AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Research and Analyses in Health							
Course Code	İŞH513			Couse Level	Second Cycle (Master's Degree)			
ECTS Credit	2	Workload	55 *(Hours)*	Theory	2	Practice	0	Laboratory	0
Objectives of the Course	Higher education students' using knowledge-based analysis, synthesis and evaluation stages multi-faceted cognitive processes for problems faced in deciding to investigate, solve problems aimed at the professional experiences, evidence based practice and research results from their evaluation through logical reflection allows the patient care practices							
Course Content	Diagnose to the higher education students' critical thinking dispositions and skills, basic concepts of cognitive skills in nursing, cognitive skills in nursing process, practice of cognitive skills in nursing							
Work Placement	N/A							
Planned Learning Activities and Teaching Methods			Explanation (Presentation), Demonstration, Discussion, Case Study, Individual Study					
Name of Lecturer(s)	Assoc. Prof. Belgin YILDIRIM							

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Yıldırım B.Ö. Editör: Özsoy S.A (2010) Hemşirelikte Eleştirel Düşünme- Uygulamalı Yaklaşım, Aydın, Tuna Matbaacılık.
2	Alfaro-LeFevre R (1999) Critical Thinking in Nursing, Philadelphia: W.B. Saunders.
3	Berber F, Akbulut F, Maden H, Gezer M, Keser Ş (2002): Düşünme ve Eleştirel Düşünme Özel Öğretim Yöntemleri, Dersi Araştırma Projesi Raporu, Süleyman Demirel Üniversitesi Elektronik – Bilgisayar eğitimi Bölümü Bilgisayar Sistemleri Öğretmenliği
4	Lipe S, Beasley S (2004) Critical Thinking in Nursing A Cognitive Skills Workbook, Lippincott Williams & Wilkins United States of America.
5	Şahinsel S (2002) Eleştirel Düşünme, Eğitimde Yeni Yönelimler, Pegem Yayıncılık, 123-136.
6	Guido G W (2001) Legal and Ethical İssues in Nursing, Upper Saddle River, NJ: Prectice Hall. 11.Hagan, Manuel W. (2005) Critical thinking skills study: Vocational nursing Capella Unıversıty, Phd, Publıcatıon Number AAT 3174552
7	Freseman R D (1990) İmproving Higher Order thinking of Mıddle school geography Students by Teaching skills Directly. Fort lauderdable, FL: Nova University, (ED 320 842

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction of lesson
2	Theoretical	Thinking Thinking Process Thinking in nursing Exercise and scenario studies
3	Theoretical	Critical thinking Critical thinking in nursing Characteristics of critical thinking in nursing Exercise and scenario studies
4	Theoretical	Problem solving Problem solving in nursing Problem solving process in nursing Exercise and scenario studies
5	Theoretical	Decision-making Decision-making in nursing Decision-making process in nursing Exercise and scenario studies
6	Theoretical	Ethical decision making Ethical- decision making in nursing Ethical- decision making process in nursing Ethic codes Exercise and scenario studies
7	Theoretical	Priorities in nursing Time management of proposition to priorities in nursing Process of priorities in nursing Exercise and scenario studies
8	Intermediate Exam	MIDTERM EXAM
9	Theoretical	Nursing process Steps of nursing process Exercise and scenario studies
10	Theoretical	Delegation of authority Delegation of authority in nursing Delegation of authority process in nursing Exercise and scenario studies
11	Theoretical	Communication Communication process Communication technics in nursing Exercise and scenario studies
12	Theoretical	Patient education Patient education process Exercise and scenario studies
13	Theoretical	Evidence based nursing Evidence based practise Evidence based nursing Exercise and scenario studies

14	Theoretical	Assesment of critical thinking skills and dispositions of nursing students
15	Theoretical	Assesment of critical thinking skills and dispositions of nursing students
16	Final Exam	FINAL

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	1	28
Midterm Examination	1	10	1	11
Final Examination	1	15	1	16
			Total Workload (Hours)	55
			[Total Workload (Hours) / 25*] = **ECTS**	2

25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Describe the critical thinking concepts and tools of nursing
2	Describe the significance of critical thinking in nursing
3	Internalization of critical thinkers' characteristics
4	Internalization of critical thinkers' characteristics
5	Internalization of critical thinkers' characteristics

Programme Outcomes *(Occupational Health Nursing Master's Without Thesis)*

1	Student has the current theoretical and practice knowledge in Master's degree in Occupational Nursing field based on his previous learning in bachelor's degree, student realizes the knowledge, deepens and uses it
2	Student brings solutions to the issues which require expertise and is related to the Occupational Nursing Student solves the problem, he/she evalvates the results obtained and applies as needed
3	To be able to create new information by integrating different disciplinary in Occupational Nursing field.
4	Student shares and discusses his/her knowledge, current developments and his/her own researches systematically with groups from or outside of his/her field in written, verbal, or visual way
5	Student follows based on evidence practices and makes researches creating evidence about professional application in his/her own field.
6	Student manages researches about his/her field independently or in an team
7	Student has information on statistics, uses related soft wares efficiently, chooses correct statistical methods while making researches, has the skills to calculate and comment.
8	Student using research and statistical information can write report of the researches he/she made or participated and publishes it in an internationally accepted refereed journal or presents it in academic meetings
9	Student can make strategy and policy in topics related to Occupational Nursing, comments practice plans, and evaluates obtained results in scientific and ethical frame

Contribution of Learning Outcomes to Programme Outcomes *1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High*

	L1	L2	L3	L4	L5
P1	3	3	3	3	3
P2	4	4	4	4	4
P3	3	3	3	3	3