trick and injustice. 7. Having knowledge about sport, vehicle and facilities and can use this. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | The ability of growing health, happy, developed aspect of physical and psychological, self confident individuals who have the sense competitioning amicably. | | | | | | |
| **TEXTBOOK** | | | | | 1. Physical Education and Sports Science (Ali Niyazi İnal)2020 | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Lifetime Sport (Prof. Dr. Erdal Zorba)2017, 2. Recreation Leisure Time (Prof. Dr. Şükran Kılbaş)2017, 3. Educational Games for the Branches( Erol Doğan) 2020, 4. Outdoor Sports 1(Kızar,O.,Genç, H.,Kayantaş,İ., Kargün,M.) 2019, 5. Outdoor Sports 2 (Kızar,O.,Genç, H.,Kayantaş,İ., Kargün,M.) 2018, 6. Physical Activity ve Physical Fitness ( Erdal Zorba Özcan Saygın) 2013, 7. <https://www.tff.org/default.aspx?pageID=733>, <https://www.tcf.gov.tr/>, <https://badminton.gov.tr/>, <https://www.tmtf.gov.tr/>, <https://www.ttf.org.tr/>, <https://www.tyf.gov.tr/>, http://www.pilatesfederasyonu.com/pilates-hakkinda-her-sey | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | In distance education requirement: personal computer, UZEMOYS | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Giving general knowledge about the subject of physical education II. Lifelong sport. |
| 2 | Free time and using free time. |
| 3 | Warm-up in physical education and sports. |
| 4 | Stretching in physical education and sports. |
| 5 | Educational games in physical education and sports. |
| 6 | Futsal pitch and game rules. |
| 7 | Tennis court and game rules. |
| 8 | Table Tennis court and game rules. |
| 9 | Badminton court and game rules. |
| 10 | Giving basic information about swimming. |
| 11 | Giving basic information about gymnastics. |
| 12 | Giving basic information about fitness. |
| 13 | Giving basic information about pilates. |
| 14 | Outdorr sports. |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  |  | **X** |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  |  | **X** |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  |  | **X** |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. | **X** |  |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  | **X** |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **Term** | Fall |

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| **COURSE CODE** | 212013001 | **COURSE NAME** | GERIATRIC PSYCHIATRY |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 3. | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( x) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The population of old people rises both in Turkey and in the world. The frequency of depression and anxiety disorders which are primarily deliryum and dementia diagnosed in old people is expected to be increased along with the population getting old. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | İn today when old population rises both in Turkey and in the world, the need for doctors and particularly for health staff who are in charge of old people's maintenance is getting increased. The health staff working for the maintenance of old people will be informed concerning the physical and mental illnesses of old people and they will help to the treatment of old people. This way, they will contribute to the life quality of old people. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | The aim is to develop knowledge, skill, and attitude of the health staff working for old people's maintenance regarding old people's mental disorders. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1) to recognize deliryum diagnosed in old people more frequently and to gain the instructional skill of directing the patient to the health staff. 2) to recognize depression showing different charachteristics in old people compared to young people and to gain the instructional skill of directing the patient to the health staff. 3) to recognize the psychiatric and behavioral symptoms of dementia taking place among the leading health problems of old people, to develop attitude, and to gain the instructional skill of directing the patient to the health staff. 4) to recognize anxiety and other mental disorders seen less frequently in old people and to gain the instructional skill of directing the patient to the health staff. | | | | | | | |
| **TEXTBOOK** | | | | | -Kabataş Yıldız M., 2022, Geriatrik Psikiyatri, [Nobel Akademik Yayıncılık](https://www.bkmkitap.com/nobel-akademik-yayincilik) | | | | | | | |
| **OTHER REFERENCES** | | | | | 1-Kaplan & Sadock Textbook Of Psychiatry (Türkçe)/ Hamdullah Aydın, Ali Bozkurt (Çev.). Güneş Tıp Kitapevi. 2007  2- Agronin ME., Maletta GJ., Principles and Practice of Geriatric Psychiatry (Agronin, Principles and Practice of Geriatric Psychiatry), Second Edition, Wolters Kluwer | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | General information about aging |
| 2 | Psychiatric changes related to aging |
| 3 | Mood Disorders |
| 4 | Major Depression |
| 5 | Depressive Syndromes other than Major Depression (Minor Depressive Disorder, Dysthymic Disorder, Adjustment Disorder with Depressive Symptoms and Mourning Reaction) |
| 6 | Bipolar Disorders in the Elderly |
| 7 | Schizophrenia |
| 8 | Delusional Disorders |
| 9 | Anxiety Disorders |
| 10 | Delirium |
| 11 | Sleep and sleep disorders in the elderly |
| 12 | Death in the elderly, fear of death, the mourning process |
| 13 | Suicide in the Elderly |
| 14 | Substance use in the elderly |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  | X |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  | X |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  |  | X |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | X |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  | X |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | X |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | X |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | X |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. | X |  |  |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | X |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  | X |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | FALL |

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| --- | --- | --- | --- |
| **COURSE CODE** | 212013002 | **COURSE NAME** | NEUROLOGICAL DISEASES IN ELDER PEOPLE |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3. | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** |
| **X** | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Nervous System Anatomy and Physiology  2. Changes in the nervous system with aging  3. Neurodegenerative Diseases  4. Mechanism, Findings and Treatment of Spinal Cord Injuries  5. Neuropathies  6. Epilepsy | | | | | | |
| **COURSE OBJECTIVES** | | | | | To gain knowledge and skills about neurological diseases and their care in elderly. | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | To evaluate the neurological status / diseases of the elderly given care and to provide care in this direction | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Describe the neurological problems in the elderly  2. Gives effective care and approach skills to elderly people with neurological diseases. | | | | | | |
| **TEXTBOOK** | | | | | 1.Özdemir AÖ., Erol Ç., İç Hastalıkları Nörolojik Hastalıklar, 2008, Nobel Kitabevi  2.Emre M. Nöroloji Temel Kitabı, 2013, Güneş Tıp Kitabevleri | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Tarakçı E., Hüseyinsinoğlu BE., Nörolojik ve Nöroşirurjik Hastalıklarda Fizyoterapi Rehabilitasyon, 2021, Hipokrat Kitabevi  2.Tunca Yılmaz Ö, Nörolojik Rehabilitasyon, 2022, Hipokrat Kitabevi | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Nervous System Anatomy |
| 2 | Nervous System Physiology |
| 3 | Changes in the nervous system with aging |
| 4 | Neurodegenerative Diseases - Dementia |
| 5 | Neurodegenerative Diseases - Alzheimer's |
| 6 | Neurodegenerative Diseases - Hemorrhagic Stroke |
| 7 | Neurodegenerative Diseases - Ischemic Stroke |
| 8 | Neurodegenerative Diseases - Parkinson's |
| 9 | Neurodegenerative Diseases - Multiple Sclerosis |
| 10 | Neurodegenerative Diseases - Amyotrophic Lateral Sclerosis |
| 11 | Mechanism of Spinal Cord Injuries |
| 12 | Symptoms and Treatment of Spinal Cord Injuries |
| 13 | Neuropathies |
| 14 | Epilepsy |
| **15-16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | X |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | X |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | X |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | X |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  | X |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | X |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | X |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | X |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | X |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | X |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  | X |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 212013011 | **COURSE NAME** | RHEUMATOLOGICAL DISEASES IN ELDER PEOPLE |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3. | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( x) ELECTIVE ( ) | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Engineering** | | | | **Social Courses** | | | | | **Supportive Courses** |
| **X** | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Include manifestations of common inflammatory and non-inflammatory rheurheumatologic diseases and practical information on treatment and preventive measures. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To teach symptoms of rheumatic diseases and to give information on treatment and preventive measures. | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | To know manifestations of rheumatic diseases and to gain knowledge about principles of treatment and preventive measures of rheumatic diseases in the elderly. The course will give to students when to communicate with physicians about her/his patients conditions. | | | | | | |
| **COURSE OUTCOMES** | | | | | Practical information on the rheumatic diseases in the elderly | | | | | | |
| **TEXTBOOK** | | | | | -Kısacık B., Bes C., Koca SS., Kasapçopur Ö., Klinik Romatoloji, 2023 (3. Baskı), Ema Tıp Kitapevi  -Erten, Ş., 2022, Romatoloji El Kitabı, Hipokrat Kitapevi  -Servet Arıoğlu,.2006, Geriatri ve Gerontoloji. MN Medikal &Nobel, Ankara | | | | | | |
| **OTHER REFERENCES** | | | | | Rheumatic Disease Clinics of North America. Rheumatic Diseases in the Elderly. 2007; 33:1-217 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Aging - Elderly Care Introduction |
| 2 | Age-Related Skeletal Muscular System Changes |
| 3 | Osteoarthritis (degenerative joint diseases) |
| 4 | Rheumatoid arthritis |
| 5 | Osteoporosis |
| 6 | Crystal arthropathies (Gout, Pseudogout) |
| 7 | Vasculitis in the elderly |
| 8 | Behcet’s disease |
| 9 | Connective tissue diseases in the elderly (SLE, Sjogren’s syndrome) |
| 10 | Connective tissue diseases in the elderly (Polymyositis, dermatomyositis Scleroderma) |
| 11 | Fibromiyalgia syndrome and other soft tissue diseases |
| 12 | Chronic pain and its management |
| 13 | Daily life and recommendations in rheumatological diseases |
| 14 | The principles of rheumatologic drugs use in the elderly |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | X |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | X |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | X |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  | X |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | X |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  | X |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | X |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | X |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. | X |  |  |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | X |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  | X |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completelycontribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 212013006 | **COURSE NAME** | EXERCISE PHYSIOLOGY AND AGED GYMNASTICS |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 3. | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( X) ELECTIVE ( ) | | | English |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | What is the basis of the exercises? What is the effect of exercises on systems? What kinds of exercises should be done in the elderly? How should the safety limits of exercise in the elderly? | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The students are informed the importance of exercise and contribution to the independence of the elderly. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | The elderly to live more active and independent in providing the level of information increases. | | | | | | | |
| **COURSE OUTCOMES** | | | | | Increased awareness of the student about the exercise  Relationship between exercise and healthy aging are highlighted  Highlighted the importance of exercise in the prevention of chronic diseases in the elderly. | | | | | | | |
| **TEXTBOOK** | | | | | 1.Ünal M., Egzersiz Fizyolojisi, 2019, İstanbul Tıp Kitabevleri  2.Ergen E. Egzersiz Fizyolojisi. 3. Baskı, Mart 2012 | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Otman S., Egzersiz Tedavisinde Temel Prensipler ve Yöntemler, 2015, Pelikan Yayıncılık  2.Çetin S., Yaşlılık ve Egzersiz, 2020, Akademisyen Kitabevi | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Physiological Changes in Systems with Aging - Musculoskeletal System |
| 2 | Physiological Changes in Systems with Aging - Cardiopulmonary System |
| 3 | Physiological Changes in Systems with Aging - Nervous System and Other Systems |
| 4 | Multidirectional Geriatric Evaluation |
| 5 | What is Exercise, Physical Activity, Physical Fitness, What are the Differences Between them? |
| 6 | How to Prepare Appropriate Exercise Programs for the Elderly? |
| 7 | The Effect of Exercise on the Systems - Musculoskeletal System |
| 8 | The Effect of Exercise on the Systems - Cardiopulmonary System |
| 9 | The Effect of Exercise on the Systems - Nervous System and Other Systems |
| 10 | Exercise for Healthy, Active and Successful Aging |
| 11 | Responses in the Organism with Exercise |
| 12 | Fall Causes and Control |
| 13 | Types of Exercise |
| 14 | Effect of Environmental Factors on Exercise |
| **15-16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. |  | **X** |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  | **X** |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 212013007 | **COURSE NAME** | PUBLIC HEALTH |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 3. | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( X) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition of public health, its importance, history, demographics and health, epidemiology, behavioral factors affecting health, environmental health, waste, occupational health and safety, occupational diseases, health planning in terms of public health, organization and evaluation, an overview of special issues in public health ( women's health, reproductive health, family planning and counseling services, childhood, immunization, communicable diseases and its control, adolescence, old age, communicable diseases and its control, substance abuse, public health approach in disasters) | | | | | | | |
| **COURSE OBJECTIVES** | | | | | 1. Introducing the health system and preventive health services in Turkey, 2. Defining the factors affecting public health, health problems and measures to be taken,  3. Knowing the requirements for a healthy life | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | To gain the ability to take the necessary measures for the protection and maintenance of the health of the society and the elderly person. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Defines concepts related to public health and understands its importance.  2. Defines epidemiology, comprehends its importance, knows, lists, relates and interprets health criteria and factors affecting health.  3. Counts the behavioral factors affecting health, relates it to the aims and functions of institutions providing health services.  4. Knows the principles of health protection and improvement, can make plans to produce solutions in the provision of health services, defines the needs in inter-institutional coordination.  5. Defines current special health problems in terms of public health, lists solutions with a systematic approach, relates them to the aims and functions of institutions providing health services. | | | | | | | |
| **TEXTBOOK** | | | | | 1. Öztürk Y, Günay O. Halk Sağlığı: Genel Bilgiler. Erciyes Üniversitesi, Kayseri. 2011. 2. Halk Sağlığı Hemşireliği. Ed: Erci B. Nobel Tıp Kitabevi, 2016 3. Temel Halk Sağlığı. Ed: Akbaba M., Demirhindi H. Akademisyen kitabevi,2017 4. Güler, Ç., Akın, L. (2015). “**Halk Sağlığı Temel Bilgiler”**, Hacettepe Yayın Evi. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Tıp öğrencileri için Halk sağlığı. Özyurda F. Palme Yayınevi,2018 2. Güncel makaleler, derlemeler, yönetmelikler 3. https://www.who.int/ | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to Public Health |
| 2 | Main Principles of Contemporary Public Health Concept and Preventive Health Services |
| 3 | Epidemiology and Health Measures |
| 4 | Women's Health |
| 5 | Reproductive health |
| 6 | Child Health and Immunization |
| 7 | Adolescent Health |
| 8 | Substance Addictions |
| 9 | Old Age |
| 10 | Environmental health and Affecting Factors |
| 11 | Infectious diseases |
| 12 | Healthy eating |
| 13 | Occupational Health and Occupational Diseases |
| 14 | Public Health Approach in Disasters |
| **15-16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | X |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | X |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | X |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | X |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | X |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | X |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. | X |  |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | X |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. | X |  |  |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. | X |  |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | X |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completelycontribution. | | | | |

**Course Instructor: Signature: Date**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | **FALL** |

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| **COURSE CODE** | 212013003 | **COURSE NAME** | CHRONICAL DISEASES IN ELDER PEOPLE |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE** | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3. | 2 | | 0 | | 0 | | | 2 | 4 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | | **Social Courses** | | | | | **Supportive Courses** |
| **X** | |  | | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| **1st Mid-Term** | | | | | **1** | **40** |
| **2nd Mid-Term** | | | | |  |  |
| **Quiz** | | | | |  |  |
| **Homework** | | | | |  |  |
| **Project** | | | | |  |  |
| **Report** | | | | |  |  |
| **Others (………)** | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | **1** | **60** |
| **PREREQUIEITE(S)** | | | | | | **None** | | | | | | |
| **COURSE DESCRIPTION** | | | | The course includes information on chronic disease, care and care models in chronic diseases, the most common chronic diseases in the elderly and their care. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | The course aims to provide students with knowledge about the most common chronic diseases in the elderly, which are their target groups, and to equip them with the necessary information about what they can do to support the treatment of these diseases. The course also aims to inform students about the prevention of these diseases. | | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | While taking care of the elderly, the course will enable students to have knowledge about their general health problems and solutions, and will enable them to have a better command of their profession. | | | | | | | | |
| **COURSE OUTCOMES** | | | | Students will be able to have information about common chronic diseases in the elderly and their solutions and prevention,  To be able to detect the findings of the chronic health problems of the elderly,  They will be able to support effective guidance, care and education for the treatment and care of the chronic diseases of the elderly. | | | | | | | | |
| **TEXTBOOK** | | | | Durna Z. (2012).Kronik Hastalıklar ve Bakım. İstanbul: Nobel Tıp Kitapevi  Kapucu S. (2019). Geriatri Hemşireliği. Ankara: Hipokrat Yayıncılık.  Balcı Alparslan G. (2017). Yaşlılarda Görülebilecek Sorunlar ve Bakım Hizmetleri. Eskişehir: Anadolu Üniversitesi Yayınları | | | | | | | | |
| **OTHER REFERENCES** | | | | Balcı Alparslan G. (2019). Hipertansiyonda Bakım. Ankara: Vize Yayıncılık.  Oksel E, Balcı Alparslan G. (2019). Romatoloji Hemşireliği, Hastalıklar ve Bakım. Ankara: Nobel Tıp Kitabevleri  Akdemir N, Birol L. (2019). İç Hastalıkları ve Hemşirelik Bakımı. Ankara: Sistem Ofset.  Kapucu S., Kutlutürkan S. (2020). Onkoloji Hemşireliği. Ankara: Hipokrat Yayıncılık.  Akyol D.A. (2017). Yoğun Bakım Hemşireliği. İstanbul: İstanbul Medikal Yayıncılık  Karadakovan A. (2014). Yaşlı Sağlığı ve Bakımı. Ankara: Akademisyen Kitapevi  Karadakovan A, Aslan FE (2014). Dahili ve Cerrahi Hastalıklarda Bakım. Adana: Adana Nobel Kitabevi. | | | | | | | | |
| **REQUIRED** | | | | Internet, Computer, Projection, UZEMOYS. TOOLS AND EQUIPMENTS | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Chronic Disease Definition and Epidemiology |
| 2 | Chronic Care Models |
| 3 | Heart failure |
| 4 | Chronic obstructive pulmonary disease |
| 5 | Hypertension |
| 6 | Chronic Diseases Associated with Obesity |
| 7 | Diabetes Mellitus |
| 8 | Coronary Artery Disease |
| 9 | Depression-Dementia in Old Age |
| 10 | Chronic renal failure |
| 11 | Cancer |
| 12 | Rheumatoid Arthritis |
| 13 | Prevention from Chronic Diseases |
| 14 | Rehabilitation in Chronic Diseases |
| **15-16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | X |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | X |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | X |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | X |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  | X |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | X |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | X |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | X |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | X |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | X |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  | X |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completelycontribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | **FALL** |

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| **COURSE CODE** | 212013012 | **COURSE NAME** | ELDERLY CARE PRINCIPLES AND PRACTICES III |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3. | 4 | | 2 | 0 | | | 5 | 7 | COMPULSORY (X) ELECTIVE ( ) | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** |
| **X** | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| **1st Mid-Term** | | | | | **1** | **40** |
| **2nd Mid-Term** | | | | |  |  |
| **Quiz** | | | | |  |  |
| **Homework** | | | | |  |  |
| **Project** | | | | |  |  |
| **Report** | | | | |  |  |
| **Others (………)** | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | **1** | **60** |
| **PREREQUIEITE(S)** | | | | | **None** | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Respiratory system and care in the elderly  2. Cardiovascular system and survival in the elderly  3. Gastrointestinal system and care in the elderly  4. Endocrine system and care in the elderly  5. Hematological diseases and care in the elderly | | | | | | |
| **COURSE OBJECTIVES** | | | | | To teach the applications of internal diseases, care and care for the elderly. | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | This course is to acquaint the students with the diseases, organs and organs of internal diseases in elderly individuals. | | | | | | |
| **COURSE OUTCOMES** | | | | | To be able to evaluate elderly people with the knowledge about internal diseases and care practices in elderly.  in this direction can give education to the elderly and their relatives.  Using the gains in the field of application, it is ensured that possible problems are identified and necessary precautions are taken.  Some system applications are practiced and practical experience is gained. | | | | | | |
| **TEXTBOOK** | | | | | -Ed. Kapucu S.(2019). Geriatri Hemşireliği. Hipokrat Kitabevi  -Ed. Akça Ay F.(2016). Sağlık Uygulamalarında Temel Kavramlar ve Beceriler. Nobel Tıp Kitabevleri | | | | | | |
| **OTHER REFERENCES** | | | | | - Ed. S. Arıoğul, Geriatri ve Gerontoloji Medikal&Nobel 2006  - Ed. Karadakovan A, Eti Aslan F.(2017). Dahili ve Cerrahi Hastalıklarda Bakım. 4. Baskı. Akademisyen Kitabevi.  - Ed. N.Akdemir, L.Birol (2011)., İç Hastalıkları ve Hemşirelik Bakımı. Ankara.  - N.Enç İç Hastalıkları Hemşireliği. Nobel Tıp Kitabevleri 2014.  - Altındiş M. (2013). Yaşlılarda Güncel Sağlık Sorunları ve Bakımı..İstanbul Tıp Kitabevi  - Reed J., Clarke C., Macfarlane a. ((2015). Çev.Ed. A. Karadakovan. Yaşlı Bakımı Hemşireliği. Nobel Tıp Kitabevleri. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projection, UZEMOYS. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Respiratory system diseases in the elderly |
| 2 | Care for respiratory system diseases in the elderly |
| 3 | Respiratory system applications in the elderly |
| 4 | Diseases of the cardiovascular system in the elderly |
| 5 | Care in cardiovascular system diseases in the elderly |
| 6 | Gastrointestinal system diseases in the elderly |
| 7 | Care for gastrointestinal system diseases in the elderly |
| 8 | Gastrointestinal system applications in the elderly |
| 9 | Endocrine system diseases in the elderly |
| 10 | Care for endocrine system diseases in the elderly |
| 11 | Endocrine system applications in the elderly |
| 12 | Hematological diseases in the elderly |
| 13 | Care in hematological diseases in the elderly |
| 14 | Applications in hematological diseases in the elderly |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of elderly care, to identify and meet learning needs. | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | **X** |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. | **X** |  |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. | **X** |  |  |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | **X** |  |
| **1:None. 2:Partially contribution. 3: Completely contribution.** | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | FALL |

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| --- | --- | --- | --- |
| **COURSE CODE** | 212013013 | **COURSE NAME** | PROFESSIONAL PRACTICES I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4. | 0 | | 4 | 0 | | | 2 | 4 | COMPULSORY ( X) ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Engineering** | | | | **Social Courses** | | | | | **Supportive Courses** |
| **X** | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | The elderly; It is evaluated by taking into account individual characteristics, diseases, existing and potential problems, if any. In this direction, the care needs/existing and potential problems of the elderly/exemplary cases are determined, care initiatives in line with their needs, actions to be taken to solve existing problems and measures for possible problems are planned. The maintenance practices that are learned with the students within the possibilities are made in the application laboratory. | | | | | | |
| **COURSE OBJECTIVES** | | | | | -To learn practically on a case/model by using the skills of analyzing and problem solving the information received in theoretical and applied courses.  -To understand the place and importance of the health institution and the health team, to adapt by developing communication and human relations skills. | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | It is ensured that the knowledge and skill levels of the students who are health technician candidates are developed in order to prepare them for their professional work areas. | | | | | | |
| **COURSE OUTCOMES** | | | | | -Analyzes the information received for professional and care,  -Can evaluate the elderly, identify problems, take necessary precautions and use problem-solving skills  -Knows the health team and their roles in this team.  -Uses and develops communication and human relations skills  - Gains experience and dexterity by applying maintenance on application models in line with the needs of the elderly. | | | | | | |
| **TEXTBOOK** | | | | | Ay, F. A. (Ed.). (2021). Sağlık Uygulamalarında Temel Kavramlar ve Beceriler. Nobel Tıp Kitabevleri.  Öztürk, N., Balmumcu, A., & Ersungur, E. (Eds.). (2021). Evde Hasta Bakımı İlke ve Uygulamaları-I. Akademisyen Kitabevi. | | | | | | |
| **OTHER REFERENCES** | | | | | Reed J., Clarke C., Macfarlane a. ((2015). Çev.Ed. A. Karadakovan. Yaşlı Bakımı Hemşireliği. Nobel Tıp Kitabevleri.  Sabuncu, N., Ecevit Alpar, Ş., Karabacak, Ü. Ve Ark.(2015) Hemşirelik Esasları: Temel Beceriler Rehberi, 2.Baskı, İstanbul Medikal Yayıncılık Isbn-Issn: 978-9944-211-16-1 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Lecture notes, books, periodicals, internet, barcovision - power point presentation, In case of distance education: personal computer, ESUZEM-ÖYS. Equipment used in healthcare applications. | | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Vital Signs (Pulse Measurement) |
| 2 | Vital Signs (Respiratory Measurement) |
| 3 | Vital Signs (Blood Pressure Measurement) |
| 4 | Drug Applications (Drug preparation) |
| 5 | Drug Applications (Drug Schedule Preparation and Training) |
| 6 | Drug Applications (Oral Treatments) |
| 7 | Drug Applications (Parenteral Treatments) |
| 8 | Drug Applications (Serum Applications) |
| 9 | Self Care Practices |
| 10 | Inhalation Drugs and Nebule Applications |
| 11 | Dermal Medication and Suppositories Applications |
| 12 | Empty Bed Making |
| 13 | Making a Bed with the Patient |
| 14 | Patient Transport and Mobilization |
| **15-16** | **FINAL EXAM** |

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| **NUMBER** | **PROGRAM OUTPUT** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of Elderly Care, to identify and meet learning needs | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | X |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. | **X** |  |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | **X** |  |  |
| 1:No Contribution. 2: Partially Contributed. 3: Full Contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 212014001 | **COURSE NAME** | ELDERLY HOME CARE SERVICES |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 4. | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY ( X) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definitions and concepts related to home care service  Legislation on home care and health services  Home Care for common health problems in the elderly  The place and importance of home care for the elderly in terms of family health | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Emphasizing that home care services are valuable and important in addition to institutional care.  Key points of home care for common diseases  Teaching the legal limits of providing home service to the elderly | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Develop students' awareness of the knowledge and care provided outside the institution | | | | | | | |
| **COURSE OUTCOMES** | | | | | Effective written and oral communication skills Ability to function as a group Understanding of professional ethics and responsibility To gain the ability to practice the profession in different environments Problem detection, analysis and skills to manage An ability to use training tools and materials selected according to the characteristics of the subject | | | | | | | |
| **TEXTBOOK** | | | | | 1.[Türk Geriatri Derneği Bilim Kurulu](https://www.nobelkitabevi.com/turk-geriatri-dernegi-bilim-kurulu-909). (2018). Bu Evde Yaşlı Var. Nobel Tıp Kitabevi.  2.Özmete, E., Akyar, İ.(2018). Evde Bakım, Hedef CS Yayıncılık, Ankara. ISBN: 978-605-9877-61-9.  3.Kaptan, G. (2016). Geriatriye Çok Yönlü Bakış. Nobel Tıp Kitabevi.  4.Değer, TB. (2023). Dezavantajlı Yaşlılar ve Sosyal Politika. Nobel Akademik Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Evde Bakım Hizmetleri Sunumu Hakkında Yönetmelik. R.G. Tarihi:10.03.2005  R.G. Sayısı:25751  2.Sağlık Bakanlığınca Sunulan Evde Sağlık Hizmetlerinin Uygulama Usul Ve Esasları Hakkında Yönerge  3.Gürer, A., Çırpan, F. K., & Özlen, N. A. (2019). Yaşlı bakım hizmetleri. *Sağlık Hizmetleri ve Eğitimi Dergisi*, *3*(1), 1-6.  4.Kalınkara, V., & Kalaycı, İ. (2017). Yaşlıya Evde Bakım Hizmeti Veren Bireylerde Yaşam Doyumu, Bakım Yükü Ve Tükenmişlik. *Yaşlı Sorunları Araştırma Dergisi*, *10*(2), 19-39.  5.Solmaz, T., & Altay, B. (2019). Yaşlılara yönelik evde bakım hizmetleri. *Sağlık Akademisyenleri Dergisi*, *6*(2), 150-157. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projector, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definitions and Concepts Related to Home Elderly Care Service |
| 2 | Historical Development in Home Care Services |
| 3 | Regulations Regarding the Application of Home Care Services |
| 4 | Regulation on the Delivery of Home Care Services in Turkey |
| 5 | Current Numbers and Elderly Care Practice Models in Our Country |
| 6 | Application Examples of Elderly Care from the World |
| 7 | Directive on the Practice of Home Health Services |
| 8 | Field Applications of Home Health Services |
| 9 | Problems and Solution Suggestions Regarding the Practice of Home Health Services |
| 10 | Bedridden elderly and home care |
| 11 | Home Care in Neurodegenerative Diseases |
| 12 | Home Care in Diabetes |
| 13 | Home Care in Chronic Obstructive Pulmonary Disease |
| 14 | Home Care in Cardiovascular Diseases |
| **15-16** | **FINAL EXAM** |

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| **NUMBER** | **PROGRAM OUTPUT** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  | **X** |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of Elderly Care, to identify and meet learning needs | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  | **X** |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| 1:No Contribution. 2: Partially Contributed. 3: Full Contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

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| https://ogu.edu.tr/files/duyuru/9ff77656-8e6a-4c44-98b9-5f236a699de2/ESOG%C3%9C_Son_logo.jpg | **ESOGU**  **Vocational School of Health Services**  **Department of Health Care Services**  **Elderly Care Program (ÇİFTELER)**  **COURSE INFORMATION FORM** |  |

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 212014003 | **COURSE NAME** | SOCIAL REHABILITATION |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 4. | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY ( X) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Create a healthy social environment for elderly, How to enable the elderly to be more active, Elderly social environment to gain the ability to express themselves | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Teaching methods to ensure the active participation of the elderly in social life | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | The man is a social being, and elderly care needs to realize that they need outside support in this regard | | | | | | | |
| **COURSE OUTCOMES** | | | | | Ability to analyze data  Effective oral communication skills  Ability to function as a group  Understanding of professional ethics and responsibility  An ability to use training tools and materials selected according to the characteristics of the subject | | | | | | | |
| **TEXTBOOK** | | | | | 1.Doç. Dr. Gülbahar BAŞTUĞ, Yaşlılarda Psikolojik ve Sosyal Rehabilitasyon, Hedef Yayıncılık, 2018, Ankara, ISBN: 978-605-9877-54-1  2.Duy, B., Cingil D. (2017). Psikososyal Rehabilitasyon, Anadolu Üniversitesi Yayınları  3.Özmete E. (2018). Yaşlılar İçin Sosyal Hizmet. Hedef Yayıncılık, Anakara  3.Kayıhan H. (2018). Yaşlılar İçin Ergoterapi. Hedef Yayıncılık, Anakara  4.Yücel D, Gönültaş B. (2018). Adli Sosyal Hizmet: Yaklaşım ve Müdahale. Nobel Yayın Dağıtım. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Şeker, A., & Gökhan, K. (2018). Bir Sosyal Politika Alanı Olarak Yaşlılık ve Sosyal Hizmet Uygulamaları. Nüfusbilim Dergisi, 40, 7-30.  2.Umutlu, S., & Epik, M. T. (2019). Türkiye’de Yaşlı Nüfus ve Sosyal Politika Uygulamaları. Sosyal Ve Beşerî Bilimler Dergisi, 11(1), 29-43.  3.Yerli, G. (2017). Yaşlılık Dönemi Özellikleri ve Yaşlılara Yönelik Sosyal Hizmetler. Journal Of International Social Research, 10(52).  <http://www.ozida.gov.tr/egitim/sosyalreh.htm>  <http://suleymandemirel.com.tr/icerik.asp?mod=74&sid=34>  <http://www.sosyalhizmetuzmani.org/yaslisorunu.htm> | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projector, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition and scope of social rehabilitation |
| 2 | Social rehabilitation practices |
| 3 | Social problems faced by the elderly |
| 4 | The needs and expectations of the elderly |
| 5 | Services for the Elderly Before and After the Republic |
| 6 | Social Policies and Service Models Offered to the Elderly in Our Country |
| 7 | Services for the Elderly of Local Authorities |
| 8 | Participation of the Elderly in Social and Active Life |
| 9 | Problems of caregivers of the elderly |
| 10 | Ageism |
| 11 | Elderly neglect and abuse |
| 12 | Healthy aging and quality of life |
| 13 | Psychosocial Rehabilitation and Its Importance in Elderly |
| 14 | Social Support in Elderly |
| **15-16** | **FINAL EXAM** |

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| **NUMBER** | **PROGRAM OUTPUT** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of Elderly Care, to identify and meet learning needs | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  | **X** |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | **X** |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. | **X** |  |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| 1:No Contribution. 2: Partially Contributed. 3: Full Contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 212014004 | **COURSE NAME** | PHYSICAL REHABILITATION |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 4. | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY ( X) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Physical changes in the human body in old age and affecting factors  Exercises that can be performed safely in the elderly and determining the appropriate exercise prescription | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Emphasizing the importance of physical activity in the active and aging process and teaching appropriate exercise programs for the elderly | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Being aware of the problems arising from inactivity, directing the elderly to the right activities and planning activities that increase the level of individual independence | | | | | | | |
| **COURSE OUTCOMES** | | | | | Skill to analyze the datum.  Skill to work in group  To realize the profesional responsibility  Skill to use school materials which are selected according to the topic. | | | | | | | |
| **TEXTBOOK** | | | | | 1.Yücel, H. (2022). İnsan Sağlığında Koruyucu Yaklaşımlar. Akademisyen Kitabevi, Ankara.  2.Gencer G, GY. (2021). Yaşlılarda Rehabilitasyon.Nobel Akademik Yayıncılık.  3.Otman S., Egzersiz Tedavisinde Temel Prensipler ve Yöntemler, 2015, Pelikan Yayıncılık  4.Çetin S., Yaşlılık ve Egzersiz, 2020, Akademisyen Kitabevi | | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Prof. Dr. Beyazova, M. Prof. Dr. Kutsal, YG. Fiziksel Tıp ve Rehabilitasyon 1-2, 2016, Ankara.  2.Prof. Dr. Aksoy, C. Doç. Dr. Dıraçoğlu, D. (20111). Fiziksel Rehabilitasyon Kanıta Dayalı Muayene, Değerlendirme ve Girişim, Nobel Tıp Kitapevi, 2011.  3.Erdem, H. R., Sayan, M., Gökgöz, Z., & Ege, M. R. (2021). Yaşlılarda Fiziksel Aktivite: Derleme. Yüksek İhtisas Üniversitesi Sağlık Bilimleri Dergisi, 2, 16-22.  4. Uzun N., (2018). Yaşlılarda Düşmeye Yol Açan Faktörler ve Koruyucu Rehabilitasyon Yaklaşımları. Sağlık Bilimleri ve Meslekleri Dergisi, 5(2), 267-274. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Internet, Computer, Projector, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Effect of Aging on the Systems |
| 2 | The Effect of Exercise on the Systems |
| 3 | Musculoskeletal Examination in the Elderly - Muscular |
| 4 | Musculoskeletal Examination in the Elderly - Joint |
| 5 | Aging and Body Mechanics |
| 6 | Postural Changes in the Elderly and Its Evaluation |
| 7 | Inactivity in the Elderly Physical Activity and Exercise |
| 8 | Changes in Systems with Aging |
| 9 | The Effect of Exercise on the Systems in Elderly |
| 10 | When and How to Perform Active, Passive, Resistant Exercises |
| 11 | What Exercises Should the Ideal Exercise Prescription Include? |
| 12 | Creating a Safe Environment for the Elderly |
| 13 | Walking Aids Used in the Elderly |
| 14 | Common Foot Problems in the Elderly and Appropriate Shoe Prescription |
| **15- 16** | **FINAL EXAM** |

|  |  |  |  |  |
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| **NUMBER** | **PROGRAM OUTPUT** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of Elderly Care, to identify and meet learning needs | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. |  |  | **X** |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  | **X** |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  | **X** |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| 1:No Contribution. 2: Partially Contributed. 3: Full Contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 212014005 | **COURSE NAME** | WOUND CARE |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 4. | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY (X ) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
|  | | **X** | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Structure of the skin and definition of wound, classification of wounds, wound healing process, factors affecting wound healing, pressure wound and preventive measures, pressure wound treatment, diabetic foot pathophysiopathology, prevention strategies and care, basic principles in wound care, auxiliary techniques dressing and wound care products, burn wounds, training of patients and caregivers. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | In this course, it is aimed that the student knows the wound and care in line with evidence-based sources, standards and current guidelines and gains the ability to reflect this knowledge to the care. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Prevention of wound formation, wound care gives the ability to act and apply with responsibility and awareness. | | | | | | | |
| **COURSE OUTCOMES** | | | | | Student; Describes the wound. Knows the types of wound healing, factors affecting wound healing, basic principles in wound care, auxiliary techniques in wound healing. Can train patients and caregivers for wound care at home | | | | | | | |
| **TEXTBOOK** | | | | | Baranoski S., A.Ayello E. Yara Bakımı Temelleri Uygulama Esasları. Çeviri ed. Özgür Albuz, Serhat Oğuz  Erkal, ilhan S. (2017). Yara Bakım Hemşireliği. Alter yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Can, A., & Sağbaş, S. (2023). Yara Bakimi ve Güncel Yaklaşimlar. Sağlik & Bilim 2023: Hemşirelik-I, 141.  Yilmaz, A. Ç. (2022). Yara Yönetiminde Hemşirelik Uygulamaları ve Güncel Yaklaşımlar. Akademisyen Kitabevi.  Yüksel, M., & Bektaş, H. (2020). Diyabete Bağlı Kronik Komplikasyonların Yönetiminde Güncel Yaklaşımlar. Turkiye Klinikleri Journal Of Nursing Sciences, 12(1).  Erkal, ilhan S. (2017). Yara Bakım Hemşireliği. Alter yayıncılık  Akça Ay F.(2015). Sağlık Uygulamalarında Temel Kavramlar ve Beceriler**.**  Aktaş, Ş. Kronik Yarada Güncel Yaklaşımlar.  <Http://Hdl.Handle.Net/20.500.12627/76952> | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Wound care equipment, Internet, Computer, Projector, UZEMOYS. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Structure and Functions of the Skin |
| 2 | Definition and Classification of Wound |
| 3 | Wound Healing Process |
| 4 | Factors Affecting Wound Healing |
| 5 | Historical Development of Wound Care |
| 6 | Evaluation of the Wound |
| 7 | Purpose of Wound Care and Basic Principles of Wound Care |
| 8 | Wound Dressing (Purpose, Types, Application) |
| 9 | Wound Care ProductsBurn |
| 10 | Methods Providing Support in Wound Healing |
| 11 | Permanent Wound Closure Methods |
| 12 | Pressure Sores |
| 13 | Diabetic Foot Wounds |
| 14 | Burn Wounds |
| **15-16** | **FINAL EXAM** |

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| **NUMBER** | **PROGRAM OUTPUT** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of Elderly Care, to identify and meet learning needs | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  | **X** |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| 1:No Contribution. 2: Partially Contributed. 3: Full Contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 212014006 | **COURSE NAME** | HEALTH SOCIOLOGY |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 4. | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( X) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| X | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Sociology, definitions and concepts related to the sociology of health.  Human, health and disease concepts.  Basic approaches in health sociology  Culture, cultural, environmental, economic values and their effects on health  Sociology of health and human body and body intervention.  A look at the concept of old age from the perspective of health sociology | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To know the sociological dimensions of the concepts of health and disease.  To be able to guide in solving the problems encountered in exercising the right to health, which is one of the most fundamental rights of individuals.  To benefit from sociology in creating a healthy society  To be able to reveal the sociological dimensions of the concept of old age | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | Students will be able to evaluate the phenomenon of health, disease and old age from a sociological perspective. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | To be able to evaluate the concepts of health and disease from a sociological perspective.  Knowing the sociological dimensions of the concept of old age and providing attitude and behavior development accordingly  Ability to communicate effectively in written and verbal  ability to do group work  Understanding professional ethics and responsibility | | | | | | | |
| **TEXTBOOK** | | | | | Cirhinlioğlu, Z. (2021) Sağlık Sosyolojisi. 9. Basım. Nobel Yayın Dağıtım. | | | | | | | |
| **OTHER REFERENCES** | | | | | Açıkgöz, R. (2021). Hastalık, Sağlık ve Toplum: Bir Sağlık Sosyolojisi İncelemesi (Vol. 6). Dby Yayınları.  Ekizer, A. (2020). Sağlık Sosyolojisi ve Tarihsel Gelişimi. Selçuk Sağlık Dergisi, 1(1), 1-12.  Özer, Ö., & Şantaş, F. (2019). Sosyolojik Boyutlarıyla Sağlık.  Sarı, Ö., & Atılgan, K. G. (2012). Sağlık sosyolojisi: hastalık ve sağlığa ilişkin kavramsal tartışmalar. Karatay Akademi Yayınları, 1, 19. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Lecture notes, books, periodicals, internet, barcovision - power point presentation, In case of distance education: personal computer, ESUZEM-ÖYS. Equipment used in healthcare applications. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Sociology as a science field. The relationship of the sociology with other science fields. |
| 2 | Sociological point of view and its’ contributions to us. Thinking sociologically, and distancing from the ordinariness. |
| 3 | Health sociology and its’ development. Related definitions and concepts. |
| 4 | Concepts of human, disease, and health. |
| 5 | Health sociology, and differences between the medical sociology/sociology of medicine |
| 6 | Health sociology: Biomedical approach. Functional approach. |
| 7 | Health sociology: Cultural approach. Theory of the role of patient. Theory of the social construction. |
| 8 | Health sociology: Postmodern approach. |
| 9 | Method understandings in health sociology |
| 10 | Relationship between the culture and disease. Folkloric medicine and medical folklore |
| 11 | International declarations related to health, e.g. Alma-Ata, Copenhagen, Jakarta, and Dubrovnik Declarations. |
| 12 | Relationship between the environment and health. |
| 13 | Human body and its sociological meaning. |
| 14 | What is the intervention on the human body? |
| **15-16** | **FINAL EXAM** |

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| **NUMBER** | **PROGRAM OUTPUT** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. |  | **X** |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of Elderly Care, to identify and meet learning needs |  |  | **X** |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  |  | **X** |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  |  | **X** |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. |  |  | **X** |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  |  | **X** |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. |  |  | **X** |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  | **X** |  |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior |  |  | **X** |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  |  | **X** |
| 1:No Contribution. 2: Partially Contributed. 3: Full Contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 212014013 | **COURSE NAME** | ELDERLY CARE PRINCIPLES AND PRACTICES IV |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE** | | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 4. | 4 | | 2 | 0 | | | 5 | | 7 | COMPULSORY (**X**) ELECTIVE ( ) | | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Engineering** | | | | **Social Courses** | | | | | | | **Supportive Courses** |
| **X** | |  | | | |  | | | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | | |  | |  |
| Quiz | | | | | |  | |  |
| Homework | | | | | |  | |  |
| Project | | | | | |  | |  |
| Report | | | | | |  | |  |
| Others (………) | | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Urinary system and care in the elderly  2. Elderly reproductive system and care  3. Eye-ear problems and care in the elderly  4. Cancer in the elderly, treatment methods and care  5. Renal failure and care practices in the elderly  6. Pain and pain management in the elderly | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To teach the applications of the system diseases, care and ar efor the elderly. | | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | This course is to acquaint the students with the diseases, organs and diseases of elderly individuals and to be able to take necessary measures. | | | | | | | | |
| **COURSE OUTCOMES** | | | | | To be able to evaluate the elderly people with the knowledge about common diseases and care practices in the elderly,  in this direction can give education to the elderly and their relatives.  Using the gains in the field of application, it is ensured that possible problems are identified and necessary precautions are taken.  Some system applications are practiced and practical experience is gained. | | | | | | | | |
| **TEXTBOOK** | | | | | Ed. Yücel, H. (2022). İnsan Sağlığında Koruyucu Yaklaşımlar. Akademisyen Kitabevi, Ankara.  Ay, F. A. (Ed.). (2021). Sağlık Uygulamalarında Temel Kavramlar Ve Beceriler. Nobel Tıp Kitabevleri.  Öztürk, N., Balmumcu, A., & Ersungur, E. (Eds.). (2021). Evde Hasta Bakımı İlke Ve Uygulamaları-I. Akademisyen Kitabevi.  Ed. Kapucu S.(2019). Geriatri Hemşireliği. Hipokrat Kitabevi | | | | | | | | |
| **OTHER REFERENCES** | | | | | Ed. S. Arıoğul, Geriatri ve Gerontoloji Medikal&Nobel 2006  Ed. Karadakovan A, Eti Aslan F.(2017). Dahili ve Cerrahi Hastalıklarda Bakım. 4. Baskı. Akademisyen Kitabevi.  Ed. N.Akdemir, L.Birol (2011)., İç Hastalıkları ve Hemşirelik Bakımı. Ankara.  N.Enç İç Hastalıkları Hemşireliği. Nobel Tıp Kitabevleri 2014.  Altındiş M. (2013). Yaşlılarda Güncel Sağlık Sorunları ve Bakımı..İstanbul Tıp Kitabevi  Reed J., Clarke C., Macfarlane a. ((2015). Çev.Ed. A. Karadakovan. Yaşlı Bakımı Hemşireliği. Nobel Tıp Kitabevleri.  Sabuncu, N., Ecevit Alpar, Ş., Karabacak, Ü. Ve Ark.(2015) Hemşirelik Esasları: Temel Beceriler Rehberi, 2.Baskı, İstanbul Medikal Yayıncılık Isbn-Issn: 978-9944-211-16-1 | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Lecture notes, books, periodicals, internet, barcovision - power point presentation, In case of distance education requirement: personal computer, ESUZEM-ÖYS | | | | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Urinary system diseases in elderly |
| 2 | Maintenance applications in urinary system diseases in elderly |
| 3 | Maintenance applications after urinary system surgeries in elderly |
| 4 | Genital system diseases in elderly |
| 5 | Care applications in genital system diseases in elderly |
| 6 | Maintenance applications after genital system surgeries in elderly |
| 7 | Eye-culary diseases in the elderly |
| 8 | Maintenance applications in eye-eye diseases in elderly |
| 9 | Cancer diseases in the elderly |
| 10 | Cancer, treatment methods and care in the elderly |
| 11 | Kidney failure in the elderly |
| 12 | Care applications in kidney failure in elderly |
| 13 | Dialysis and maintenance applications in the elderly |
| 14 | Pain and pain management in the elderly |
| **15-16** | **SEMESTER FINAL EXAM** |

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| **NUMBER** | **PROGRAM OUTPUT** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of Elderly Care, to identify and meet learning needs | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field |  | **X** |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control |  | **X** |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. |  | **X** |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes |  | **X** |  |
| 1:No Contribution. 2: Partially Contributed. 3: Full Contribution. | | | | |

**Course Instructor:**

**ESOGU**

**Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program (ÇİFTELER)**

**COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 212014014 | **COURSE NAME** | PROFESSIONAL PRACTICES II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4. | 0 | | 4 | 0 | | | 2 | 4 | COMPULSORY ( X) ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Engineering** | | | | **Social Courses** | | | | | **Supportive Courses** |
| **X** | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | The elderly; It is evaluated by taking into account individual characteristics, diseases, existing and potential problems, if any. In this direction, the care needs/existing and potential problems of the elderly/exemplary cases are determined, care initiatives in line with their needs, actions to be taken to solve existing problems and measures for possible problems are planned. The maintenance practices that are learned with the students within the possibilities are made in the application laboratory. | | | | | | |
| **COURSE OBJECTIVES** | | | | | -To learn practically on a case/model by using the skills of analyzing and problem solving the information received in theoretical and applied courses.  -To understand the place and importance of the health institution and the health team, to adapt by developing communication and human relations skills. | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | It is ensured that the knowledge and skill levels of the students who are health technician candidates are developed in order to prepare them for their professional work areas. | | | | | | |
| **COURSE OUTCOMES** | | | | | -Analyzes the information received for professional and care,  -Can evaluate the elderly, identify problems, take necessary precautions and use problem-solving skills  -Knows the health team and their roles in this team.  -Uses and develops communication and human relations skills  - Gains experience and dexterity by applying maintenance on application models in line with the needs of the elderly. | | | | | | |
| **TEXTBOOK** | | | | | Ay, F. A. (Ed.). (2021). Sağlık Uygulamalarında Temel Kavramlar ve Beceriler. Nobel Tıp Kitabevleri.  Öztürk, N., Balmumcu, A., & Ersungur, E. (Eds.). (2021). Evde Hasta Bakımı İlke ve Uygulamaları-I. Akademisyen Kitabevi. | | | | | | |
| **OTHER REFERENCES** | | | | | Reed J., Clarke C., Macfarlane a. ((2015). Çev.Ed. A. Karadakovan. Yaşlı Bakımı Hemşireliği. Nobel Tıp Kitabevleri.  Sabuncu, N., Ecevit Alpar, Ş., Karabacak, Ü. Ve Ark.(2015) Hemşirelik Esasları: Temel Beceriler Rehberi, 2.Baskı, İstanbul Medikal Yayıncılık Isbn-Issn: 978-9944-211-16-1 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Lecture notes, books, periodicals, internet, barcovision - power point presentation, In case of distance education: personal computer, ESUZEM-ÖYS. Equipment used in healthcare applications. | | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Taking a complete urinalysis |
| 2 | Sterile urine sampling practices |
| 3 | Urinary catheter insertion |
| 4 | Care of the urinary catheter |
| 5 | Removal of the urinary catheter |
| 6 | Hourly urine tracking |
| 7 | bladder irrigation |
| 8 | Caring for the patient undergoing peritoneal dialysis |
| 9 | Caring for the patient undergoing hemodialysis |
| 10 | Care of the patient who had surgery on the urogenital system |
| 11 | Care practices in eye diseases in the elderly |
| 12 | Care practices in ear diseases in the elderly |
| 13 | Care practices in cancer patients |
| 14 | Maintenance applications in the terminal period |
| **15-16** | **FINAL EXAM** |

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| --- | --- | --- | --- | --- |
| **NUMBER** | **PROGRAM OUTPUT** | **3** | **2** | **1** |
| 1 | To define the physiological, psychological and social changes and needs of the elderly person and to provide holistic care in line with the determined needs. | **X** |  |  |
| 2 | To be able to critically evaluate the basic level of knowledge and skills acquired in the field of Elderly Care, to identify and meet learning needs | **X** |  |  |
| 3 | To have sufficient equipment by gaining theoretical and applied knowledge on the subjects required by the field. | **X** |  |  |
| 4 | Recognizing, using and maintaining the physical environment, tools and technologies related to the field | **X** |  |  |
| 5 | To have sufficient awareness of public health, environmental protection and occupational safety, infection control | X |  |  |
| 6 | To be able to evaluate the quality and results of the care given with the members of the health care team. | **X** |  |  |
| 7 | To have the knowledge and skills of ethical decision making in the problems encountered in health practices and to have social, scientific, cultural and ethical values in the solution, application, evaluation and information of the problems. | **X** |  |  |
| 8 | To inform the relevant people and institutions by using the basic knowledge and skills on the subjects related to the field, to convey their thoughts and solutions to the problems in writing and orally with an evidence-based approach. | **X** |  |  |
| 9 | Being aware of the necessity of lifelong learning, following the current scientific and technological developments in the field and having a level of foreign language knowledge to follow the innovations in the field. |  |  | **X** |
| 10 | To be able to contribute to projects and activities in the social environment in which they live with a sense of social responsibility. |  |  | **X** |
| 11 | To have the ability to represent the profession with its external appearance, attitude, attitude and behavior | **X** |  |  |
| 12 | To act in accordance with quality management and processes and to participate in these processes | **X** |  |  |
| 1:No Contribution. 2: Partially Contributed. 3: Full Contribution. | | | | |

**Course Instructor:**

**Signature: Date**

**ESOGU Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program ÇİFTELER**

**COURSE INFORMATİON FORM (2019 TEMPLATE)**

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| **TERM** | FALL |

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| **COURSE CODE** | 212011006 | **COURSE NAME** | ELDERLY CARE PRINCIPLES AND APPLİCATİONS I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 1 | 3 | | 6 | 0 | | | 6 | 11 | COMPULSORY (x ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Field Courses** | | | | **Social Courses** | | | | | **Supportive Courses** | |
| x | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 30 |
| 2nd Mid-Term | | | | | - | | - |
| Quiz | | | | | - | | - |
| Homework | | | | | - | | - |
| Project | | | | | - | | - |
| Report | | | | | - | | - |
| Others (Practice) | | | | | 1 | | 30 |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Professional and basic concepts  2. Basic concepts of care and maintenance  3. Health team  4. Liquid electrolyte balance / imbalances and maintenance  5. Acid-base balance / imbalances and maintenance  6. Stress, shock and care  7. Skin and self-care applications  8. Hot and cold applications  9. Vital signs | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To teach the basic concepts of the profession, the basic problems and solutions that can be seen in the elderly, and the applications for the care of the elderly individual. | | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | The elderly care technician takes the first step in his / her profession with this course. It provides the students to comprehend the basic concepts related to their profession and care, their roles in the health team and the team. Learning the life signs and vital balance and imbalances in the human body to identify possible problems and take the necessary precautions. It is provided to gain experience by practicing in the care of the elderly. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Elderly care technician, learns the basic concepts of professional and care.  2. Knows the health team and their roles in this team.  3. Knows homeostasis and the factors affecting it, takes the necessary precautions, identifies imbalances.  4. Follow the life signs of the elderly and identify problems.  5. In accordance with the needs of the elderly hot and cold application, teaches self-care applications, makes. | | | | | | | |
| **TEXTBOOK** | | | | | 1.Ed.Akça Ay F.(2016). Basic Concepts and Skills in Health Practices. Nobel Medical Bookstores | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Karadakovan A, Eti Aslan F. (2017). Internal and Surgical Care. 4. Printing. Academician Bookstore.  2.Ed. N.Akdemir, L.Birol (2011)., Internal Medicine and Nursing Care. Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, projection | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Professional and basic concepts |
| 2 | Basic concepts of care and maintenance |
| 3 | Medical Team |
| 4 | Liquid electrolyte balance / imbalances and maintenance |
| 5 | Liquid electrolyte balance / imbalances and maintenance |
| 6 | Acid base balance / imbalances and maintenance |
| 7 | Stress, shock and care |
| **8** | **MIDTERM** |
| 9 | Skin and self-care applications |
| 10 | Skin and self-care applications |
| 11 | Skin and self-care applications |
| 12 | Hot and cold applications |
| 13 | Vital signs |
| 14 | Vital signs |
| **15** | **FINAL EXAM** |
| **16** | **FINAL EXAM** |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Contribute to the level of professional knowledge | **X** |  |  |
| 2 | Develop professional communication skills |  | **X** |  |
| 3 | Create to current information on the ability of the program to reach | **X** |  |  |
| 4 | Gain the ability to communicate and exchange information with counterparts in the field of professional practice. | **X** |  |  |
| 5 | Gain awareness of the application of the rules of professional deontology | **X** |  |  |
| 6 | Have a basic level of knowledge related to the field of health | **X** |  |  |
| 7 | Be able to use technological products related to the field | **X** |  |  |
| 8 | Gain required hand skills related to the field | **X** |  |  |
| 9 | Gain the habit of ability to practice sterilization, disinfection, and antisepsi | **X** |  |  |
| 10 | Gain the ability to solve problems that may arise during the professional practice in a healthy way | **X** |  |  |
| 11 | Gain the authority to make decisions quickly and accurately related to the field | **X** |  |  |
| 12 | Have information about the health care legislation |  | **X** |  |
| 13 | Gain awareness of professional responsibility | **X** |  |  |
| 14 | Gain the required knowledge and experience in occupational safety |  | **X** |  |
| 15 | Contribute to the intellectual level | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**

**ESOGU Vocational School of Health Services**

**Department of Health Care Services**

**Elderly Care Program ÇİFTELER**

**COURSE INFORMATİON FORM ((2019 TEMPLATE)**

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 212013010 | **COURSE NAME** | PROFESSIONAL PRACTICES I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3. | 0 | | 8 | 0 | | | 4 | 5 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Vocational Courses** | | **Basic Engineering** | | | | **Social Courses** | | | | | **Supportive Courses** |
| **X** | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM EXAM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | |  |  |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | | 1 | 100 |
| **FINAL EXAM** | | | | |  | | | | |  |  |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | In institutions and organizations providing elderly care services; The individual characteristics of the elderly, if any, diseases, existing and possible problems are evaluated by taking into account. In this respect, their care is planned and their care is carried out under the supervision of a nurse. | | | | | | |
| **COURSE OBJECTIVES** | | | | | -The theoretical and practical lessons learned in the analysis of the information, using the problem solving skills to learn on the patient.  - To understand the place and importance of the health organization and the health team, to improve the communication and human relations skills. | | | | | | |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | | | | | The knowledge and skill levels of the students who are candidates for health technicians are improved. | | | | | | |
| **COURSE OUTCOMES** | | | | | -Can analyze the information obtained for professional and maintenance,  - Evaluates the elderly, detects problems, takes necessary measures and uses problem solving skills  - Health team and knows the roles within this team.  -Uses and improves communication and human relations skills  -Gains experience in accordance with their needs by applying care in nursing and nursing supervision. | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Tools used in health care institutions. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Practice |
| 2 | Practice |
| 3 | Practice |
| 4 | Practice |
| 5 | Practice |
| 6 | Practice |
| 7 | Practice |
| 8 | **MIDTERM EXAM** |
| 9 | Practice |
| 10 | Practice |
| 11 | Practice |
| 12 | Practice |
| 13 | Practice |
| 14 | Practice |
| 15 | **FINAL EXAM** |
| 16 | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Contribute to the level of professional knowledge | **X** |  |  |
| 2 | Develop professional communication skills | **X** |  |  |
| 3 | Create to current information on the ability of the program to reach | **X** |  |  |
| 4 | Gain the ability to communicate and exchange information with counterparts in the field of professional practice. | **X** |  |  |
| 5 | Gain awareness of the application of the rules of professional deontology | **X** |  |  |
| 6 | Have a basic level of knowledge related to the field of health | **X** |  |  |
| 7 | Be able to use technological products related to the field | **X** |  |  |
| 8 | Gain required hand skills related to the field | **X** |  |  |
| 9 | Gain the habit of ability to practice sterilization, disinfection, and antisepsi | **X** |  |  |
| 10 | Gain the ability to solve problems that may arise during the professional practice in a healthy way | **X** |  |  |
| 11 | Gain the authority to make decisions quickly and accurately related to the field | **X** |  |  |
| 12 | Have information about the health care legislation | **X** |  |  |
| 13 | Gain awareness of professional responsibility | **X** |  |  |
| 14 | Gain the required knowledge and experience in occupational safety | **X** |  |  |
| 15 | Contribute to the intellectual level | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Course Instructor:**

**Signature: Date:**