YAKIN DOĞU ÜNİVERSİTESİ

FIRST AID and EMERGENCY

Program Catalogue

İÇİNDEKİLER

1. PROGRAM CATALOG

1.1. Establishment of the Faculty

The Vocational School of Health Services was established in 2011 to meet the need for qualified intermediate personnel in the health sector and has undertaken an important mission in the field of vocational and technical education since its establishment. The college was opened by decision of the Council of Higher Education (YÖK) and began accepting students in accordance with the relevant legislation (decision numbers were requested from Burak ŞimşekBy, but no information has been received yet). Since its establishment, it has diversified its educational programs and continued to grow by offering programs in different disciplines of healthcare, such as anesthesia, first aid and emergency care, medical laboratory techniques, and medical imaging techniques.

The associate degree programs offered at the college in Turkish and/or English are supported by theoretical and practical courses to ensure that students gain professional skills. Graduates are trained to be directly employable in the healthcare sector.

Since its establishment, academic processes have been structured with a quality assurance approach. Education and training activities are organized based on the Turkish Higher Education Qualifications Framework (TYYÇ), and program qualifications and course learning outcomes are continuously updated. Student success is measured using multifaceted assessment tools such as theoretical exams, practical skills assessments, case studies, project presentations, and internship performance. In addition, students' academic development is monitored and supported one-on-one through a program-specific mentoring system.

The primary goal of the college is to provide institutions and organizations serving in the health sector with health technicians who have high practical skills, adhere to ethical principles, have developed communication skills, are aware of patient safety, and can use technological equipment. In this context, curricula are structured in line with sectoral expectations, and field experience is provided through public-private sector collaborations. Practical training, in particular, is supported by internships at contracted healthcare institutions, ensuring that students gain experience in real patient environments before graduation.

Acting with a sense of social responsibility, the Vocational School of Health Services not only provides health services but also contributes to projects and social activities aimed at raising public awareness of healthy living. This approach aims to shape academic development not only with professional knowledge but also with individual and social sensitivity.

A) History of the Faculty and Academic Processes

The School of Health Services structures its educational philosophy based on scientific knowledge, application-based learning, integrated ethical values, and a student-centered approach. The school views vocational education not only as a technical transfer process but also as a comprehensive learning process blended with social responsibility, respect for human dignity, and ethical awareness. In this regard, all education and training activities implemented at the college are updated in line with the dynamic structure of the health field and constantly changing professional competencies.

The college's education policy is based on evidence-based scientific knowledge production, prioritizes student participation, and focuses on developing ethical decision-making skills in health services. Educational programs are prepared in line with the Turkish Higher Education Qualifications Framework (TYYÇ) and structured according to the principles of the European Credit Transfer System (ECTS). In this context, in addition to equipping students with theoretical knowledge, clinical applications and field studies are supported to reinforce their professional skills in practical areas.

Academic goals include increasing application-oriented course content in line with sectoral expectations, developing interdisciplinary learning opportunities, and imparting lifelong learning skills that will support students' sustainable success in their professional lives. In addition, curricula are periodically updated taking into account national health policies, digital health applications, and patient safety principles.

Teaching staff do not limit themselves to merely conveying course content; they also take on active roles in guiding students' professional development and instilling research and ethical awareness. The academic staff increases academic productivity and supports students' academic and personal development through field-specific scientific research, university-sector collaborations, and projects that contribute to health technologies and public health.

The college aims to educate graduates who are well-equipped, responsible, and sensitive to social needs in the health sector by conducting educational activities based on national and international quality standards. In this context, quality assurance processes are supported by internal and external stakeholder opinions, and a strong feedback loop is established between graduate performance and employment data and educational policies.

B) Education Policy and Academic Objectives

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C) Physical and Academic Infrastructure

The School of Health Services has a robust physical and technological infrastructure designed to meet the requirements of modern vocational education. The classrooms within the university are equipped with learning environments thanks to their ergonomic and technological features. Classrooms are supported by tools such as projectors and internet connections, enabling both theoretical and visual content-based courses to be conducted effectively.

Laboratories and our hospital, which are fundamental components of applied education, are enriched with healthcare-specific equipment and are used as practical application areas for one-on-one patient care processes. Our hospitals offer students enrolled in programs such as anesthesia, first aid and emergency care, medical imaging, and laboratory techniques the opportunity to develop their professional skills in a safe environment. In addition, training opportunities are offered on digital health record systems, patient monitoring platforms, and medical device software in our hospitals.

Internships and field placements are carried out in collaboration with the university's affiliated teaching and research hospital, contracted state hospitals, private healthcare institutions, and various medical centers. Starting from the second semester of their programs, students actively participate in these institutions, gaining pre-professional experience and becoming familiar with professional environments at an early stage.

The academic staff consists of faculty members who are experts in their fields, have extensive practical experience, and closely follow current professional developments. Faculty members continue to fulfill both their educational roles and academic productivity, guiding students in areas such as scientific research, professional ethics, and technological literacy.

Educational materials are prepared in accordance with professional relevance and national/international standards and are made available to students via digital platforms (such as uzembim). In order for students to benefit from distance learning opportunities, the university's online education systems are actively used, and hybrid education models supported by video content, case studies, and interactive assessment tools are implemented.

With its physical facilities and academic structure, the Vocational School of Health Services aims to provide students not only with professional skills, but also with a sense of ethical responsibility, an interdisciplinary perspective, and a culture of lifelong learning..

D) Accreditation and Quality Policy

The Vocational School of Health Services plans and conducts its education and training activities in accordance with national and international quality standards. The college adopts a student-centered, transparent, and sustainable approach to quality, embracing a continuous improvement cycle with a unit structure that ensures quality assurance in higher education. Full compliance with the Higher Education Quality Assurance System (YÖKAK) is targeted for the monitoring, evaluation, and development of educational processes, and the effectiveness and adequacy of programs are regularly reviewed.

The college's quality policy is built on a holistic approach based on the continuous improvement cycle, aiming to enhance the quality of education, certify professional competencies, increase the competitiveness of graduates in the sector, and continuously improve student satisfaction. In this context, regular surveys and analyses are conducted with internal stakeholders (students, academic and administrative staff) and external stakeholders (graduates, employers, health sector representatives); the feedback obtained is integrated into strategic planning and curriculum updates.

Educational outcomes are aligned with industry expectations, and program competencies are continuously updated. Educational programs are structured in line with the principles of the TYYÇ and the European Higher Education Area (EHEA); continuous development is based on fundamental values specific to the health field, such as ethics, patient safety, service quality, and social responsibility. The knowledge, skills, and competency levels expected of students before and after graduation are defined in line with sectoral competencies and patient care standards.

Although the college has not yet been officially accredited by an international accreditation body (as there was no accreditation for colleges before), it actively pursues self-assessment activities for these processes. The measurement and evaluation systems of the relevant programs' educational outcomes are being strengthened in this direction.

In addition, high standards have been adopted within the college regarding student and patient safety. Risks that students may encounter during internships and clinical practice are analyzed; regular training and seminars are provided to students on occupational health, professional ethics, and patient rights. In accordance with agreements implemented within the university, students are insured when undertaking mandatory summer internships and, where necessary, are covered by comprehensive private health insurance (NEH), ensuring access to emergency medical interventions and counseling services.

1.2. The Faculty's Mission, Vision, and Core Values

A) Mission

The mission of the Health Services Vocational School is to train prospective health technicians who are committed to ethical values, grounded in scientific thinking, highly competent in their profession, proficient in technology, and sensitive to public health. In line with universal science and education principles, the college aims to provide both practical and theoretical education at the associate degree level, enabling graduates to adapt to the changing needs of the healthcare sector and become individuals who research, question, and embrace lifelong learning.

In this regard, our institution, with its highly qualified academic staff, not only provides students with professional knowledge but also considers it its duty to instill professional ethics, respect for human dignity, patient rights, environmental awareness, and social responsibility.

Aiming to contribute to social welfare, the Vocational School of Health Services sees its fundamental mission as training individuals who will contribute to the provision of quality health services in collaboration with its stakeholders, thereby creating a health workforce that can compete at the national level and lead sectoral transformation.

B) Vision

The School of Health Services aims to be a reputable, innovative, and pioneering educational institution in the health sector at both national and international levels, training health technicians who closely follow scientific developments and technological innovations without compromising ethical values. In the long term, it aspires to be a leading college that enhances the quality of healthcare services, undertakes the mission of protecting and improving public health, and operates with an educational approach that is sensitive to environmental sustainability and cultural diversity and respectful of human rights.

In line with this vision, our key strategic goals are to develop flexible and responsive educational programs that address evolving healthcare needs, increase research and development activities, and ensure graduates play an active role in sectoral transformation. Furthermore, establishing strong partnerships with local and international stakeholders to improve quality and accessibility in healthcare services, and strengthening social responsibility awareness through projects that support social welfare are also among our priorities.

Our college works to cultivate entrepreneurial and leadership-oriented healthcare technician candidates who embrace lifelong learning, enabling them to contribute to society as individuals who develop innovative solutions, conduct research, and question the status quo within the healthcare sector. Thus, we aim to pioneer the development of a sustainable and inclusive healthcare service model that meets the healthcare needs of the future.

C) Core Values

Core values are defined to enable the realization of the faculty's mission and vision.

1. Commitment to Ethical Principles: We aim to educate individuals who respect patient rights, protect human dignity, and act with a sense of responsibility, based on health professional ethics in all education and practice.

2. Scientific Approach and Academic Excellence: We aim for academic excellence with an educational approach based on scientific knowledge, focused on research, and prioritizing continuous development.

3. Lifelong Learning: We support individuals in continuously updating their knowledge and skills to adapt to the rapidly changing conditions of the healthcare sector.

4. Social Responsibility and Contribution: We value conducting work aimed at protecting public health and ensuring our graduates act with a sense of social responsibility.

5. Environmental Awareness: We cultivate individuals with high environmental awareness for a sustainable future and consider ecological balance in healthcare practices.

6. Respect for Cultural and Individual Differences: We embrace an inclusive and egalitarian approach that views differences as a source of richness and encourage our students to become individuals who respect cultural diversity.

7. Collaboration and Participation: In education, practice, and research, we establish effective communication with internal and external stakeholders, move forward with collective wisdom, and encourage joint production.

8. Technology Focus: We ensure our students are equipped with up-to-date knowledge and skills by effectively using developing health technologies.

9. Quality and Continuous Improvement: We prioritize quality in education and service processes and embrace a culture of continuous improvement.

10. Leadership and Entrepreneurship: We aim to cultivate leaders who are not only practitioners but also problem solvers, innovative thinkers, and capable of guiding the sector.

1.3. The Faculty's Goals and Objectives

A) Purpose Statement

The objectives and goals of the Vocational School of Health Services are shaped around improving the quality of education and training, developing a culture of research, and making a qualified contribution to society. These objectives and goals have been determined in accordance with the higher education quality assurance system, ethical values, and universal academic principles, and structured in line with the institutional mission and vision.

A) Purpose

To train qualified health technicians who are committed to ethical values, equipped with professional knowledge and skills, and open to lifelong learning.

B) Objectives

- Integrate practical and theoretical education.
- Keep curricula up-to-date in line with program outcomes.
- Develop students' technological competencies.
- Ensure students gain awareness of professional ethics and patient rights.
- Develop programs that comply with national and international accreditation processes.
- Facilitate graduates' adaptation to sectoral needs.

Objective 1: To improve the quality of education and training in order to produce graduates who are well-equipped, highly competent, and meet the needs of the healthcare sector.

Target 1.1: To increase practical training opportunities and establish and develop clinical/simulation laboratories.

Target 1.2: To revise program curricula in line with current health technologies and sectoral developments.

Target 1.3: To strengthen internships and workplace applications where students can apply their professional knowledge and skills in the field.

Target 1.4: To institutionalize continuous improvement processes by effectively implementing a quality assurance system in education.

Objective 2: To ensure that students are trained as health professionals who are committed to ethical values, have developed communication skills, and are sensitive to society.

Goal 2.1: To integrate professional ethics, patient rights, and respect for human dignity into the education process.

Goal 2.2: To organize activities aimed at developing students' empathy, teamwork, and effective communication skills.

Target 2.3: Create course content that promotes respect for cultural diversity and a patient-centered approach.

Target 2.4: Support students' active participation in social responsibility projects.

Objective 3: To train health technicians who possess 21st-century skills, are digitally literate, and are open to lifelong learning.

Goal 3.1: Develop course content on digital health technologies and information systems.

Goal 3.2: Provide applied learning environments that develop students' critical thinking, problem-solving, and decision-making skills.

Objective 3.3: Support students with projects and academic studies that guide them toward research-based learning.

Objective 3.4: Facilitate students' access to learning resources that enable them to continue their personal and professional development.

D) Research Area Objectives and Goals

The School of Health Services considers conducting scientific research that contributes to public health as one of its primary objectives. In this context, the goals are to support research activities at both the academic staff and student levels, strengthen the research infrastructure, and share the knowledge produced at the national and international levels.

Objective 1: To produce knowledge in the field of health sciences that is universally valid and based on scientific and ethical principles**.**

Target 1.1: To create theoretical and practical teaching environments aimed at developing students' scientific research skills.

Target 1.2: To increase training, mentoring, and collaboration opportunities that will strengthen the research capacity of the academic staff.

Target 1.3: To encourage the participation of academic staff in conferences, symposiums, and workshops organized at the national and international levels.

Objective 1.4: To establish academic incentive mechanisms that will support the development of sustainable, interdisciplinary research projects in the field of health services.

Objective 1.5: To ensure students' active participation in research processes through graduation projects, field research, and seminar studies**.**

E) Objectives and Goals Covering Contributions to Society and Educational Services

The School of Health Services aims to make education, social responsibility, and professional development activities sustainable for the purpose of protecting and improving public health and increasing health literacy. In this context, the goal is for students to grow into individuals who are sensitive to social issues, take an active role in activities that serve the public interest in the field of health, and contribute to society in accordance with the principle of lifelong learning.

Objective 1: To train health technician candidates who raise public health awareness, are socially responsible, and have high cultural awareness.

Objective 1.1: To ensure the active participation of students in social responsibility projects carried out at the local and national levels.

Objective 1.2: To encourage cooperation between students and academic staff in public health information, awareness, and screening activities.

Objective 1.3: To develop course and activity content that increases sensitivity to cultural diversity and social interaction.

Objective 1.4: To identify the community's health education needs and organize public education seminars, workshops, and awareness campaigns accordingly.

Objective 1.5: To support education and training activities with a lifelong learning approach and offer opportunities for professional development after graduation.

1.4. Organizational Chart of the Faculty

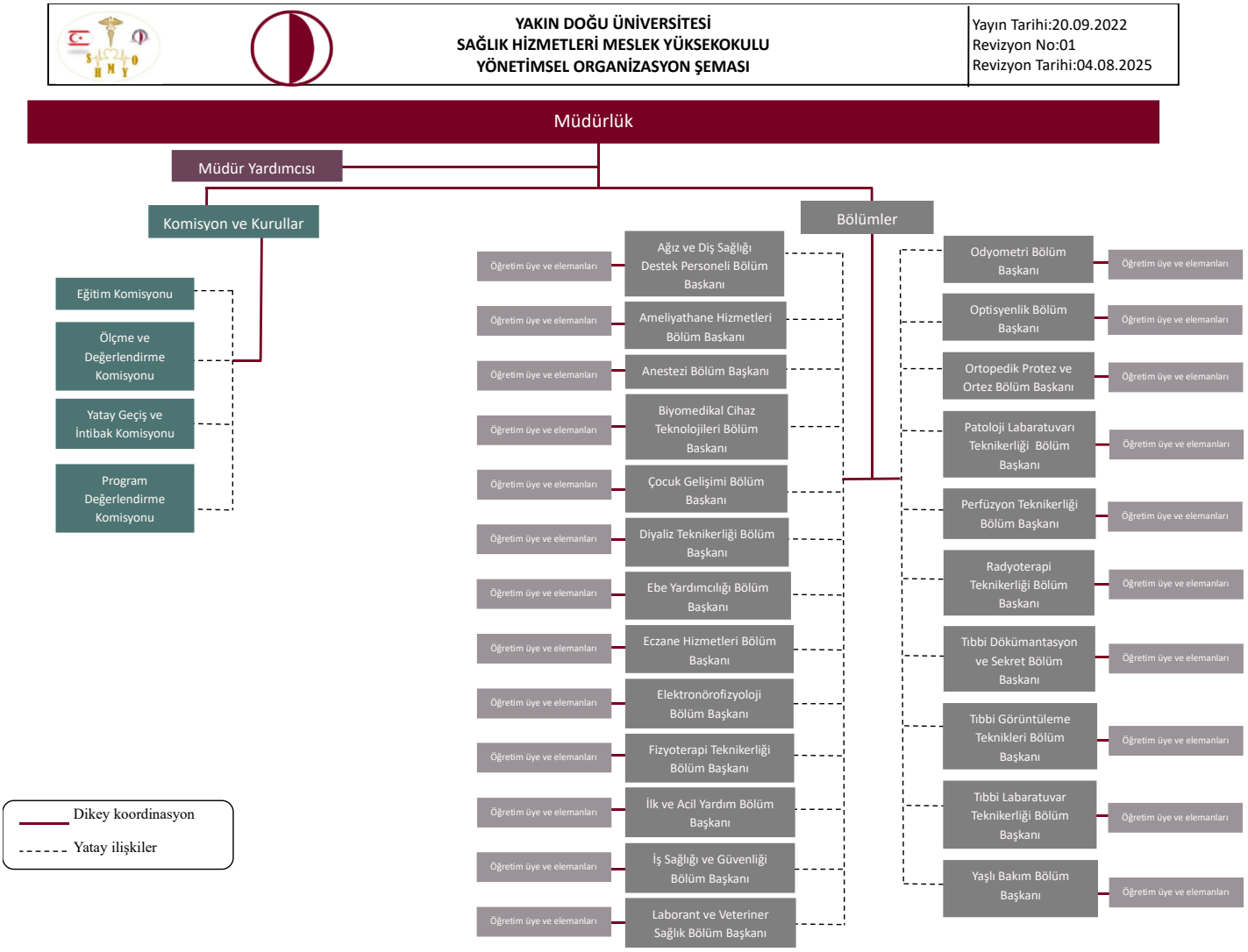


Figure 1. Organizational Chart*

1.5. Fakültenin Yönetimi

Organizasyon şemasından sonra Yönetim bölümü yer almalıdır. Bu bölümde Fakülte yönetim kadrosunda yer alan **öğretim üyeleri** listelenmelidir. Şekil 1'de olduğu gibi "Sigma Palette" renkleri kullanılacaktır. Şekil iki bölüm olup, birinci bölümde (sol taraf) yönetim kadrosundaki öğretim üyelerinin ünvan ve isimleri eklenmeli, ikinci bölümde ise (sağ taraf) öğretim üyelerinin bağlı oldukları Bölüm Başkanlıkları yazılmalıdır.

***ÖNEMLİ NOT:** Fakülteler organizasyon ve yönetim şemalarını **Draw.io** programını kullanarak kolayca çizebilirler. Programa ilişkin **özet yönerge** aşağıda sunulmuştur.

Draw.io (yeni adıyla **diagrams.net**) kullanarak işlem aşamasını basamaklandırmak için bir akış diyagramı (flowchart) oluşturmaya yönelik izlenecek olan adımlar;

https://app.diagrams.net/ adresine erişim sağlayarak "Başla" butonu ile oluşturmaya başlayabilirsiniz. Tüm nesne öğeleri sağ bölümde açık panelde yer almaktadır. İşleminiz tamamlandıktan sonra "Dosya" seçeneğinden "Farklı Kaydet" bölümü seçilerek oluşturduğunuz akış diyagramını istediğiniz formatta indirebilirsiniz. Daha detaylı bilgi için **buraya** tıklayıp genişletilmiş yönergeyi inceleyebilir, daha fazla teknik destek gerektiği durumlarda ise **zohre.serttas@neu.edu.tr** maili üzerinden talep oluşturabilirsiniz.

1.6. Faculty Academic Staff

A) Academic Structure and Programs

Near East University, School of Health Services, offers numerous associate degree programs with the aim of training qualified mid-level personnel needed by the health sector. The educational programs are designed to meet the requirements of contemporary health services and focus on equipping students with professional knowledge, skills, and ethical values. With an applied education-based approach, the programs aim to provide students with both theoretical knowledge and clinical skills. Within the School of Health Services, students have the opportunity to specialize in different areas of the health sector. Near East University's School of Health Services offers the following departments:

- Dental Hygiene Program
- Operating Room Services Program
- Anesthesia Program
- Biomedical Device Technology
- Child Development Program
- Dialysis Technician
- Pharmacy Services

- Electroneurophysiology
- First and Emergency Aid
- Physical Therapy Program
- First and Emergency Aid Program
- Occupational Health and Safety
- Laboratory and Veterinary Health
- Audiometry
- Oral and Dental Health Support
- Pathology Technician
- Radiotherapy Technician
- Medical Documentation and Secretarial Studies
- Medical Imaging Techniques Program
- Medical Laboratory Techniques Program
- Elderly Care Program

Features of the College's Academic Structure

- Each program is conducted at the associate degree level, with a total curriculum of 120 ECTS credits.
- The language of instruction in the programs is predominantly Turkish, although some programs use English content and materials.
- In order for students to graduate, they must successfully complete all courses defined in the program and achieve a minimum GPA of 2.00/4.00.
- The education model is reinforced with laboratory applications, clinical internships, and field applications that support theoretical courses.
- SHMYO students have the opportunity to undertake professional placements at Near East University Hospital and affiliated healthcare institutions.

1. Dental Hygiene Support Staff Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• The program aims to equip students with the fundamental knowledge and practical skills required to work in dental clinics and oral health centers.

• Students specialize in basic anatomy related to oral and dental health, sterilization and disinfection processes, preparation of dental materials, and assisting with patient care.

• Correct and safe use of technological devices and materials used in oral and dental health.

• Students are equipped with the skills to assist the dentist during treatment, prepare the clinical environment, and ensure the proper sterilization of the tools and equipment used.

• The program also contributes to students' professional development in areas such as patient communication, implementation of hygiene standards, and infection control.

Contributions to Education:

• Students are supported by theoretical courses and practical training conducted at Near East University Faculty of Dentistry clinics and affiliated dental health centers.

• The curriculum is structured within the framework of 120 ECTS credits, aiming to equip students with professional ethics, professional foreign language skills, patient safety, and health legislation.

• The program contributes to the need for qualified support personnel in the field of national and international dental health services.

• Graduates support the effective and safe delivery of healthcare services by working in dental clinics, private practices, oral and dental health centers, and hospitals.

• The educational process also enables students to gain awareness in lifelong learning, professional development, and compliance with quality standards.

This program increases the efficiency of healthcare services by reducing the workload of dentists, while also directly contributing to the protection and improvement of the community's oral and dental health.

2. Operating Room Services Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Preparation and sterilization of medical instruments, equipment, and devices to be used before, during, and after surgical procedures in the operating room environment.

• Providing direct support to the surgical team during the operation, controlling the materials used, and maintaining a safe operating room environment.

• Organizing the operating table, preparing surgical sets, and implementing patient safety procedures.

• Meticulously applying sterilization, disinfection, and asepsis-antisepsis rules.

Contributions to Education:

• Provides students with the knowledge, skills, and professional training necessary to work in an operating room environment and become an integral part of the surgical team.

• In addition to theoretical courses, the program offers practical training in the operating rooms of university-affiliated hospitals, giving students the opportunity to experience real surgical procedures.

• Students receive comprehensive training on topics such as patient safety, emergency management, professional ethics, and health legislation.

• Program graduates contribute to the safe and effective execution of surgical procedures in the operating rooms of public and private healthcare institutions.

The Operating Room Services Program aims to improve the quality and safety of surgical services by training qualified and professional operating room technicians.

3. Anesthesia Technician Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Preparing and checking anesthesia devices, monitors, and equipment for patient safety before, during, and after surgery.

• Assisting the anesthesiologist during anesthesia procedures, monitoring the patient's vital signs, and performing necessary interventions.

• Supporting the preparation of anesthetic drugs, adjusting their dosages, and ensuring their correct administration.

• Effectively performing procedures such as basic life support and advanced airway management in emergencies.

Contributions to Education:

• In addition to theoretical courses, students have the opportunity to develop their professional skills in practical settings, primarily at Near East University Hospital.

• The program ensures that students acquire a strong knowledge base in pharmacology, physiology, anatomy, clinical anesthesia, and intensive care.

• Through practical training, students acquire the skills to use anesthesia equipment effectively and safely, monitor patients, and participate in emergency interventions.

• Patient safety, professional ethics, teamwork, and health legislation are fundamental components of the educational process.Anestezi Teknikerliği Programı, sağlık hizmetlerinin en kritik alanlarından biri olan ameliyathane ve yoğun bakım süreçlerinde, nitelikli insan gücü yetiştirerek, hasta güvenliği ve hizmet kalitesine doğrudan katkı sağlamaktadır.

1. Biomedical Device Technology Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Installation, maintenance, and repair of medical devices used in healthcare institutions (imaging systems, laboratory devices, intensive care and operating room equipment).

• Calibration of devices, ensuring measurement accuracy, and performing regular maintenance processes.

• Understanding the operating principles of medical device technologies and quickly troubleshooting device malfunctions.

• Integrating new technological developments into healthcare services and contributing to digital health solutions.

Contributions to Education:

• The program bridges engineering and health sciences, providing students with both technical and clinical knowledge.

• Students gain theoretical knowledge and practical experience in electronics, biomedical engineering, medical device technologies, and health safety.

• Opportunities are provided to perform device installations, maintenance and repair applications, and calibration studies at Near East University Hospital and other application laboratories.

• Special emphasis is placed on quality management, patient safety, professional ethics, and compliance with health regulations during the education process.

The Biomedical Device Technology Program trains technical personnel who are experts in the field of medical devices, contributing to the provision of uninterrupted, reliable, and high-quality healthcare services. Graduates of this program directly contribute to the safe and effective use of devices in healthcare institutions, thereby improving the quality of patient care.

2. Child Development Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Assessment and support of cognitive, emotional, social, psychomotor, and language development processes in children aged 0–18.

• Monitoring and supporting the developmental characteristics of children with special needs, at-risk children, and gifted children, as well as children with normal development.

• Use of developmental assessment tools, administration of developmental screening tests, and interpretation of results.

• Planning of child, family, and community-centered developmental guidance services and early intervention programs.

Contributions to Education:

• The program provides students with both theoretical knowledge and practical skills in the field of child development and education.

• Students receive comprehensive training in child health, developmental psychology, special education, and play and learning processes.

• Internships and observation opportunities are offered at Near East University's affiliated preschool institutions, special education centers, and application laboratories.

• Family education, community-based child development programs, ethical values, and contemporary educational approaches are prioritized throughout the educational process.

The Child Development Program trains specialist personnel who will contribute to supporting healthy development during the critical period that affects individuals' lifelong development. Program graduates contribute directly to the healthy development of children by working in preschool education institutions, special education centers, hospitals, community centers, and social service organizations.

3. Dialysis Technician Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Acquiring technical knowledge and skills in hemodialysis and peritoneal dialysis applications used in the treatment of chronic renal failure and other renal diseases.

• Ensuring the preparation, control, maintenance, and correct use of dialysis devices in terms of patient safety.

• Under the supervision of physicians, preparing patients for treatment, administering treatment, monitoring complications, and responding to emergencies during the treatment process of dialysis patients.

• Implementing hygiene, infection control, and quality standards in dialysis centers.

Contributions to Education:

• Students receive both theoretical and practical training in renal physiology, nephrology, dialysis techniques, device technology, and patient care.

• The program offers extensive internship and clinical practice opportunities at Near East University Hospital and affiliated healthcare institutions.

• Students' professional competencies are strengthened through simulation laboratories and clinical practice, with patient safety and adherence to ethical principles being prioritized.

• Graduates, trained in accordance with national and international health standards, also gain competence in teamwork and interprofessional collaboration.

The Dialysis Technician Program trains qualified personnel to perform one of the most critical health services used in the treatment of kidney failure. Graduates contribute directly to improving the quality of patient care by working in dialysis centers affiliated with public and private health institutions, university hospitals, and private dialysis clinics.

1. Pharmacy Services Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Assisting pharmacists in the storage, preservation, and distribution of medications.

• Participating in the preparation of prescriptions and ensuring medications are dispensed to patients correctly and safely.

• Providing support under the supervision of a pharmacist regarding drug interactions, dosage information, and pharmaceutical forms.

• Playing an active role in pharmacy management, inventory tracking, drug expiration dates, and shelf organization.

• Assisting pharmacists with phytopharmacy, medical products, dermocosmetic products, and medical supplies.

Contributions to Education:

• Students are provided with theoretical knowledge on pharmacology, pharmaceutical chemistry, drug technology, pharmacy management, and health legislation.

• Practical skills are developed through applied courses and laboratory work on the preparation, storage, and management of drug interactions.

• Students experience an interdisciplinary work culture through practices conducted in collaboration with Near East University Faculty of Pharmacy.

• Professional experience is gained in public and private pharmacies, hospital pharmacies, and the pharmaceutical industry through clinical internships.

The Pharmacy Services Program trains qualified health technicians who will contribute to the safe, accurate, and effective delivery of pharmaceutical and health services. Graduates contribute directly to the health system by working alongside pharmacists to protect public health and ensure the effective delivery of treatment processes.

1. Electroneurophysiology Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Measurement, recording, and evaluation of electrical activities related to the nervous system and musculoskeletal system.

• Application of neurophysiological tests such as EEG (Electroencephalography), EMG (Electromyography), PSG (Polysomnography), and nerve conduction studies.

• Taking electrophysiological recordings under physician supervision in the diagnosis and follow-up processes of neurological diseases.

• Performing accurate and reliable measurements in clinical procedures for the diagnosis of brain, nerve, and muscle diseases.

• Participating in measurement and analysis processes in clinical research and sleep disorder centers.

Contributions to Education:

• Students are provided with theoretical knowledge in the fields of neurology, physiology, anatomy, biophysics, and basic medical sciences.

• Through practical courses, students gain proficiency in the use, maintenance, and calibration of EEG, EMG, and PSG devices.

• Through clinical applications conducted at university hospitals, students develop their communication skills with patients and learn to work with multidisciplinary healthcare teams.

• Throughout the education process, ethical rules, patient safety, and privacy principles are emphasized; students are encouraged to develop behavior consistent with professional ethics.

The Electroneurophysiology Program trains health technicians who play a critical role in neurological diagnosis and follow-up processes. Graduates enhance the quality of healthcare services by working in neurology clinics, sleep centers, hospital electrodiagnostic units, and research centers.

2. Physical Therapy Technician Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Supporting physical therapy applications in the rehabilitation of musculoskeletal and nervous system disorders.

• Assisting the physical therapist in patient assessment, preparation, and implementation of exercise plans.

• Ensuring the use, maintenance, and safety of physical therapy and electrotherapy devices.

• Supporting functional rehabilitation and movement training for patients' daily living activities.

• Technical applications in the fields of sports medicine, geriatric care, and pediatric rehabilitation.

Contributions to Education:

• Students are provided with theoretical knowledge in the fields of anatomy, physiology, pathology, rehabilitation techniques, and physical therapy principles.

• Through university laboratories and clinical internships, students reinforce their professional skills with practical training.

• Patient safety, ethical rules, professional responsibility, and teamwork are prioritized throughout the education process.

• Graduates can effectively work in physical therapy and rehabilitation centers, hospital physical therapy units, sports clubs, and private care centers.

The Physical Therapy Technician Program trains qualified and well-equipped health technicians who will contribute to increasing the functional independence of patients. Graduates directly contribute to improving the quality of life of individuals by enhancing the quality of health services.

3. First and Emergency Aid Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Providing on-site and pre-hospital emergency care to patients and injured persons in emergency health services.

• Providing basic and advanced life support in life-threatening situations such as trauma, heart attack, respiratory failure, loss of consciousness, and similar conditions.

• Patient transport, equipment use, and emergency intervention techniques in ambulances and emergency care units.

• Contributing to rapid response, patient triage, and crisis management in disaster and mass casualty situations.

• Critical clinical procedures such as oxygen administration, intravenous access, medication administration, and defibrillator use.

Contributions to Education:

• Students are provided with theoretical knowledge in basic medical sciences, anatomy, physiology, pharmacology, and emergency care.

• Students are prepared for real-life situations through ambulance simulations, emergency department internships, and clinical practice.

• During the training process, students develop decision-making, quick thinking, teamwork, and effective communication skills.

• Patient safety, ethical principles, and professional awareness are emphasized to instill professional responsibility in students.

• Students gain proficiency in vital practices such as trauma management, cardiopulmonary resuscitation (CPR), and advanced airway management.

The First Aid and Emergency Care Program trains paramedics, who are a fundamental part of emergency health services. Graduates make a critical contribution to protecting public health by working in 112 emergency health services, hospital emergency departments, private ambulance organizations, and disaster management units.

1. Occupational Health and Safety Program Areas of Expertise and Contributions to EducationAreas of Expertise:

• Risk assessment and prevention techniques aimed at protecting the health and safety of employees in the workplace.

• Monitoring and implementation of occupational health and safety legislation, standards, and practices.

• Intervention and reporting in work accident, occupational disease, and emergency management processes.

• Support for ergonomic arrangements, occupational hygiene, personal protective equipment use, and the development of a safety culture among employees.

• Occupational health and safety consulting and training activities in the industrial, health, education, and service sectors.

Contributions to Education:

• Students are provided with theoretical knowledge in occupational health and safety management systems, risk analysis, ergonomics, occupational hygiene, and legislation.

• Through practical courses and field internships, students experience risk analysis, preventive measures, and occupational safety practices in real work environments.

• Ethical principles, professional responsibility, and multidisciplinary work skills are prioritized throughout the training process.

• Graduates are trained to contribute to the creation of safe working environments in the workplace, thereby improving employee health and work efficiency.

The Occupational Health and Safety Program trains qualified technicians who will contribute to minimizing risks in the workplace and ensuring employee safety. Graduates support social and institutional safety by working in occupational health and safety units in the public and private sectors, consulting firms, and production facilities.

Laboratory Technician and Veterinary Health Program Areas of Expertise and Contributions to Education

Areas of Expertise:

• Performing basic practices in animal health, care, and nutrition.

• Providing technical support in laboratory tests and diagnostic procedures under the supervision of a veterinarian.

• Monitoring animal diseases, collecting samples, performing laboratory analyses, and keeping records.

• Performing necessary technical applications for animal experiments, research projects, and biomedical studies.

• Implementing animal welfare, hygiene, and sterilization rules.

Contributions to Education:

• Students are provided with theoretical knowledge in the fields of veterinary anatomy, physiology, pathology, microbiology, laboratory techniques, and animal care methods.

• Students' professional skills are reinforced through internships and practical training in university laboratories and application farms.

• Professional ethics, animal rights, hygiene, and safety principles are prioritized throughout the education process.

• Graduates contribute to the quality of animal health and veterinary services by working in veterinary clinics, animal hospitals, laboratories, and research centers.

The Laboratory Technician and Veterinary Health Program contributes to the effective implementation of public health and veterinary services by training qualified intermediate personnel in animal health and veterinary laboratory services.

Audiometry Program Areas of Expertise and Contributions to Education

Areas of Expertise:

- Application of audiological tests used in the diagnosis and evaluation of hearing disorders.
- Providing expert support in the selection, adaptation, programming, and follow-up of hearing aids.
- Contributing to hearing assessment and rehabilitation processes in pediatric, adult, and elderly individuals.
- Monitoring and recording hearing loss, tinnitus, and other auditory disorders.
- Performing maintenance and calibration of audiological devices and equipment.

Contributions to Education:

- Students are provided with theoretical knowledge in anatomy, physiology, psychophysics, audiological testing methods, and hearing aids.
- Students' technical skills are strengthened through practical training in university laboratories and hearing centers.
- Patient safety, ethical rules, professional responsibility, and multidisciplinary work skills are prioritized during the education process.
- Graduates contribute to protecting the hearing health of the community by working in audiology clinics, hospitals, rehabilitation centers, and private hearing centers.

The Audiometry Program contributes to the effective and reliable delivery of auditory health services by training qualified health technicians in the field of hearing and hearing devices.

1. Pathology Laboratory Techniques Program Areas of Expertise and Contributions to Education

Areas of Expertise:

- Processing, examining, and storing tissue and cell samples in a laboratory environment.
- Providing technical support in histology, cytology, and immunohistochemistry applications in pathology laboratories.
- Preparing, staining, and managing specimens for microscopic examination.
- Operating, calibrating, and maintaining laboratory equipment.
- Providing laboratory support in clinical pathology, forensic pathology, and research projects.

Contributions to Education:

- Students are provided with theoretical knowledge in the fields of basic biology, anatomy, physiology, histology, microbiology, and laboratory techniques.
- Students' technical skills are developed through practical training in university laboratories and hospital pathology units.
- Quality control, patient and sample safety, ethical principles, and professional responsibility are prioritized throughout the education process.
- Graduates contribute to the accuracy and speed of diagnostic processes by working in hospital pathology laboratories, research centers, and clinical laboratories.

The Pathology Laboratory Techniques Program directly contributes to the diagnosis and monitoring processes of healthcare services by training qualified intermediate personnel in clinical and research environments.

2. Radiotherapy Technician Program Areas of Expertise and Contributions to Education

Areas of Expertise:

- Use of radiotherapy devices in the treatment of cancer and certain chronic diseases.
- Providing technical support under the supervision of physicians and physicists in radiotherapy planning processes.
- Preparing patients for treatment, positioning them, administering radiation doses, and monitoring the treatment process.
- Operating, maintaining, calibrating, and ensuring the safe use of radiotherapy devices.
- Implementing protocols related to radiation safety and patient protection.

Contributions to Education:

- Students are provided with theoretical knowledge on anatomy, physiology, pathology, oncology, radiation physics, and radiation safety.
- Through internships and practical training at university hospitals, students gain the ability to use radiotherapy equipment correctly and safely, monitor patients, and support treatment processes.
- Ethical principles, patient safety, professional responsibility, and multidisciplinary work skills are prioritized throughout the education process.

• Graduates contribute to the quality of cancer treatment by effectively serving in radiotherapy centers, oncology clinics, and university hospitals.

The Radiotherapy Technician Program contributes to the effective, safe, and accurate execution of treatment processes by training qualified healthcare technicians who play a critical role in cancer treatment.

16. Medical Documentation and Secretaryship Program – Specialization Areas and Contributions to Education

Specialization Areas:

Organization and management of patient records, medical documents, and archives in healthcare institutions.

Creation, updating, and integration of patient files into electronic health record (EHR) systems.

Management of appointments, patient admissions, protocols, and secretarial procedures.

Preparation of correspondence and reports related to healthcare institutions and insurance systems.

Ensuring documentation processes comply with patient privacy, data security, and legal regulations.

Contributions to Education:

Students gain theoretical knowledge in medical terminology, healthcare legislation, electronic health record systems, communication techniques, and secretarial practices.

Through practical training at university hospitals, students experience patient record management and administrative processes in real work environments.

Ethical principles, patient privacy, and professional responsibility are emphasized throughout the training process.

Graduates contribute to the quality of healthcare services by establishing effective, organized, and secure documentation systems within healthcare institutions.

The Medical Documentation and Secretaryship Program trains qualified technicians who contribute to the efficient operation of healthcare services and ensure patient information is managed accurately, securely, and in compliance with regulations.

17. Medical Laboratory Techniques Program – Specialization Areas and Contributions to Education

Specialization Areas:

• Implementation of hematology, biochemistry, microbiology, immunology, and molecular biology tests in clinical laboratories.

• Collection, processing, analysis, and verification of patient samples for accuracy of results.

• Operation, maintenance, and calibration of laboratory equipment, and support for quality control procedures.

• Practical competence in laboratory safety, hygiene, and management of biological risks.

• Providing laboratory support for research projects and clinical studies.

Contributions to Education:

• Students gain theoretical knowledge in basic medical sciences, laboratory techniques, pathology, microbiology, and quality management.

• Through practical training in university and hospital laboratories, students develop their technical skills.

• Throughout the training process, patient and sample safety, ethical principles, and professional responsibility are emphasized.

• Graduates contribute to the quality of healthcare services by working in hospitals, clinical laboratories, research centers, and private laboratories.

The Medical Laboratory Techniques Program trains qualified intermediate-level laboratory professionals who contribute directly to the accurate and reliable execution of healthcare services in clinical and research laboratories.

18. Medical Imaging Techniques Program – Specialization Areas and Contributions to Education

Specialization Areas:

• Operation of radiology, ultrasound, magnetic resonance imaging (MRI), computed tomography (CT), and nuclear medicine equipment.

• Ensuring the proper use, maintenance, and calibration of imaging devices.

• Providing technical assistance to physicians in patient preparation, positioning, and imaging procedures.

• Monitoring image quality, accuracy, and patient safety.

• Managing and archiving imaging data used in clinical diagnosis.

Contributions to Education:

• Students gain theoretical knowledge in anatomy, physiology, pathology, radiation physics, imaging techniques, and patient safety.

• Through internships in university hospitals and simulation laboratories, students acquire the ability to use imaging devices safely and accurately.

• Ethical principles, radiation safety, patient rights, and professional responsibility are emphasized throughout the educational process.

• Graduates work in hospitals, imaging centers, and clinics, contributing to the efficiency and reliability of diagnostic processes.

The Medical Imaging Techniques Program trains qualified technicians who play a critical role in modern healthcare by directly contributing to the accuracy and safety of diagnostic and treatment processes.

19. Elderly Care Program – Specialization Areas and Contributions to Education

Specialization Areas:

• Supporting daily living activities and improving the quality of life of elderly individuals.

• Providing technical assistance under nursing supervision in the management of chronic diseases, medication follow-up, and basic health checks.

• Observing and supporting the psychosocial and emotional needs of elderly individuals.

• Delivering elderly care services in home care, nursing homes, and healthcare institutions.

• Planning and implementing preventive measures to reduce the risk of falls, injuries, and infections among the elderly.

Contributions to Education:

• Students gain theoretical knowledge in gerontology, elderly physiology, elderly care techniques, patient rights, and ethics.

• Through internships and laboratory practices, students acquire professional skills in elderly care processes.

• The educational process emphasizes ethical principles, patient safety, empathy, and multidisciplinary teamwork skills.

• Graduates actively serve in hospitals, nursing homes, home care services, and social service institutions, contributing to the health and well-being of the elderly population.

The Elderly Care Program trains well-qualified and competent health technicians who contribute to the effective and safe delivery of elderly care services, enhancing the quality of life of elderly individuals in society.

The Vocational School of Health Services (VSHS) at Near East University is supported by strong laboratory infrastructure, clinical training centers, and university hospital facilities. As a result, the VSHS stands as a robust academic institution that trains the intermediate healthcare workforce required by both the Turkish Republic of Northern Cyprus and regional healthcare systems. Its multidimensional educational approach supports students in gaining both professional competence and lifelong learning skills.

B) Akademik Personel Dağılımı ve Kadro Gücü

Near East University School of Health Services, First Aid and Emergency Care Program, continues its educational activities with an experienced and competent academic staff in the field.

The program's academic staff consists of instructors who integrate theoretical knowledge with practical training and closely follow current developments in the field of emergency health services. Students strengthen their professional knowledge and skills through courses and practical training conducted by Dilfuza

Abdushukurova, Hatice Doğan, Sona Mousalouy, Selçuk Kılıçarslan, Aysun Özen, Berfin Arslan, Can Taşel, and Dilek Ejder.

This strong academic staff aims to train students to become first aid technicians who are ethical, well-equipped, and capable of making quick decisions.

C) Akademik Gelişim ve Kalite Politikası

Yakın Doğu Üniversitesi Sağlık Hizmetleri Meslek Yüksekokulu, sağlık hizmetleri alanında mesleki bilgi ve becerileri geliştirmeye yönelik Ağız ve Diş Sağlığı Destek Personeli (Tr ve Eng), Ameliyathane Hizmetleri, Anestezi Teknikerliği, Biyomedikal Cihaz Teknolojisi, Çocuk Gelişimi, Diyaliz Teknikerliği, Eczane Hizmetleri, Elektronörofizyoloji, First and Emergency Aid, Fizyoterapi Teknikerliği, İlk ve Acil Yardım (Tr ve Eng), İş Sağlığı ve İş Güvenliği, Laborant ve Veteriner Sağlık, Odyometri, Oral and Dental Health Support, Patoloji Teknikerliği, Radyoterapi Teknikerliği, Tıbbi Dokümantasyon ve Sekreterlik, Tıbbi Laboratuvar Teknikerliği, Tıbbi Görüntüleme Teknikleri ve Yaşlı Bakım programlarını kapsamaktadır.

Yüsekokul, alanında yetkin ve deneyimli akademik kadrosuyla eğitim-öğretim, araştırma ve toplumsal hizmetler alanında kaliteyi öncelikli hedef olarak belirlemektedir. 2025–2026 akademik yılı itibarıyla fakülte bünyesinde;

- 1 profesör,
- x doçent,
- x öğretim üyesi,
- x doktor,
- 4 öğretim görevlisi ve
- x araştırma görevlisi

olmak üzere toplam xx akademik personel görev yapmaktadır.

Akademik personel, önlisans düzeyindeki eğitim programlarının yanı sıra lisans ve sertifika programlarında eğitim vermekte, sağlık hizmetleri alanında bilimsel bilgi üretimi ve uygulamalı araştırma projelerine katkı sunmaktadır. Fakülte, akademik kadronun mesleki gelişimini desteklemek amacıyla;

- Ulusal ve uluslararası bilimsel kongreler, sempozyumlar ve workshoplara katılımın teşvik edilmesi,
- Alanla ilgili araştırma projeleri ve bilimsel yayın faaliyetlerinin yürütülmesi,
- Ulusal ve uluslararası işbirlikleri ile akademik değişim programlarına katılım,

gibi uygulamaları sistematik olarak sürdürmektedir.

Yüksekokulun akademik gelişim stratejisi, öğretim üyelerinin bireysel yetkinliklerini artırırken, aynı zamanda kurumun ulusal ve uluslararası düzeyde tanınırlığını güçlendirmektedir. Bu kapsamda, kalite politikası; eğitim-öğretim süreçlerinin sürekli izlenmesi ve iyileştirilmesi, araştırma ve geliştirme faaliyetlerinin desteklenmesi ve sağlık hizmetleri eğitiminde en güncel ve bilimsel standartların uygulanmasını hedeflemektedir.

- **1.7. Programs within the Faculty**

Near East University Vocational School of Health Services offers a wide range of associate degree programs designed to train qualified intermediate healthcare professionals to meet the needs of the healthcare sector. The curricula are structured to respond to the requirements of contemporary healthcare services and focus on equipping students with professional knowledge, practical skills, and ethical values. Through its practice-oriented educational approach, the school aims to provide students with both theoretical understanding and clinical competence.

Within the Vocational School of Health Services, students have the opportunity to specialize in various fields of the healthcare sector. The departments and programs offered by Near East University Vocational School of Health Services are as follows:

- • Oral and Dental Health Support Personnel Program
- • Operating Room Services Program
- • Anesthesia Program
- • Biomedical Device Technology
- • Child Development Program
- • Dialysis Technology Program
- • Pharmacy Services Program
- • Electroneurophysiology Program
- • First and Emergency Aid Program
- • Physiotherapy Program
- • First and Emergency Aid (Turkish) Program
- • Occupational Health and Safety Program
- • Laboratory and Veterinary Health Program
- • Audiometry Program
- • Oral and Dental Health Support Program
- • Pathology Technology Program
- • Radiotherapy Technology Program

- • Medical Documentation and Secretaryship Program
- • Medical Imaging Techniques Program
- • Medical Laboratory Techniques Program
- • Elderly Care Program

2. PROGRAMIN GENEL BİLGİLERİ

2.1. Program History and Development

The First and Emergency Aid Program of Near East University Vocational School of Health Services was established with the aim of training qualified healthcare technicians capable of providing effective and professional emergency medical interventions. The program received its teaching initiation approval from the Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK) on December 25, 2018, and its approval from the Council of Higher Education of the Republic of Turkey (YÖK) on May 22, 2018. Following these approvals, the program commenced student admissions in the same year. Since its establishment, the program has aimed to provide students with a comprehensive education based on theoretical knowledge, practical skills, and ethical values to prepare them for active roles in emergency healthcare services

2.2. Type of Education

The *First and Emergency Aid* program is offered as formal (on-campus) education. Within this scope, courses are conducted both theoretically and practically through face-to-face, online, and hybrid learning methods.

2.3. Level of Education

The *First and Emergency Aid* program consists of a two-year associate degree education with a total of 120 ECTS credits. The program meets the “Level 5” qualifications defined within the Turkish Qualifications Framework for Higher Education (TQF-HE). In this context, the curriculum has been meticulously designed to fulfill both the ECTS credit requirements and the qualification standards of this level.

2.4. Language of Instruction

The language of instruction of the *First and Emergency Aid* program is English.

2.5. Duration of the Program

The duration of the *First and Emergency Aid* program is 2 years (4 semesters). The program consists of two terms — Fall and Spring — covering a total of 28 weeks.

2.6. Programın Organizasyon Şeması

2.7. Program Coordinator

Program Coordinator:
Dr. Diba SAFARZADEH
Bölüm Başkanı
diba safarzadeh@neu.edu.tr

2.8. Programın Yönetim ve Akademik Kadrosu

The First and Emergency Aid Program, operating under the Vocational School of Health Services, aims to train well-equipped and qualified healthcare technicians who can provide rapid, safe, and effective interventions to patients and the injured in emergency and disaster situations.

The academic staff of the program consists of specialists in the fields of emergency care, trauma management, basic and advanced life support, anatomy, physiology, and pharmacology.

As of 2025, the First and Emergency Aid Program employs a total of 8 academic staff members, including x professors, x assistant professors, and x lecturers.

3. Program Mission and Vision

3.1. Mission

The mission of the First and Emergency Aid Program is to train well-equipped and competent emergency medical technicians who can perform rapid, accurate, and effective interventions in emergency situations; adhere to ethical values; prioritize patient safety; and closely follow scientific and technological developments in their field.

3.2. Vision

The establishment purpose of the First and Emergency Aid Program is to educate qualified healthcare professionals who can provide essential first aid in cases of home, workplace, and traffic accidents, as well as other emergency situations; safely transport patients to healthcare facilities in a well-equipped ambulance without causing harm; and hold a valid driver’s license necessary for such interventions.

The vision of the First and Emergency Aid Program is to become a leading program in the education of emergency medical technicians who can adapt to

changing healthcare conditions, possess problem-solving and communication skills, are productive and team-oriented, equipped with professional competencies, and aware of their social responsibilities.

4. CORE VALUES OF THE PROGRAM

1. Knows and applies the principles of basic and advanced life support in emergency situations.

2. Possesses the ability to provide safe, rapid, and accurate interventions to patients and injured individuals at the scene.

3. Ensures patient safety, adheres to ethical principles, and maintains professional responsibility in emergency healthcare services.

4. Effectively utilizes medical equipment and technology used in ambulances and emergency care vehicles.

5. Can perform duties within a team during emergency cases such as trauma, cardiac arrest, or respiratory failure.

6. Prepares patients for transport and manages safe transfer and referral processes.

7. Effectively employs communication, coordination, and stress management skills in emergency healthcare services.

8. Continues professional development and keeps up-to-date with scientific and technological innovations in emergency medicine.

5. PROGRAM ACTIVITY AREAS

1. Education and Training Activity Area

The First and Emergency Aid Program aims to train students as healthcare professionals who can respond effectively in emergency situations, make rapid decisions, adhere to ethical values, and possess high-level professional skills. The program consists of theoretical and practical courses designed in line with current emergency healthcare practices and technological developments.

During the educational process, active learning methods such as student-centered learning approaches, simulation-supported training, laboratory practices, fieldwork, and case analyses are employed. Students' academic and professional development is supported through individual guidance and counseling services, while learning outcomes are monitored using various assessment methods, including performance in practical applications, case evaluations, self-assessments, and peer assessments.

2. Research and Development Activity Area

The First and Emergency Aid Program supports research and development activities in areas such as efficiency in emergency healthcare services, patient safety, rapid intervention, and crisis management. Faculty members and students contribute to professional knowledge production by participating in scientific studies related to emergency care practices, trauma management, life support, and ambulance organization.

Furthermore, through projects conducted within the program, the quality of practical training is enhanced, and innovative solutions are developed to improve the effectiveness and quality of emergency healthcare services.

3. Professional Development and Continuing Education Activity Area

The First and Emergency Aid Program places great importance on continuing education activities to enhance the professional competencies of emergency medical technicians. In this context, seminars, in-service training, and certification programs are organized on topics such as advanced life support, trauma management, patient transport, emergency communication, and disaster and crisis management.

The professional development of students and graduates is supported through scientific publications, participation in conferences and symposiums, and knowledge-sharing sessions with experienced emergency healthcare professionals. Additionally, up-to-date educational materials are employed and continuous evaluation processes are conducted to ensure adaptation to new technologies and practices in the healthcare field.

4. Community Contribution and Service Activity Area

The First and Emergency Aid Program conducts various social responsibility projects aimed at contributing to public health and raising awareness of emergency preparedness. These activities include informational events to increase first aid awareness, emergency preparedness training, blood donation drives, and disaster volunteer campaigns.

Students voluntarily participate in community-based health screenings, educational seminars, and awareness-raising activities, thereby developing a sense of public service and professional responsibility. Through these activities, the program aims to enhance both individual and societal awareness and the quality of emergency healthcare services**.**

6. Program Goals and Objectives

6.1. Writing Program Goals

Educational and Instructional Activity Goal

- To train qualified first and emergency aid technicians.
- To integrate current knowledge and technology into the educational process.
- To impart professional knowledge, skills, and ethical values.
- To strengthen practical/applied education.

- To adopt student-centered teaching methods.

Research and Development Activity Goal

- To promote scientific research in emergency healthcare services.
- To develop students' research and inquiry skills.
- To produce innovative solutions in emergency healthcare services.
- To support academic collaboration.
- To contribute to scientific publications and projects.

Community Service Activity Goal

- To train individuals who are conscious of public health.
- To organize activities that increase awareness of emergencies and health literacy.
- To contribute to improving the quality of emergency healthcare services.
- To cultivate a sense of social responsibility.
- To carry out activities aimed at raising professional awareness.

6.2. Writing Program Objectives

A) Goals and Objectives Covering the Educational Domain

Goal:

To train qualified first and emergency aid technicians**.**

Objectives:

- Increase the proportion of practical/applied training**.**
- Ensure that students complete at least one clinical rotation before graduation.
- Integrate professional ethics, patient safety, and infection control training into the curriculum.
- Enhance simulation-based training opportunities.

- Develop students' communication and teamwork skills.

B) Goals and Objectives Covering the Research Domain

Goal:

To promote scientific research in emergency healthcare services.

Objectives:

- Ensure students acquire basic knowledge of research methods.
- Encourage students and faculty to participate in at least one scientific event per year.
- Conduct small-scale research projects related to clinical practice.
- Enable students to perform research within the scope of their graduation projects.
- Improve scientific literacy skills.

C) Goals and Objectives Covering Community and Educational Contributions

Goal:

To contribute to public health and raise professional awareness.

Objectives:

Initiate social responsibility projects aimed at improving health literacy.

Organize awareness activities on emergency health and first aid in schools or public health centers.

Ensure that students participate in at least one social responsibility activity per year.

Organize continuous professional development seminars for graduates.

Conduct community-oriented seminars and talks on up-to-date, field-specific topics.

Knowledge – Theoretical and Factual Learning Outcomes

PQ1: Establishes relationships among concepts related to the field of First and Emergency Aid.

PQ2: Possesses knowledge in emergency management, patient safety, anatomy, physiology, and basic life support.

PQ3: Solves field-related problems using scientific methods.

Skills – Cognitive and Applied Learning Outcomes

PQ4: Applies care and intervention methods suitable for the needs of the emergency health team and patients.

PQ5: Effectively uses knowledge and skills gained from different health disciplines in emergency interventions.

PQ6: Integrates creativity, critical thinking, and problem-solving skills into emergency processes.

PQ7: Uses health technologies appropriately in line with patient safety and professional principles.

PQ8: Monitors emergency intervention processes using proper measurement, evaluation, and documentation methods.

Competences – Independent Work and Responsibility

PQ9: Assumes individual responsibility in emergency intervention processes.

PQ10: Acts with awareness of teamwork, collaboration, and responsibility in health services.

Competences – Learning Competence

PQ11: Demonstrates the ability to research, evaluate, and integrate new information into professional practice.

PQ12: Applies technological tools in the health field consciously and effectively.

Competences – Communication and Social Competence

PQ13: Communicates effectively with individuals from diverse cultural backgrounds with respect.

PQ14: Plays an active role in health services with professional ethics and social responsibility awareness.

Competences – Field-Specific Competence

PQ15: Performs safe and effective interventions considering individual differences of patients.

7.2. RELATIONSHIP BETWEEN PROGRAM QUALIFICATIONS AND TYYÇ QUALIFICATIONS

The Turkish Higher Education Qualifications Framework (TYYÇ) has been established to ensure the quality assurance of higher education programs in Turkey and to define national-level qualifications. This framework is designed to be compatible with the European Qualifications Framework (EQF) and covers the bachelor's, master's, and doctoral levels in higher education.

A) Structure of the TYYÇ

Structure of the Turkish Higher Education Qualifications Framework (TYYÇ)

The Turkish Higher Education Qualifications Framework (TYYÇ) is structured into four levels to define and classify learning outcomes in education and training processes. These four levels are grouped as follows: Associate Degree (Level 5), Bachelor's Degree (Level 6), Master's Degree (Level 7), and Doctorate (Level 8). Details for each level are provided below:

Associate Degree (Level 5): This level provides fundamental knowledge and skills. The program duration is two (2) years.

Bachelor's Degree (Level 6): This level offers more comprehensive knowledge and skills. Programs may be either theoretical or practice-oriented. The program duration is four (4) years.

Master's Degree (Level 7): In addition to the bachelor's level, this level provides advanced knowledge and skills. The program duration is two (2) years.

Doctorate (Level 8): The highest level, focusing on knowledge and skills developed through original research. The program duration is three (3) or four (4) years.

Each level is defined with level descriptors that specify the expected learning outcomes in terms of knowledge, skills, and competence. Information on these level descriptors is as follows:

Knowledge: Within TYYÇ, "knowledge" refers to theoretical and/or factual understanding of facts, principles, theories, and practices related to a field of study or learning.

Skills: “Skills” refer to the ability to think logically, intuitively, and creatively, as well as manual dexterity acquired in a field of study. It also includes the ability to use knowledge and solve problems through methods, ethics, and the use of tools and equipment.

Competence: “Competence” in TYYÇ refers to the ability to apply knowledge and skills autonomously or responsibly in a work or learning environment; to identify and meet learning needs; and to consider societal and ethical responsibilities.

Level descriptors are used as a tool to define program qualifications (learning outcomes) for each level, determine the qualification level, and reference both national and international qualification frameworks. Accordingly, program learning outcomes are organized according to the above-mentioned level descriptors (Knowledge, Skills, and Competence). Each level is defined within the common learning outcomes for that qualification level.

B) Preparing the Matrix of Program Learning Outcomes and Its Relationship with the Turkish Higher Education Qualifications Framework (TYYÇ)

The First and Emergency Aid Program Qualifications	
KNOWLEDGE – Theoretical / Factual	PQ1: Establishes relationships among concepts related to the field of First and Emergency Aid.
	PQ2: Possesses knowledge in emergency management, patient safety, anatomy, physiology, and basic life su
	PQ3: Solves field-related problems using scientific methods.
Skills – Cognitive and Applied Learning Outcomes	PQ4: Applies care and intervention methods suitable for the needs of the emergency health team and patient
	PQ5: Effectively uses knowledge and skills gained from different health disciplines in emergency interventior
	PQ6: Integrates creativity, critical thinking, and problem-solving skills into emergency processes.
	PQ7: Uses health technologies appropriately in line with patient safety and professional principles.
	PQ8: Monitors emergency intervention processes using proper measurement, evaluation, and documentation
COMPETENCIES – Ability to Work Independently and Take Responsibility	PQ9: Assumes individual responsibility in emergency intervention processes.
	PQ10: Acts with awareness of teamwork, collaboration, and responsibility in health services.
COMPETENCIES – Competence in Learning	PQ11: Demonstrates the ability to research, evaluate, and integrate new information into professional practic
	PQ12: Applies technological tools in the health field consciously and effectively.
COMPETENCIES – Communication and Social Competence	PQ13: Communicates effectively with individuals from diverse cultural backgrounds with
	PQ14: Plays an active role in health services with professional ethics and social responsibility awareness.
COMPETENCIES – Field-Specific Competence	PQ15: Performs safe and effective interventions considering individual differences of patients.

SECTION 1	SECTION 2														
Turkish Higher Education Qualifications Framework Basic Field Qualifications for Level 5 (Associate Degree)	NEAR EAST UNIVERSITY – Vocational School of Health Services – DEPARTMENT OF First and Emergency Aid														
KNOWLEDGE – Theoretical / Factual	**PQ1**	**PQ2**	**PQ3**	**PQ4**	**PQ5**	**PQ6**	**PQ7**	**PQ8**	**PQ9**	**PQ10**	**PQ11**	**PQ12**	**PQ13**	**PQ14**	**PQ15**
To have advanced theoretical and practical knowledge supported by contemporary course books, instructional materials, and other resources that	5	4	3	2	2	2	2	2	1	1	4	3	2	2	3
SKILLS	**PQ1**	**PQ2**	**PQ3**	**PQ4**	**PQ5**	**PQ6**	**PQ7**	**PQ8**	**PQ9**	**PQ10**	**PQ11**	**PQ12**	**PQ13**	**PQ14**	**PQ15**
Ability to apply advanced theoretical and practical knowledge acquired in the field	4	4	4	4	4	3	3	3	2	2	5	4	3	3	4
Ability to interpret and evaluate data by utilizing advanced knowledge and skills acquired in the field; to identify and analyze problems; and to develop evidence-	4	4	5	4	4	5	3	3	4	3	3	5	3	3	4
COMPETENCIES – Ability to Work Independently and Take Responsibility	**PQ1**	**PQ2**	**PQ3**	**PQ4**	**PQ5**	**PQ6**	**PQ7**	**PQ8**	**PQ9**	**PQ10**	**PQ11**	**PQ12**	**PQ13**	**PQ14**	**PQ15**
Ability to independently conduct advanced work related to the field.	5	4	5	3	3	5	3	4	3	3	5	4	3	3	4
Ability to take responsibility individually and as a team member in solving complex, unforeseen problems encountered in field-related practices.	3	3	5	5	4	5	4	4	4	4	5	4	43	3	4
Ability to plan and manage activities aimed at the development of personnel under one's supervision within the scope of a project.	2	2	3	4	3	3	2	3	4	5	3	3	2	3	3
COMPETENCIES – Competence in Learning	**PQ1**	**PQ2**	**PQ3**	**PQ4**	**PQ5**	**PQ6**	**PQ7**	**PQ8**	**PQ9**	**PQ10**	**PQ11**	**PQ12**	**PQ13**	**PQ14**	**PQ15**
field.	5	4	5	3	3	5	5	4	4	3	5	4	3	3	4
Ability to identify learning needs and direct one's own learning process.	3	1	5	1	3	2	4	3	1	4	1	1	2	4	4
Ability to develop a positive attitude towards lifelong learning.	3	1	5	1	1	3	1	2	2	4	5	1	1	3	2
COMPETENCIES – Communication and Social Competence	**PQ1**	**PQ2**	**PQ3**	**PQ4**	**PQ5**	**PQ6**	**PQ7**	**PQ8**	**PQ9**	**PQ10**	**PQ11**	**PQ12**	**PQ13**	**PQ14**	**PQ15**
Ability to inform relevant individuals and institutions about topics related to the field; to communicate ideas and proposed solutions to problems effectively in	4	4	3	4	3	2	3	3	4	4	1	1	2	1	3
with both experts and non-experts, supported by quantitative and qualitative	1	1	2	2	3	4	2	1	4	4	1	2	1	4	5
Ability to organize and implement projects and activities for the social environment one lives in, with a sense of social responsibility.	3	1	1	3	3	3	4	1	4	3	1	4	4	3	1
Ability to follow developments in the field and communicate with colleagues by using a foreign language at least at the B1 General Level according to the	1	5	2	2	2	3	5	1	4	1	4	1	5	4	3
Alanının gerektirdiği en az Avrupa Bilgisayar Kullanma Lisansı İleri Düzeyinde bilgisayar yazılımı ile birlikte bilişim ve iletişim teknolojilerini kullanabilme.	1	4	3	3	5	3	3	3	2	5	1	4	1	5	4
COMPETENCIES – Field-Specific Competence	**PQ1**	**PQ2**	**PQ3**	**PQ4**	**PQ5**	**PQ6**	**PQ7**	**PQ8**	**PQ9**	**PQ10**	**PQ11**	**PQ12**	**PQ13**	**PQ14**	**PQ15**
stages of data collection, interpretation, implementation, and dissemination related to the field.	3	4	1	4	5	5	1	3	2	1	2	2	3	2	2
quality culture, preservation of cultural values, environmental protection, and occupational health and safety.	2	2	2	1	1	1	3	5	2	2	3	2	1	5	4

7.3. The Relationship Between Courses and Program Qualifications

		Field Based Basic Subjects	-	PROGRAMME COMPETENCIES OUTPUTS														
		General Knowledge Eletive Courses																
		Professional Knowledgr																
	Code	Subject	AKTS	PY1	PY2	PY3	PY4	PY5	PY6	PY7	PY8	PY9	PY10	PY11	PY12	PY13	PY14	PY15
1.Year 1. Semester	AİT 103	ATATURK'S PRINCIPLES AND HISTORY OF TURKISH REVOLUTION I	2	1	1	1	1	1	2	1	1	2	3	2	1	3	3	2
	ENG 101	ENGLISH I	3	1	1	1	1	1	1	2	2	1	2	1	1	3	1	1
	YİT 101	TURKISH FOR FOREIGNERS I	2	2	1	2	1	2	1	2	1	1	2	1	1	2	1	1
	CHC 100	CYPRUS: HISTORY AND CULTURE	2	1	1	1	1	1	1	1	1	2	2	1	3	3	2	1
	FEA101	PHYSIOLOGY	2	3	4	3	3	2	3	3	3	3	3	3	3	2	2	3
	FEA103	EMERGENCY CARE SERVICES	2	3	4	3	4	3	3	4	3	3	3	3	3	3	2	3
	FEA105	EMERGENCY PATIENT CARE I	5	4	4	4	5	4	4	4	4	4	4	4	4	3	3	4
	FEA111	BASIC ANATOMY	3	3	4	3	4	3	3	3	3	3	3	3	3	2	2	3
	FEA107	PHYSICAL EDUCATION	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	FEA109	SWIMMING	2	3	3	4	3	2	3	3	2	5	3	2	3	2	5	3
	CAM 100	CAMPUS ORIENTATION	2	2	1	1	1	2	2	1	1	2	3	2	1	3	3	2
1. Year 2. Semester	AİT 104	ATATURK'S PRINCIPLES AND HISTORY OF TURKISH REVOLUTION II	2	1	1	1	1	1	2	1	1	2	3	2	1	3	3	2
	ENG 102	ENGLISH II	3	1	1	1	1	1	1	2	2	1	2	1	1	3	1	1
	YİT 102	TURKISH FOR FOREIGNERS II	2	2	1	2	1	2	1	2	1	1	2	1	1	2	1	1
	CAR 100	Kariyer Planlama	2	2	1	2	2	3	3	2	2	2	3	2	2	2	2	2
	FAR102	PHARMACOLOGY	2	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3
	FEA102	EMERGENCY CARE AND RESCUE I	4	4	4	4	5	4	4	4	4	4	4	4	4	3	3	4
	FEA104	AMBULANCE SERVICE TRAINING I	2	3	4	3	4	3	3	4	3	3	3	3	3	3	3	3
	FEA106	EMERGENCY PATIENT CARE II	5	4	4	4	5	4	4	4	4	4	4	4	4	3	3	4
	FEA112	PHYSICAL EDUCATION	2	4	4	3	4	3	4	4	3	4	3	3	4	3	4	4
	FEA114	SWIMMING	2	3	4	3	4	3	3	3	3	3	3	3	3	2	2	3
	FEA150	ACIL HASTA BAKIMI II	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	FEA110	TRAUMA	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2. Year 1. Semester	FEA201	EMERGENCY PATIENT CARE III	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5
	FEA203	EMERGENCY CARE AND RESCUE II	3	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5
	FEA205	AMBULANCE SERVICE TRAINING II	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4
	FEA207	RESUSCITATION	2	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5
	FEA209	HEALTH CARE MANAGEMENT	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	FEA211	ADVANCED LIFE SUPPORT CARE PRACTICE I	3	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5
	GEC351	21ST CENTURY SKILLS	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2. Year 2. Semester	VSH204	PROFESSIONAL ETHICS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	VSH208	RATIONAL DRUG USE	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	VSH210	QUALITY IN HEALTH SERVICES	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	FEA202	PROFESSIONAL PRACTICE	10	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5
	FEA204	ADVANCED LIFE SUPPORT CARE PRACTI	3	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5

8. DERS LİSTESİ

8.1. Distribution Tables of Semester and Elective Courses in the Program

A) Semester Distribution of Courses

VOCATIONAL SCHOOL OF HEALTH SERVICES

FIRST AID EMERGENCY AID TECHNICIAN

FIRST YEAR

I. Fall

CODE	Name of the Course	T	A	C	E
AIT103	ATATURK'S PRINCIPLES AND HISTORY	2	0	2	2
ENG101	ENGLISH I	2	0	2	3
YİT101	TURKISH FOR FOREIGNERS I	2	0	2	2
FEA101	PHYSIOLOGY	2	0	2	3
FEA103	EMERGENCY CARE SERVICES	2	0	2	3
FEA105	EMERGENCY PATIENT CARE I	3	4	5	6
FEA111	BASIC ANATOMY	3	0	3	4
CHC100	CYPRUS: HISTORY AND CULTURE	0	0	0	2
CAM100	CAMPUS ORIENTATION	0	0	0	2
	ELECTIVE COURSES				
FEA107	PHYSICAL EDUCATION	1	2	2	3
FEA109	SWIMMING	1	2	2	3
Total Credit		**17**	**6**	**20**	**30**

II. Spring

CODE	Name of the Course	T	A	C	E
AIT104	ATATURK'S PRINCIPLES AND HISTOI	2	0	2	2
ENG102	ENGLISH II	2	0	2	3
YİT102	TURKISH FOR FOREIGNERS II	2	0	2	2
PHR102	PHARMACOLOGY	2	0	2	2
FEA102	EMERGENCY CARE AND RESCUE I	2	2	3	3
FEA104	AMBULANCE SERVICE TRAINING I	1	1	2	2
FEA106	EMERGENCY PATIENT CARE II	2	4	4	5
FEA110	TRAUMA	1	0	1	1
CAR100	CAREER PLANNING	0	0	0	2
FEA150	SUMMER INTERNSHIP (30 WORKING	0	0	0	5
	ELECTIVE COURSES				
FEA112	PHYSICAL EDUCATION	1	2	2	3
FEA114	SWIMMING	1	2	2	3
Total Credit		**15**	**9**	**20**	**30**

SECOND YEAR

III. Fall

CODE	Name of the Course	T	A	C	E
FEA201	EMERGENCY PATIENT CARE III	3	6	6	8
FEA203	EMERGENCY CARE AND RESCUE II	2	2	3	3
FEA205	AMBULANCE SERVICE TRAINING II	2	2	4	4
FEA207	RESUSCITATION	1	2	2	3
FEA209	HEALTH CARE MANAGEMENT	2	0	2	3
FEA211	ADVANCED LIFE SUPPORT CARE PRA	0	6	3	7
GEC351	21ST CENTURY SKILLS	0	0	0	2
Total Credit		**10**	**18**	**20**	**30**

IV. Spring

CODE	Name of the Course	T	A	C	E
VSH204	PROFESSIONAL ETHICS	3	0	3	4
VSH208	RATIONAL DRUG USE	1	0	1	1
VSH210	QUALITY IN HEALTH SERVICES	3	0	3	4
FEA202	PROFESSIONAL PRACTICE	0	20	10	14
FEA204	ADVANCED LIFE SUPPORT CARE PR	0	6	3	7
Total Credit		**7**	**26**	**20**	**30**

B) Type and Number of Elective Courses

CODE	COURSE NAME(TR)	COURSE NAME (EN)	T	P	K	A
CHC100	KIBRIS KÜLTÜRÜ VE TARİHİ	CYPRUS: HISTORY AND CULTURE	0	0	0	2
CAM100	KAMPÜSE UYUM	CAMPUS ORIENTATION	0	0	0	2
CAR100	KARİYER PLANLAMA	CAREER PLANNING	0	0	0	2
GEC351	21.YÜZYIL BECERİLERİ	21ST CENTURY SKİLLS	0	0	0	2
VSH204	MESLEK ETİĞİ	PROFESSIONAL ETHICS	3	0	3	4
VSH208	AKILCI İLAÇ KULLANIMI	RATIONAL DRUG USE	1	0	1	1
VSH210	SAĞLIK HİZMETLERİNDE KALİTE	QUALITY IN HEALTH SERVICES	3	0	3	4
FEA107-	BEDEN EĞİTİMİ	PHYSICAL EDUCATION	1	2	2	3
FEA109-	YÜZME	SWIMMING	1	2	2	3

C) ECTS (European Credit Transfer System) and Local Credits

General Rules (According to TYYÇ, Bologna, and European ECTS Standards):

First and Emergency Aid is a 2-year program with a total of 120 ECTS credits.

Each semester consists of 30 ECTS credits.

ECTS credits must correspond to the student's total workload (including lectures, practical sessions, individual study, examinations, etc.).

8.2. Common Compulsory Courses Offered University-Wide

In this section, common compulsory courses that must be taught in all undergraduate programs within the university should be included. These courses are offered in a standard format across all programs in accordance with the principles set by the Council of Higher Education (YÖK) and constitute one of the fundamental components of university education.

Each academic program should carry out its course planning by taking into account the content and learning outcomes of the common compulsory courses listed below. In this context, programs should integrate the relevant courses into their curriculum in accordance with the educational plan and make necessary adaptations in line with the objectives, scope, and content of the courses.

Below, descriptions and core content information of the common compulsory courses applicable to all programs across the university are presented.

Common Course Contents Link:

https://docs.google.com/document/d/12t1y6EdIDGXXJpYPHPcLslPy_j9H_Zf8/edit?usp=sharin

g&ouid=104243359773687705470&rtpof=true&sd=true

8.3. Ders İzlenceleri

https://docs.google.com/spreadsheets/d/1yFQ0yKNgKs-KTupX_vMz8wZrErML6SKUGuPlZKX3eyM/edit?gid=2080055063#gid=2080055063

9. PRINCIPLES OF PROGRAM ASSESSMENT AND EVALUATION 9.1. Exam Rules*

In our university, student achievement in courses is generally evaluated based on face-to-face examinations, including midterm and final exams. However, in some courses, alternative assessment methods such as project assignments, presentations, homework, quizzes, and group work are also used to encourage active student participation and to measure different skills.

The assessment methods for each course may vary depending on the nature of the course and the preferences of the instructor. The evaluation criteria are announced to students at the beginning of the semester by the course instructor and are clearly stated in the course syllabus.

The final course grade is calculated as a weighted average of exams, assignments, and other assessment components conducted throughout the semester. Therefore, it is important for students to actively participate not only in the exams but also in all evaluation activities carried out during the term.

9.2. Letter Grade Conversion Table In this section, the letter grade conversion table should be added along with brief information about the presented grades.

Puan	*Harf*	*Katsayı*
90-100	*AA*	*4*
85-89	*BA*	*3.5*
80-84	*BB*	*3*
75-79	*CB*	*2.5*
70-74	*CC*	*2*
60-69	*DC*	*1.5*
50-59	*DD*	*1*
49 and low	*FF*	*0*

Additional Grades Provided Beyond the Above Letter Grades:

(S) Grade is given to students who pass courses that are not included in the grade point average. The (S) grade is also given for courses previously taken and recognized as equivalent by the Faculty Administrative Board to students transferring from another university or re-enrolling via entrance exam. Students transferring from outside who are required to retake any course according to regulations cannot receive an (S) grade. The (S) grade is not included in GPA calculations.

(U) Grade is given to students who fail courses that are not included in GPA calculations.

(NA) Grade is given to students who, despite being enrolled, do not attend the course.

S	*Satisfactory Completion*
U	*Unsatisfactory*
NA	*No, Never Attended*

10. STUDENT ADMISSION AND REGISTRATION REQUIREMENTS The

The Student Affairs Office is located in the Health Sciences Complex building and is open Monday through Friday, from 08:00 to 17:00. Students can obtain information about faculties, complete registration procedures, and request official documents such as exam entry permits, student certificates, and transcripts from the Student Affairs Office.

11 Horizontal and Vertical Transfer Opportunities

11.1. Horizontal Transfer Opportunities

Students who wish to transfer through horizontal transfer must apply to the Student Affairs – Transfer Unit with a written petition. After the student's application is approved, they are required to submit their transcript from the university and department they are transferring from.

Before the student begins their education, the Double Major and Course Equivalency Commission evaluates whether the courses previously completed at the former university are equivalent to those in the current program. The results of this evaluation are then submitted to the Faculty Board for approval.

(For citizens of the Republic of Turkey, detailed information regarding the transfer regulations to Near East University can be reviewed on the official websites of the Council of Higher Education (YÖK) and the university's regulations.)

http://www.yok.gov.tr/4767

https://shmyo.neu.edu.tr/wp-content/uploads/sites/127/2025/08/04/Yatay-Gecis-Yonetmeligi-29.05.2023.pdf?ver=ac5b543db190a3831f786df4d490c0bd

12. RECOGNITION AND CREDIT TRANSFER OF PREVIOUS LEARNING

Students enrolled in the First and Emergency Aid Program at Near East University may apply for course exemption for the courses they have successfully completed at previous higher education institutions. Applications must be submitted in writing to the relevant academic department no later than the end of the second week of the semester in which course registration is completed. Each application must include an officially approved transcript and certified course descriptions from the previous institution.

For courses taken at higher education institutions abroad, exemption requests are subject to the condition that these courses have been recognized as equivalent by the Council of Higher Education (YÖK). Course

exemption is not granted between students who are simultaneously enrolled in both an associate degree and a bachelor's degree program.

Exemption requests are evaluated by the departmental commission, taking into consideration the course content, credit value, and the student's academic performance. Approved courses are recorded in the student's transcript with a letter grade and are included in the Grade Point Average (GPA). No exemptions are granted for failed courses.

For common compulsory courses such as Atatürk's Principles and the History of Reforms, Turkish Language, and Foreign Language, exemptions may be granted without requiring credit equivalence. The exemption exam for these courses may be taken only once.

If the total ECTS credits of the exempted courses exceed 70% of the total ECTS credits of the semester in which the student is enrolled, the student is placed in the next academic year. However, students who are placed at a higher level through this adjustment are not allowed to take upper-level courses during the first academic year following the placement.

Appeals regarding exemption and placement decisions must be submitted within two weeks from the date on which the results are officially announced to the student. In the case of horizontal transfers, course exemption requests are evaluated by the Faculty or Vocational School Administrative Board, based on the opinion of the relevant departmental committee.

For exemption from the foreign language preparatory class, students must provide proof of language proficiency through an exam result recognized by the university.

13. ULUSLARARASI PROGRAMLAR VE DEĞİŞİM OLANAKLARI

Near East University (NEU) offers its students international exchange and internship opportunities, particularly within the framework of the Europe-based Erasmus+ Program, which provides study and internship mobility across European Union member countries. Through this program, both students and academic staff are given the opportunity to study or complete internships abroad.

Students wishing to participate in the Erasmus+ Program must have completed at least their first year of study, demonstrate a certain level of academic success, and provide proof of the foreign language proficiency required by their respective programs.

Thanks to NEU's active collaborations with 114 universities in 44 countries, students can study or complete internships abroad while also benefiting from a multicultural learning environment on the Near East University campus in the Turkish Republic of Northern Cyprus (TRNC). NEU maintains reciprocal partnerships with numerous higher education institutions across Europe, Asia, America, and Africa.

Through these partnerships, students may study for a semester or a full academic year, participate in internships, or engage in international research projects. In addition to Erasmus+, the university also carries out student exchange programs within the frameworks of the Mevlana and Farabi Programs.

The Mevlana Program provides reciprocal exchange opportunities with universities in Turkey, while the Farabi Program supports student exchanges among universities within the country. These programs enable students to enhance their academic knowledge while gaining cultural awareness and broadening their global perspectives.

Throughout all these processes, the Near East University International Office offers comprehensive support — from the application stage to counseling services, documentation and application procedures, accommodation, and visa guidance. Students are informed and guided by expert staff at every stage of the exchange process.

14. ACCREDITATION AND QUALITY ASSURANCE OF THE PROGRAM

14.1. Quality Policy

The First and Emergency Aid Program has been structured within the framework of a sustainable improvement approach to enhance the quality of educational activities in line with the university's quality policy. The program conducts continuous monitoring and development activities as part of the internal and external evaluation processes integrated into the institutional quality assurance system.

14.2. Accreditation Process of the Program

The program is planned to be included in the accreditation process in order to ensure quality assurance at both national and international levels.

Accreditation Authority: Higher Education Quality Council of Turkey (YÖKAK)

For programs that are currently in the accreditation preparation phase, the following activities are planned to be carried out during the process:

- Application and preparatory studies,
- Identification and review of program objectives,
- Implementation of student-centered teaching and learning processes,
- Enhancement of academic staff qualifications and professional development,
- Execution of continuous monitoring and evaluation processes,
- Compliance with relevant documentation and accreditation standards.

14.3. Quality of Education

As the Vocational School of Health Services, we adopt as our fundamental principle the cultivation of qualified healthcare professionals who meet the needs of the health sector through an approach grounded in ethical values, social responsibility, and contemporary scientific knowledge.In line with the principles of continuous development and improvement, we aim to establish a learning environment that complies with higher education quality standards.

Our ultimate policy objective is to contribute to both the national and global healthcare systems by educating scientifically competent, ethically grounded, and professionally skilled graduates.

14.4. Research and Development Activities

Bilimsel, etik ve toplumsal faydayı gözeten araştırma faaliyetlerini desteklemek ve bölgesel/toplumsal sağlık sorunlarına yönelik çözüm üretmek.

14.5. Continuous Improvement Process

To ensure continuous improvement in education, research, community engagement, and administrative processes through effective feedback mechanisms.

15. GRADUATION REQUIREMENTS AND AWARDED DEGREE

15.1. Graduation Requirements

In order to graduate from this associate degree program, students must have a Cumulative Grade Point Average (GPA) of at least 2.00/4.00 and must have successfully completed all courses in the program with a minimum grade of DD/S. The minimum ECTS credits required for graduation is 120.

15.2. Awarded Degree

Students who successfully complete the program are awarded an Associate Degree Diploma in First and Emergency Aid.

16. DIPLOMA SUPPLEMENT

Diploma No:	**Diploma Date:**
1.INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION	
1.1. ***Family name(s):*** **1.2.** ***Given name(s):***	**1.3.** ***Place and date of birth:*** **1.4.** ***Student identification number:***
2. INFORMATION IDENTIFYING THE QUALIFICATION	
2.1. ***Name of the qualification and (if applicable) the title conferred*** ASSOCIATE DEGREE OF FIRST AND EMERGENCY CARE A.D. **2.2.** ***Main field(s) of study forqualification*** FIRST AND EMERGENCY CARE **2.3.** ***Name and status of awarding institution*** NEAR EAST UNIVERSITY, PRIVATE UNIVERSITY	**2.4.** ***Name and type of institution administering studies*** SAME AS 2.3. **2.5.** ***Language(s) of instruction/examinations*** TURKISH
3. INFORMATION ON THE LEVEL OF THE QUALIFICATION	
3.1. ***Level of qualification*** First Cycle (Associate's Degree)	**3.2.** ***Official length of program*** Normally 2 Years, 2 semesters per year, 16 weeks per semester
3.3. ***Access requirement(s)*** Admission of Turkish nationalities to higher education is based on a nation-wide Student Selection Examination (ÖSS) administered by the Higher Education Council of Turkey (YÖK). Admission of Turkish Republic of Northern Cyprus nationals is based on the Near East University Entrance and Placement Exam for Turkish Cypriots. Admission of foreign students is based on their high school credentials. Proof of English language proficiency is also required.	
4. INFORMATION ON THE CONTENTS AND RESULTS GAINED	
4.1. ***Mode of study*** Full-Time	**4.2.** ***Programme requirements*** A student is required to have a minimum CGPA of 2.OO/4.00 and no failing grades (below DD).
4.3. ***Objectives*** Educate and train students to demonstrate ability to research, analyze and present scientific and technological concepts and data in a precise and logical manner; knowledge and understanding the functions and operations of the industry; knowledge or the scientific and technological factors involved in the sector and ability to integrate and apply such knowledge in the management of operational activities; ability to adapt professionally in a rapidly changing society; their perspectives with respect to social issues, responsibilities and ethics.	***4.4. Programme details and the individual grades/marks obtained*** Please see the next page.

4.5. ***Grading scheme, grade translation and grade distribution guidance:***

For each course taken, the student is assigned one of the following grades by the course teacher.

For A.Sc., B.Sc. or B.A. degrees, students must obtain at least DD or S from each course and have a GGPA of not less than 2.00 out of 4.00 and have completed all the courses and summer practices in the program. For graduate degrees, students must obtain at least CC or S from each course for M.Sc. and M.A., at least BB for Ph.D. They also need to have a GCPA of 3.00 to graduate. The student's standing is calculated in the form of a Graduate Point Average (GPA) and Cumulative Grade Point (CGPA) and is announced at the end of each semester by the Registrar's Office. The total credit points for a course are obtained by multiplying the coefficient of the final grade by the credit hours. In order to obtain the GPA for any given semester, the total credit points are divided by the total credit hours. The averages are given up to two decimal points. Students who obtain a CGPA of 3.00-3.49 at the end of a semester are considered as "Honour Students" and those who obtain a CGPA of 3.50-4.00 at the end of a semester are considered as "High Honour Students" and this is recorded in their academic report. The letter grades, the quality point equivalents are:

Percentage	**Course Coefficient**	**Grade**	**Percentage**	**Course Coefficient**	**Grade**
90-100	4	AA	70-74	2	CC
85-89	3.5	BA	60-69	1.5	DC
80-84	3	BB	50-59	1	DD
75-79	2.5	CB	49 and below	0	FF

I- Incomplete **S-** Satisfactory Completion, **U**-Unsatisfactory, **NA**-Never Attended,**E**-Exempted, **W**– Withdrawn

4.6*Overall classification of the award* CGPA: ……../4.00

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION	
5.1. ***Access to further study*** May apply to second cycle programmes.	**5.2.** ***Professional status conferred*** This degree enables the graduates to exercise the profession.
6. ADDITIONAL INFORMATION	
6. 1. ***Additional information***	***6.2. Sources for further information*** ***Faculty web site https://shmyo.neu.edu.tr/*** ***Department web site*** https://shmyo.neu.edu.tr/ ***University web site*** http://www.neu.edu.tr ***The Council of Higher Education of Turkey*** http://www.yok.gov.tr ***Higher Education Planning, Evaluation Accreditation and Coordination of North Cyprus Council Web site*** http://www.ncyodak.org

4.4. *Program details and the individual grade/marks obtained:*

1 (1st Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
AIT 103	Atatürk's Principles & Revolution History I	2	2	Compulsory	
ENG 101	English I	2	3	Compulsory	
YİT 101	Turkish Language I	2	2	Compulsory	
FEA 101	Physiology	2	3	Compulsory	
FEA 103	Emergency Care Services	2	3	Compulsory	
FEA 105	Emergency Patient Care 1	5	6	Compulsory	
FEA 107	Physical Education/Elective	3	3	Elective	
FEA 109	Swimming/Elective	3	3	Elective	
FEA 111	Basic Anatomy	3	4	Compulsory	
CAM100	Campus Integration	0	2	Elective	
CHC100	Cyprus Culture and History	0	2	Elective	
		20	30		

2 (2nd Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
FEA 102	Emergency Care and Rescue 1	3	3	Compulsory	
FEA 104	Ambulance Service Training 1	2	2	Compulsory	
FEA 106	Emergency Patient Care II	4	5	Compulsory	
PHAR 102	Pharmacology	2	2	Compulsory	
FEA 110	Trauma	1	1	Compulsory	
FEA 150	Summer Internship (30 Working Days)	0	5	Compulsory	
FEA 112	Physical Education/Elective	2	3	Elective	
FEA 114	Swimming/Elective	2	3	Elective	
AIT 1024	Atatürk's Principles & Revolution History II	2	2	Compulsory	
ENG 102	English II	2	3	Compulsory	
CAR100	Career planning	0	2	Elective	
YİT 102	Turkish Language II	2	2	Compulsory	
		20	30		

3 (3rd Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
FEA 201	Emergency Patient Care 3	6	8	Compulsory	
FEA 203	Emergency Care and Rescue 2	3	3	Compulsory	
FEA 205	Ambulance Service Training 2	4	4	Compulsory	
FEA 207	Resuscitation	2	3	Compulsory	
FEA 209	Health Care Management	2	3	Compulsory	
FEA 211	Advanced Life Support Care Practice 1	3	7	Compulsory	
GEC351	21st Century Skills	0	2	Elective	
		20	30		

4 (4th Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
VSH 204	Professional Ethics	3	4	Elective	
FEA 202	Clinical Training and Practice	10	14	Compulsory	
FEA 204	Advanced Life Support Care Practice II	3	7	Compulsory	
VSH 208	Rational Drug Use	1	1	Elective	
VSH 210	Quality and Health Services	3	4	Elective	
		20	30		

TOTAL CREDITS 80 – ECTS 120

7. CERTIFICATION OF THE SUPPLEMENT

7.1. *Date* :

7.2. Name and *Signature* :Ümit Serdaroğlu

7.3. *Capacity* : Registrar

7.4. *Official stamp or seal* :

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

The basic structure of the North Cyprus Education System consists of four main stages as pre-school education, primary education, secondary education and higher education.

Pre-school education consists of non-compulsory programs whereas primary education is a compulsory 8 year program for all children beginning from the age of 6. The secondary education system includes “General High Schools” and “Vocational and Technical High Schools”.

The Higher Education System in North Cyprus is regulated by the Higher Education Planning, Evaluation, Accreditationand Coordination Council (YükseköğretimPlanlama,Denetleme,AkreditasyonveKoordinasyonKurulu – YÖDAK). Established in 1988, the Council regulates the activities of higher education institutions with respect to research, governing, planning and organization. The higher education institutions are established within the framework of the Higher Education Law. All programs of higher education should be accredited by YÖDAK.

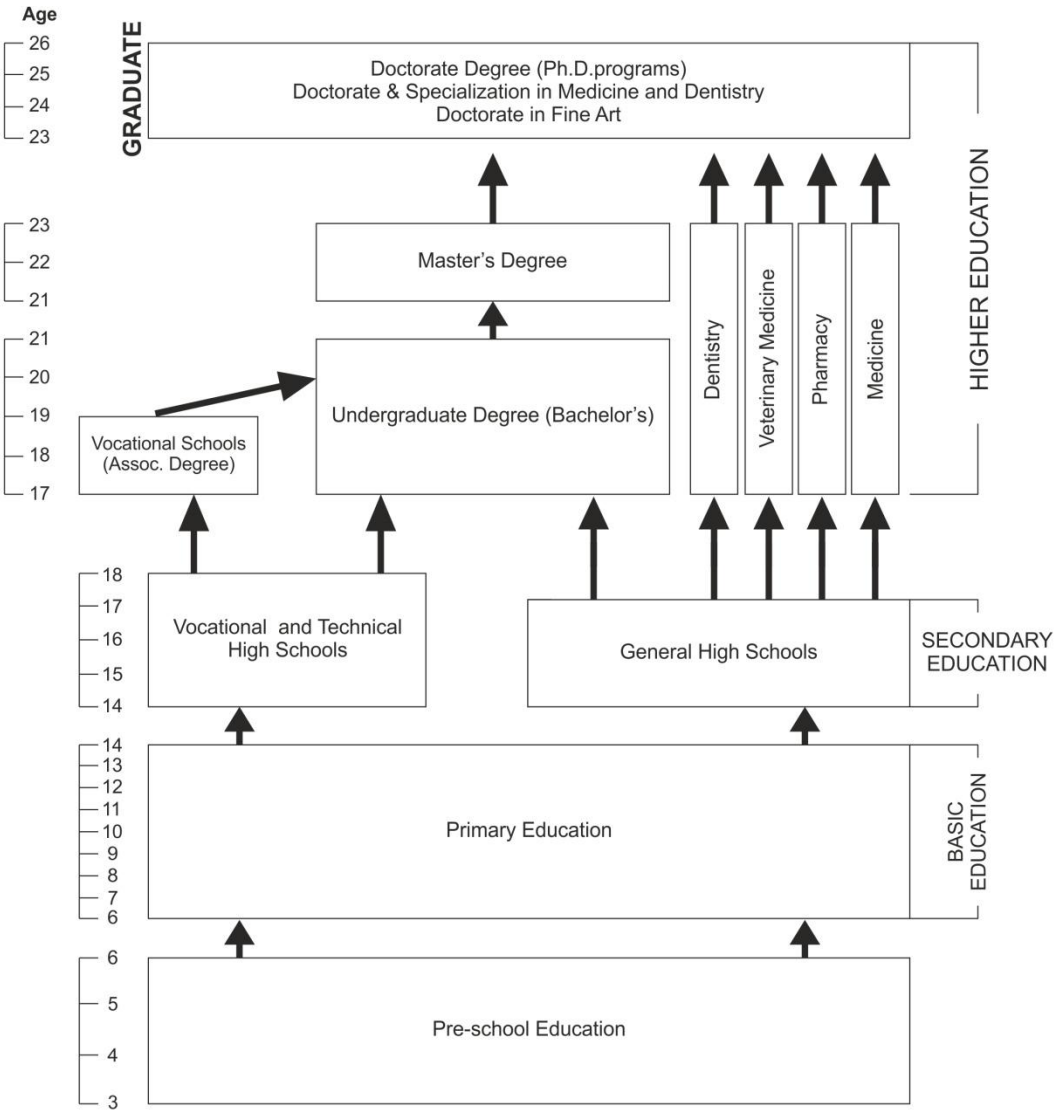
Higher education in North Cyprus comprises all post-secondary higher education programmes, consisting of short, first, second, and third cycle degrees in terms of terminology of the Bologna Process. The structure of North Cyprus higher education degrees is based on a two-tier system, except for dentistry, pharmacy, medicine and veterinary medicine programmes which have a one-tier system. The duration of these one-tier programmes is five years except for medicine which lasts six years. The qualifications in these one-tier programmes are equivalent to the first cycle (bachelor degree) plus secondary cycle (master degree) degree. Undergraduate level of study consists of short cycle (associate degree) - (önlisansderecesi) and first cycle (bachelor degree) - (lisansderecesi) degrees which are awarded after the successful completion of full-time two-year and four-year study programmes, respectively.

Graduate level of study consists of second cycle (master degree) – (yükseklisansderecesi) and third cycle (doctorate) – (doktoraderecesi) degree programmes. Second cycle is divided into two sub-types named as master without thesis and master with thesis. Master programmes without thesis consists of courses and semester project. The master programmes with a thesis consist of courses, a seminar, and a thesis. Third cycle (doctorate) degree programmes consist of completion of courses, passing a qualifying examination and a doctoral thesis. Specializations in dentistry, accepted as equivalent to third cycle programmes are carried out within the faculties of dentistry. Specialization in medicine, accepted as equivalent to third cycle programmes are carried out within the faculties of medicine, and university hospitals and training hospitals operated by the Ministry of Health.

Universities consist of graduate schools (institutes) offering second cycle (master degree) and third cycle (doctorate) degree programmes, faculties offering first cycle (bachelor degree) programmes, four-year higher schools offering first cycle (bachelor degree) degree programmes with a vocational emphasis and two-year vocational schools offering short cycle (associate degree) degree programmes of strictly vocational nature.

Second cycle degree holders may apply to third cycle programmes if their performance at the first cycle degree level is exceptionally high and their national central Graduate Education Entrance Examination (ALES) score is also high and their application is approved. The doctoral degree is conferred subject to at least one publication in a cited and refereed journal.

GENERAL STRUCTURE OF THE NORTH CYPRUS EDUCATION SYSTEM



17. EMPLOYMENT OPPORTUNITIES FOR GRADUATES AND ACCESS TO GRADUATE PROGRAMS

17.1. Employment Opportunities for Graduates

Graduates of the Near East University First and Emergency Aid Program have extensive employment opportunities in the healthcare sector. They can work in both public and private healthcare institutions, participating in all stages of emergency intervention and patient care processes. As emergency aid technicians, they play an active role in critical tasks such as providing initial intervention in emergencies, performing basic and advanced life support procedures, coordinating with medical teams, and ensuring patient safety.

In the public sector, graduates can work in state and university hospitals. In the private sector, there are employment opportunities in private hospitals, emergency care centers, and other healthcare service providers. Additionally, graduates can find positions in companies offering emergency medical technologies and training services.

At an international level, graduates may work in European Union countries, the Middle East, and other regions after completing the necessary professional equivalency and certification processes. The growth of health tourism and international private healthcare institutions also provides alternative career opportunities for graduates.

Near East University supports its graduates' employment prospects by offering internship opportunities, industry collaboration projects, and connections with alumni networks. The University Career Center provides guidance, counseling, and job placement support for graduates in both the public and private sectors.

17.2. Access to Graduate Programs

Graduates of the Near East University First and Emergency Aid Program can transfer to relevant bachelor's degree programs through the Vertical Transfer Exam (DGS) after completing their associate degree. Graduates particularly interested in programs such as Nursing, Health Management, Emergency Aid, and Disaster Management have the opportunity to advance their professional knowledge and skills to a higher level. Those who complete their bachelor's education can further pursue master's and doctoral programs to continue their academic careers. The university supports students' academic progression by providing guidance, scholarships, and career support services.

The program aims to train qualified technical personnel who can work in emergency healthcare services. In addition to theoretical knowledge, the program employs a practice-oriented education model where students gain hands-on experience in basic life support, emergency intervention techniques, patient safety, and crisis management.

Through internships and simulation exercises, students have the opportunity to work with real-life cases in the field. Professional guidance and mentorship provided by experienced faculty members and emergency healthcare personnel support the students' professional competencies. At the end of the program, career counseling is offered, and employment opportunities in public and private healthcare institutions are enhanced.

Practical training using modern educational tools and technologies enables students to acquire the competence to respond quickly and safely to emergency situations. This preparation facilitates graduates' adaptation to the workforce and makes them highly sought-after professionals in the healthcare sector.

18. ADDITIONAL INFORMATION

The Near East University First and Emergency Aid Program adopts a practice-oriented education model aimed at training qualified technical personnel who can serve in critical areas of emergency healthcare services. The program seeks to enhance students' professional competencies by providing not only theoretical knowledge but also intensive field practice and technology-focused training opportunities.

Distinctive Features Compared to Similar Programs

The First and Emergency Aid Program stands out from similar programs by equipping students not only with basic healthcare knowledge but also with unique professional skills such as communication within emergency response teams, crisis management, patient safety, and the management of emergency intervention processes. Notably, the emergency training provided in simulation laboratories is one of the program's most significant differentiating factors.

Facilities Provided

During their education, students have the opportunity to regularly complete internships at the Near East University Hospital Emergency Department and Simulation Units. One-on-one mentorship is provided by expert emergency health technicians and faculty members. At the end of the program, students receive career guidance support, and employment opportunities are developed in collaboration with public and private healthcare institutions**.**

Practical Training

One of the program's strongest aspects is its practice-oriented courses. Students receive hands-on training in basic and advanced life support, patient assessment, trauma and emergency intervention techniques, patient safety, and sterilization procedures. They gain experience through real-case scenarios and simulations.

Tools and Technologies Used

The program employs modern emergency response simulation devices, emergency care units, digital learning platforms, and healthcare technologies. Students have the opportunity to work directly with contemporary emergency healthcare technologies and carry out their practical training in the well-equipped emergency units of Near East University Hospital. This allows them to gain real clinical experience and ensures a smooth transition to the professional work environment after graduation**.**