GAU NURSING SCHOOL

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| Course Unit Title | Vocational Foreign English for Nursing |
| Course Unit Code | ING130 |
| Course Unit Type | COMPULSORY |
| Course Unit Level | Undergraduate |
| National Credits | 3 |
| Number of ECTS Credits Allocated | 3 |
| Theoretical (hours/week) | 2 |
| Practical (hours/week) | - |
| Laboratory (hours/week) | - |
| Number of Years of Study | 1 |
| Semester in which the course unit is delivered | 1 |
| Course Coordinator |  |
| Names of Lecturers | The faculty member who will teach the course will be determined by the school administration at the beginning of the term. |
| Names of Assistants |  |
| Delivery Mode | Face to Face |
| Language of Instruction | English |
| Prerequisites and Common Requirements |  |
| Recommended Optional Program Components |  |
| Course Objectives |
| The purpose of this course is to enable students understand basic medical terminologies, communication methods with patients and staff. To improve their expressive, descriptive and understanding the simple and empathetic communication methods with patients. To enable the students understand the basic terminologies and communication in healthcare service delivery to both patients and staff |
| **Learning Outcomes** |  |
| Upon completion of this course, the student should be able to: | Evaluation |
| 1 | Set expected abilities, such as english language application ability, cultural communication ability, autonomous learning ability and critical innovation and communication ability |  |
| 2 | Articulate all concepts, identify the internal, external, environmental and cultural factors that impact the health and wellbeing of patients through proper communication and the use of proper terminologies. |  |
| 3 | Students will be able to demonstrate knowledge about fundamental principles, generalization of theories and concepts in patient management. |  |
| 4 | Understand and identify cultural disparities and the proper professional communication manners and application of empathy when needed. |  |
| 5 |  |  |
| *Assessment methods: 1. Exam, 2. Evaluation 3. Project/Report, 4. Presentation, 5. Laboratory.Study* |
| **Contribution of the Course to the Program** |
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| **Learning Outcomes** | **Program Outcomes** |
|  | **PÇ 1** | **PÇ 2** | **PÇ 3** | **PÇ 4** | **PÇ 5** | **PÇ 6** | **PÇ 7** | **PÇ 8** | **PÇ 9** | **PÇ 10** | **PÇ 11** | **PÇ 12** | **PÇ 13** |
| LO 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 1 |
| LO 2 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 |
| LO 3 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 5 | 2 | 1 | 1 | 2 |
| LO 4 | 1 | 1 | 5 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 5 | 2 | 1 |
| LO 5 | 1 | 1 | 5 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 5 | 2 | 1 |

***KS*** *(Contribution Level): 1.Very low, 2.Low, 3.Medium, 4.High, 5.Very high* |  |

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| **Course Contents** |
| Week |  |  | Exams) |
| 1 |  | Introduction of the Course, Parent Definition |  |
| 2 |  | Intercultural Perspective on Parenting |  |
| 3 |  | Preparation for Parenthood; Physical, Psycho-Social, Economic Preparation |  |
| 4 |  | Pregnancy Process and Neurophysiological and Psychological Changes in Parents |  |
| 5 |  | Birth and Postpartum Period Neurophysiological and Psychological Changes |  |
| 6 |  | Postpartum Period Psycho-Social Changes and Adaptation to New Life |  |
| 7 |  | Newborn Baby and Its Characteristics |  |
| 8 |  | VISIT |  |
| 9 |  | Basic Problems and Basic Care Practices of Newborn and Infancy Period-Importance of Breast Milk and Breastfeeding |  |
| 10 |  | Sibling Jealousy and Approach to the Child |  |
| 11 |  | Anal-Phallic Period, Toilet Training |  |
| 12 |  | Parent Education and Family-Centered Care |  |
| 13 |  | Play Child and Importance of Play |  |
| 14 |  | Children/Adolescents Who Do Not Eat, Overeat and Their Mothers |  |
| 15 |  | FINAL |  |
| **Recommended Resources** |
| Taskin L.: Birth and Women's Health Nursing.Expanded VII.Edition, Sistem Ofset Printing, Ankara, 2005Safe Motherhood participant book. Republic of Turkey Ministry of Health, General Directorate of Maternal and Child Health and Family Planning, Turkey Reproductive Health Program, Strengthening Sexual Health/Reproductive Health Pre-Graduation Education Project. Ankara, 2005.Learning Guides (To be used by students). Republic of Turkey Ministry of Health, General Directorate of Maternal and Child Health and Family Planning, Turkey Reproductive Health Program, Strengthening Sexual Health/Reproductive Health Pre-Graduation Education Project. Ankara, 2005. |
|  **DERSİN AKTS KREDİSİ = Total İş Yükü (saat)/(30 saat/AKTS)= 60/30=2** |
| **Evaluation** |
| Participation |  |  |
| Assignments |  |  |
| Laboratory |  |  |
| Midterm | 40% |  |
| Final | 60% |  |
| Total | 100% | The Instructor conducting the course may change the percentages as appropriate. |
| **ECTS Allocated According to Student Workload** |
| Activities | Number | Duration (hours) |  Total Workload(hours |
| Class time (including exam week) | 14 | 2 | 28 |
| Labs and Tutorials |  |  |  |
| Homework | 1 | 12 | 12 |
| E-Learning Activities | 1 | 5 | 5 |
| Project/Presentation/Report Writing | 1 | 15 | 15 |
| Tests |  |  |  |
| Laboratory Exams |  |  |  |
| Midterm Exam |  |   |   |
| Final Exam |  |  |   |
| Self-study |  |  |  |
| Total Workload | 60 |
| Total Workload /30 (hours) |  2 |
| ECTS Course Credit | 2 |