



NEAR EAST UNIVERSITY OBSTETRICS AND GYNECOLOGY NURSING STUDENT SKILLS LOGBOOK

Student's Full Name:

Student ID:



JANUARY 21, 2026

DEPARTMENT OF OBSTETRICS AND GYNECOLOGICAL NURSING

Note: This report card was prepared using the following source: Taşkın, L., Erođlu, K., Terziođlu, F. et al. (Eds.). (2019). Obstetrics and women's health for nurses and midwives: A practice guide. Palme Publishing.

1. LEOPOLD MANEUVERS PRACTICE SKILLS EVALUATION FORM

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|--|---|
| Skill to Be Learned | This form will be used to help students acquire the skill of performing Leopold maneuvers on pregnant women. |
| Behavior Level | Cognitive and Psychomotor |
| Performance Criteria | Process and Product |
| Equipment and Materials to Be Used | Fetoscope, Examination Drapes |
| Student's Full Name | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | |
| Absolute Success Score | |
| Points to Consider During Observation of the Behavior | This evaluation form covers the behaviors that the student is expected to perform while applying the Leopold maneuvers. Under the heading related to demonstrating the skill with the guidance of the supervisor, there are application columns numbered (1, 2, 3). If necessary, the number of columns can be increased, and the practice is repeated until the skill is performed completely and correctly. For the student to be considered as having learned this skill, an "X" must be marked in the column corresponding to each behavior. This form will be evaluated in two stages: Process and Product. Each item is scored individually, with a maximum of 28 points for the process dimension and 6 points for the product dimension. The evaluation is performed by assigning one point to each item, with a total score out of 34 points. The student's total score is then calculated on a scale of 100 to obtain the Absolute Success Score, which will be recorded in the Absolute Success Score section. |

| PROCESS EVALUATION | Whether the Behavior Is Demonstrated | | |
|--|---|---|---|
| | 1 | 2 | 3 |
| 1. Greeting the Woman Politely | | | |
| 2. Introducing Oneself | | | |
| 3. Asking the Woman's Name and Addressing Her by Name | | | |
| 4. Washing Hands with Soap and Water | | | |
| 5. Providing Information to the Woman About the Procedure | | | |
| 6. Instructing the Woman to Void | | | |
| 7. Positioning the Woman Appropriately (Ensuring She Lies Supine with Knees Flexed at 25–30 Degrees) | | | |
| 8. Exposing the Abdomen While Respecting the Woman's Privacy | | | |
| 9. Ensuring Hands Are Warm During the Procedure | | | |
| I. Leopold Maneuver | | | |
| 10. Positioning Yourself Next to the Woman, Standing, Facing the Mother | | | |
| 11. Placing Both Hands on the Upper Lateral Parts of the Abdomen with Fingertips Close Together | | | |
| 12. Palpating the Fundus with Fingertips to Determine Which Part of the Fetus Is in the Fundus | | | |

| | | | |
|--|--|-------------------|--|
| 13. Determining the Gestational Age by Measuring Fundal Height Relative to the Umbilicus/Xiphoid Process | | | |
| II. Leopold Maneuver | | | |
| 14. Placing Both Hands on Either Side of the Abdomen and Alternately Supporting the Abdomen with One Hand While Palpating from Top to Bottom with the Fingertips of the Other Hand | | | |
| 15. Determining the Position of the Fetus's Back and Extremities Relative to the Mother | | | |
| 16. Ensuring the Fetoscope Is Warm | | | |
| 17. Placing the Fetoscope Over the Area of the Fetal Back | | | |
| 18. Checking the Mother's Pulse Simultaneously to Determine Whether the Heard Sound Is Synchronous with the Maternal Heartbeat | | | |
| 19. Counting the Fetal Heartbeat for One Minute | | | |
| III. Leopold Maneuver | | | |
| 20. While Supporting the Fundus with One Hand, Grasping the Presenting Part of the Fetus Between the Thumb and Fingers of the Other Hand Over the Symphysis Pubis | | | |
| 21. Determining the Presenting Part of the Fetus | | | |
| 22. Determining Whether the Presenting Part Is Mobile or Fixed | | | |
| IV. Leopold Maneuver | | | |
| 23. Positioning the Fetus's Back to Face the Mother | | | |
| 24. Gently Placing the Fingertips of Both Hands from the Inguinal Region into the Pelvis | | | |
| 25. Determining Whether the Presenting Part of the Fetus Is Engaged | | | |
| 26. Covering the Woman After the Examination to Ensure Her Comfort | | | |
| 27. Providing the Woman with Information About the Results of the Procedures | | | |
| 28. Recording the Results of the Procedure on the Nurse Observation Form | | | |
| TOTAL PROCESS SCORE | | | |
| PRODUCT SCORE: REACTIVE (), NON-REACTIVE () | | | |
| TOTAL SCORE: | | SIGNATURE: | |

2. NON-STRESS TEST (NST) PRACTICE SKILLS EVALUATION FORM

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| Skill to Be Learned | This form will be used to help students acquire the skills required to perform the NST on pregnant women. |
| Behavior Level | Cognitive and Psychomotor |
| Performance Criteria | Process and Product |
| Equipment and Materials to Be Used | Disposable Gloves, Clean Pad |
| Student's Full Name | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | |
| Absolute Success Score | |
| Points to Consider During Observation of the Behavior | This evaluation form covers the behaviors that the student is expected to perform while applying the Non-Stress Test (NST). It is important that the woman has eaten and voided within the last two hours. If the woman is fasting, the procedure can be started half an hour after she has eaten or consumed fruit juice. Under the heading "Whether the Behavior Is Demonstrated" with the guidance of the supervisor, there are application columns numbered (1, 2, 3). If necessary, the number of columns can be increased, and the practice is repeated until the skill is performed completely and correctly. For the student to be considered as having learned this skill, an "X" must be marked in the column corresponding to each behavior. Items that cannot be performed due to environmental reasons will be excluded from the evaluation. This form will be evaluated in two stages: Process and Product. Each item is scored individually, with a maximum of 24 points for the process dimension and 5 points for the product dimension, for a total of 29 points. The student's total score is then calculated on a scale of 100 to obtain the Absolute Success Score, which will be recorded in the Absolute Success Score section. |
| PROCESS EVALUATION | |

| Observable Behaviors | Whether the Behavior Is Demonstrated | | |
|--|--------------------------------------|---|---|
| | 1 | 2 | 3 |
| 1. Greeting the Woman Politely | | | |
| 2. Introducing Oneself | | | |
| 3. Asking the Woman's Name and Addressing Her by Name | | | |
| 4. Providing Information About the Procedure | | | |
| 5. Instructing the Woman to Void if Needed | | | |
| 6. Washing Hands with Soap and Water | | | |
| 7. Measuring and Recording Blood Pressure in the Appropriate Position (If Blood Pressure Is Normal, Continue the Procedure; If Abnormal, Consult the Team and Resume After Necessary Intervention) | | | |
| 8. Before Positioning the Woman on the Bed, Secure the Straps at Waist Level. Perform the 1st and 2nd Leopold Maneuvers (to Identify the Optimal Area for Listening to the Fetal Heartbeat with the Doppler Ultrasound Probe). | | | |

| | | | |
|---|-------------------|--|--|
| 9. Taking Measures to Keep the Woman as Calm as Possible (e.g., Quiet Environment, Relaxing Music) | | | |
| 10. Placing the Tocodynamometer on the Fundus to Monitor Uterine Contractions and Fetal Movements, Ensuring It Is Neither Too Tight nor Too Loose | | | |
| 11. Applying Gel to the Doppler Ultrasound Probe | | | |
| 12. Turning On the NST device. | | | |
| 13. For FKS, place and secure the probe on the abdomen in the area where the baby's back is located (not too tight or too loose). | | | |
| 14. Positioning the woman appropriately (by placing her in a semi-sitting position and supporting her back and the area under her right hip with a pillow, or by placing her on her left side and supporting her back and right leg with a pillow). | | | |
| 15. Properly cover the abdomen to protect privacy. | | | |
| 16. Explain to the woman how to use it by giving her the button to press whenever she feels the baby's movement. | | | |
| 17. Record the NST in a quiet environment for twenty minutes. | | | |
| 18. Evaluate the NST result after the recording is complete. | | | |
| 19. If it is a reactive NST, terminate the procedure and turn off the NST device. | | | |
| 20. If it is a non-reactive NST: <ul style="list-style-type: none"> a. Try to make the fetus move by stimulating it (gently pushing the baby from the woman's abdomen or stimulating the baby by making a loud noise next to the abdomen). b. Continue the procedure for 20 minutes. c. Re-evaluate the NST result. d. Turn off the NST device | | | |
| 21. At the end of the time, remove the probes and clean the gel from the abdomen. | | | |
| 22. Help the woman get up | | | |
| 23. Inform the woman about the result. | | | |
| 24. Ask the woman if she has any questions and answer them if she does. | | | |
| 25. Record the procedure on the nurse's observation sheet. | | | |
| TOTAL SCORE: | SIGNATURE: | | |

3. EVALUATION FORM FOR TEACHING BREASTFEEDING SKILLS

| | | | |
|---|---|----------|----------|
| Skill to Be Learned | This form will be used to teach students how to instruct mothers in breastfeeding skills. | | |
| Behavior Level | Cognitive and Psychomotor | | |
| Performance Criteria | Process and Product | | |
| Equipment and Materials to Be Used | Infant mannequin, nipple pad, nipple shield | | |
| Student's Full Name | | | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | | | |
| Absolute Success Score | | | |
| Points to Consider During Observation of the Behavior | <p>This evaluation form covers the behaviors that the student must perform while teaching a mother how to breastfeed. Under the heading "Whether the Behavior Is Demonstrated," there are numbered practice columns (1, 2, 3) related to the skill in the guide. When necessary, the number of columns may be increased and the practice is repeated until the skill is performed completely and accurately. During the implementation of the behaviors specified in items 13, 15, 18, and 20, the student should observe the mother; if the mother cannot perform the behavior correctly, the student should demonstrate it and repeat it if necessary. For the student to be considered as having acquired this skill, an (x) mark will be placed in the column corresponding to each behavior. Items that cannot be performed due to environmental reasons will be excluded from the evaluation. This form will be evaluated in two stages: Process and Product. In the evaluation, a total of 32 points can be obtained from the process dimension and a total of 5 points from the product dimension, with one point given for each item. The student's total score will be calculated out of 100 to obtain the Absolute Success Score, and this score will be recorded in the Absolute Success Score section.</p> | | |
| PROCESS EVALUATION | | | |
| Observable Behaviors | Whether the Behavior Is Demonstrated | | |
| | 1 | 2 | 3 |
| 1. Greet the mother in a gentle manner | | | |
| 2. Introducing Oneself | | | |
| 3. Learn the mother's name and address her by her name | | | |
| 4. Explain to the mother the purpose of the procedures to be performed on her baby | | | |
| 5. Explaining to the mother the benefits of breast milk and the importance of feeding the baby exclusively with breast milk for the first six months | | | |
| 6. Explaining to the mother the principles of effective breastfeeding. | | | |
| 7. Washing hands with soap and water and ensuring that the mother washes her hands | | | |
| 8. Explaining that the baby's diaper should be clean before breastfeeding and ensuring that the baby's diaper is changed if necessary. | | | |
| 9. Telling the mother that she should wash her hands again before breastfeeding if the baby's diaper has been changed | | | |
| 10. Determining a holding/positioning method that the mother prefers and that is appropriate for her condition and the mode of delivery | | | |
| 11. If the cradle hold is to be used, ensuring that the mother is in an upright and comfortable breastfeeding position with her back supported (if she has difficulty assuming an upright position due to an epidural catheter or after a cesarean section, ensuring that she adopts a semi-sitting or side-lying position) | | | |

| | | | |
|---|--|--|--|
| 12. Positioning the baby in the mother's lap. | | | |
| 13. Ensuring that the baby is positioned on the mother's lap according to the chosen hold, with the baby's face and body facing the mother and the head aligned with the mother's breast (e.g., in the cradle hold, the mother should be in a semi-upright position) | | | |
| 14. Supporting the breastfeeding position by placing a pillow under the mother's arm and the baby's hips. | | | |
| 15. Demonstrating to the mother how to hold her breast using the C-hold: supporting the breast with the thumb above the areola and the four fingers below, without touching the nipple, and instructing her to grasp the breast accordingly. | | | |
| 16. Explaining and demonstrating techniques to wake the baby if the baby is sleepy at the start or during breastfeeding (e.g., gently stroking the soles of the feet, applying light pressure above the eyebrows or on the ears, or gently squeezing the nose) and assisting in waking the baby. | | | |
| 17. Instructing the mother not to place the nipple directly on the baby's lips | | | |
| 18. Instructing the mother to ensure that most of the areola (approximately two-thirds) is placed into the baby's mouth when the baby opens its mouth. | | | |
| 19. Assessing whether the baby is properly latched onto the breast using the correct technique. | | | |
| 20. Assessing the effectiveness of the baby's sucking: ensuring there is no gap between the jaw and the breast, the lips are fully flanged with the lower lip turned outward, the cheeks and ears are moving, swallowing sounds are audible, and the mother feels no nipple pain. | | | |
| 21. Instructing the mother to breastfeed continuously for at least 5–10 minutes and to switch to the other breast only after the first one is emptied. | | | |
| 22. Explaining that breastfeeding from both breasts is necessary to stimulate and maintain milk production. | | | |
| 23. Explaining that signs such as the baby releasing the breast, not seeking the breast, or falling asleep may indicate that the breastfeeding session is complete. | | | |
| 24. If the baby is still at the breast at the end of a feeding (not crying, seeking, or already asleep), instructing the mother to break the suction by inserting her little finger into the baby's mouth or gently compressing the breast to create a gap between the nipple and the baby's mouth. | | | |
| 25. Explaining to the mother to place a breast pad between the nipple and the bra to absorb milk leakage and to replace it with a new one as it becomes wet. | | | |
| 26. If there is nipple redness or the mother may experience nipple cracking after discharge, advising her to express a small amount of milk and apply it to the areola and nipple after breastfeeding, allowing it to air dry for 1–2 minutes, and explaining that she can also use a nipple shield with air holes. | | | |
| 27. Instructing the mother to always burp the baby after each feeding and demonstrating techniques to facilitate the baby's burping. | | | |
| 28. Explaining that the next breastfeeding should be offered within a maximum of three hours if the baby is not crying, seeking, or already asleep. | | | |
| 29. Ellerini su ve sabunla yıkama | | | |
| 30. For breast care, recommend showering daily and changing bras every day (for mothers who cannot shower every day, tell them to wash and dry their nipples with warm water once a day). | | | |
| 31. Identifying problems that hinder effective breastfeeding (breast-related problems, mother's mental state, baby-related problems) | | | |
| 32. Recording the procedure performed on the nurse's observation form. | | | |
| PRODUCT: Enables students to evaluate breastfeeding duration, frequency, and technique within an 8-hour caregiving period. | | | |

TOTAL SCORE:

SIGNATURE:

4. ASSESSMENT FORM FOR TEACHING MANUAL BREAST MILK EMPTYING

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| Skill to Be Learned | This form will be used by students to teach mothers about preventing or reducing breast engorgement in the postpartum period, or how to manually express breast milk. | | |
| Behavior Level | Cognitive and Psychomotor | | |
| Performance Criteria | Process and Product | | |
| Equipment and Materials to Be Used | A small glass/porcelain container for expressing milk (if the collected breast milk is to be given to the baby, this container should be cleaned by blanching it in boiling water for 2 minutes). If the mother cannot shower, prepare the following equipment: a warm bathtub, 2-3 compresses. | | |
| Student's Full Name | | | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | | | |
| Absolute Success Score | | | |
| Points to Consider During Observation of the Behavior | This assessment form covers the behaviors the student should perform in situations where breast engorgement in the mother is necessary during the postpartum period, whether it needs to be prevented, reduced, or breast milk production is required. Under the heading "Whether the Behavior Is Demonstrated," there are numbered columns (1, 2, 3) for each skill. The number of columns can be increased as needed, and the practice repeated until the skill is fully and completely mastered. For each behavior to be considered learned, an (x) mark will be placed in the corresponding column. Items that cannot be performed due to environmental reasons will be excluded from the assessment. This form will be evaluated in two stages: Process and Product. The assessment will award one point for each item, resulting in a total of 24 points for the process dimension and 5 points for the product dimension. The student's TOTAL SCORE will be calculated out of 100 to obtain an Absolute Success Score, which will be recorded in the Absolute Success Score section. | | |
| PROCESS EVALUATION | | | |
| Observable Behaviors | Whether the Behavior Is Demonstrated | | |
| | 1 | 2 | 3 |

| | | | |
|--|--|--|--|
| 1. Greet the mother gently | | | |
| 2. Introducing Oneself | | | |
| 3. Learning the mother's name and addressing her by name. | | | |
| 4. Informing the mother about the procedure to be performed. | | | |
| 5. Washing her hands with soap and water. | | | |
| 6. Telling the mother to take a shower to ensure body hygiene and easy milk flow. | | | |
| 7. If a shower is not suitable, telling her to wash her hands first, then her breasts, with warm water and soap. | | | |
| 8. Preparing a bathtub filled with warm water. | | | |
| 9. Helping the mother sit upright. | | | |
| 10. Place a warm, moist compress on the full breast and leave it for 1-2 minutes (repeat the process by changing the compress if necessary). | | | |

| | | | |
|--|--|--|--|
| 11. Remove the compress and massage in small circular motions clockwise from the armpit to the nipple with 4 fingers. | | | |
| 12. Have the mother assume a slightly forward-leaning position. | | | |
| 13. Have her grasp the full breast with both hands using a C-grip (supporting from below with 4 fingers and gripping from above with the thumb). | | | |
| 14. Have her stroke the breast by widening the fingers of both hands from the nipple towards the chest wall. | | | |
| 15. Have her stroke the breast by narrowing her fingers from the chest wall towards the nipple to express milk. | | | |
| 16. Place the container for expressing milk under the mother's nipple and tell her to hold it. | | | |
| 17. Gently press inwards from the outer edges of the areola with the thumb and index finger to allow the milk to flow. | | | |
| 18. While holding the nipple in this way, gently move your fingers forward to allow the milk to flow. | | | |
| 19. Repeat steps 17 and 18 several times (press and release) to empty the breast milk. | | | |
| 20. Repeat the same technique along the lateral borders of the areola to empty the remaining breast milk. | | | |
| 21. If there is fullness in the other breast, apply steps 5-20 to empty it. | | | |
| 22. Wash your hands with soap and water. | | | |
| 23. Help the mother get dressed. | | | |
| 24. 7. Record the procedure on the nurse's observation form | | | |
| PRODUCT: Softened breasts, mother reporting reduced tenderness and pain in the breast. | | | |

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|---|-------------------|
| TOTAL PROCESS SCORES: PRODUCT RATING: TOTAL SCORE: | SIGNATURE: |
|---|-------------------|

5. UTERINE INVOLUTION MONITORING SKILL ASSESSMENT FORM

| | |
|--|--|
| Skill to Be Learned | This form will be used to equip students with the skills to assess postpartum uterine involution. |
| Behavior Level | Cognitive and Psychomotor |
| Performance Criteria | Process and Product |
| Equipment and Materials to Be Used | Disposable gloves, cleaning pads. |
| Student's Full Name | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | |
| Absolute Success Score | |
| Points to Consider During Observation of the Behavior | This assessment form covers the behaviors the student should perform during the uterine involution assessment. Under the heading "Whether the Behavior Is Demonstrated," there are numbered columns (1, 2, 3) for each skill related to the guide. The number of columns can be increased as needed, and the practice repeated until the skill is fully and completely mastered. For each behavior to be considered learned, an (x) mark will be placed in the corresponding column. Items that cannot be performed due to environmental reasons will be excluded from the assessment. This form will be evaluated in two stages: Process and Product. The assessment will be based on a total of 32 points, with one point given for each item, resulting in 27 points for the process dimension and 5 points for the product dimension. The student's TOTAL SCORE will be calculated out of 100 to obtain an Absolute Success Score, which will be recorded in the Absolute Success Score section. |
| PROCESS EVALUATION | |
| Observable Behaviors | Whether the Behavior Is Demonstrated |
| | 1 2 3 |

| | | | |
|---|--|--|--|
| 1. Greet the mother gently. | | | |
| 2. Introducing Oneself | | | |
| 3. Learning your mother's name and addressing her by name. | | | |
| 4. Informing the mother about the procedure to be performed. | | | |
| 5. Tell your mother to urinate if she has any. | | | |
| 6. Washing Hands with Soap and Water | | | |
| 7. Position the mother on her back, with her head supported by a pillow and her knees bent at a 25-30 degree angle. | | | |
| 8. While respecting privacy, ask the mother to expose her abdomen and perineal area. | | | |
| 9. Wearing gloves | | | |
| 10. Lift the mother's pad from front to back. | | | |
| 11. Ask if they changed their sanitary pad in the last hour. | | | |
| 12. With one hand, support the lower part of the uterus above the symphysis pubis with four fingers together and the thumb extended; with the palm of the other hand, locate and determine the position of the fundus of the uterus (it can be midline, right or left). | | | |
| 13. Determine the height of the uterus relative to the umbilicus by palpating the upper part of the fundus. | | | |

| | | | |
|--|--|--|--|
| 14. Palpate the uterus to assess its consistency and size (firm, about the size of a large orange, or soft, with indistinct borders). | | | |
| 15. Massage the fundus with gentle circular movements to help the uterus contract. | | | |
| 16. Evaluate the color, amount, and odor of lochia coming from the vagina during the massage. | | | |
| 17. Explain to the mother the importance of self-massage of the fundus within the first 6 hours. | | | |
| 18. Show the mother how to perform self-massage of the fundus (explain that the fundus will be more gently palpated after a cesarean section). | | | |
| 19. If there is an episiotomy, observe the incision site for signs of infection (redness, swelling, tenderness, bleeding, stitches opening) by positioning the mother appropriately. | | | |
| 20. Place a clean pad on the perineum and ensure the mother is in a comfortable position. | | | |
| 21. Remove gloves. | | | |
| 22. Explain the nature of lochia and the importance of monitoring to the mother. | | | |
| 23. Explain to the mother the importance of monitoring the episiotomy site for signs of infection. | | | |
| 24. Explain the benefits of breastfeeding in accelerating uterine involution. | | | |
| 25. Provide information about postpartum vulvar hygiene. | | | |
| 26. Inform the mother about the outcome of the procedure. | | | |
| 27. Record the results of the procedure on the nurse's observation form. | | | |

| | |
|---|--------------------------------|
| TOTAL PROCESS SCORES: | |
| PRODUCT | |
| 1. Ability to evaluate the mother's findings regarding the involution process | |
| | Postpartum Day |
| | Consistent/Inconsistent |
| Fundus height | () () |
| Uterine consistency | () () |
| Amount of bleeding | () () |
| Bleeding content | () () |
| 2. Ability to explain conditions that may negatively affect the involution process in the mother | |
| TOTAL SCORE: | SIGNATURE: |

6. BREAST SELF-EXAMINATION (BSE) TEACHING SKILLS EVALUATION FORM

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|--|---|
| Skill to Be Learned | This form is a training designed to empower women to teach themselves how to perform breast self-examination (BSE). |
| Behavior Level | Cognitive and Psychomotor |
| Performance Criteria | Process and Product |
| Equipment and Materials to Be Used | Mirror, breast model, pillow |
| Student's Full Name | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | |
| Absolute Success Score | |
| Points to Consider During Observation of the Behavior | This evaluation form covers the behaviors that the student must demonstrate while teaching a woman to perform breast self-examination (BSE) on herself. Before starting the process, the student should ask whether the woman to be trained has prior knowledge about BSE and should prepare the training plan according to the woman's level of understanding. The materials to be used during the session should also be ready in the environment before starting. In order for the student to be considered competent in this skill, each behavior must be performed correctly and completely. Under the heading "Whether the Behavior Is Demonstrated" in the form, there are numbered columns (1, 2, 3) for each application. If necessary, the number of columns can be increased and the practice repeated until the skill is performed fully and accurately. For each correct behavior demonstrated by the student, an (X) will be marked in the corresponding column. This form will be evaluated in two stages: Process and Product. Evaluation will be done by assigning a score to each item, with a total of 22 points for the process dimension and 5 points for the product dimension, giving a total of 27 points. Items that cannot be performed due to environmental reasons will be excluded from the evaluation. The student's TOTAL SCORE will be calculated out of 100 to obtain the Absolute Success Score, which will be recorded in the Absolute Success Score section above. This form will be evaluated using the Effective Communication Skills Evaluation Form |

| PROCESS EVALUATION | Whether the Behavior Is Demonstrated | | |
|--|---|----------|----------|
| | 1 | 2 | 3 |
| 1. Greeting the woman politely | | | |
| 2. Introducing Oneself | | | |
| 3. Asking the Woman's Name and Addressing Her by Name | | | |
| 4. Explaining the purpose and importance of breast examination | | | |

| | | | |
|---|--|--|--|
| 5. Explaining that the procedure is not time-consuming and is painless, and that it is done by observation and palpation | | | |
| 6. Explaining the best time to perform a breast examination ✓ One week after the end of menstruation ✓ Explaining that after menopause and during pregnancy, breast examinations should be performed on a specific day of each month ✓ Explaining that the examination can be done at any time, but that it is easier to do it after a bath because the skin is wet | | | |
| 7. Explaining that in order to properly evaluate the results of the examination, it is especially important for the woman to know her own breast tissue, and that she should perform examinations at least every 3-4 months for this purpose | | | |
| Teaching Breast Examination | | | |
| Observational Examination | | | |
| 8. Explain to the woman that her upper body should be bare for the examination. | | | |
| 9. Tell the woman to stand in front of a mirror with her arms at her sides and relaxed, and observe the breast for indentations, nipple sores, crusting, orange peel appearance, and asymmetry (differences in size and shape). | | | |
| 10. While raising her hands upwards, clasping them in the middle of her head and pushing her head forward, observe whether the breast skin is retracted, puckered, or the nipples are drawn inward. | | | |
| 11. While placing her hands on her hips and pressing towards her buttocks, pushing her elbows forward and pulling her shoulders back, lean slightly forward. During this time, observe whether the breast skin is retracted, puckered, or the nipples are drawn inward. Also, examine whether there is any irregularity at the edges of the breast in this position. | | | |
| Tactile Examination | | | |
| 12. Explain to the woman to lie on her back, place a small pillow under the shoulder on the side to be examined, and raise the arm on that side to head level, and demonstrate this on a model. | | | |
| 13. Show the area to be examined on the breast on the model: below the collarbone (sternum) at the top, the armpit on one side, the sternum on the other side, and the area where the breast tissue ends at the bottom. | | | |
| 14. Explaining breast examination techniques and demonstrating them using a model: ✓ The first method involves using the tips of the index, middle, and ring fingers. ✓ Imagine there are concentric circles on the breast surface and, without lifting the fingertips from the breast tissue, trace circular motions from the outermost part towards the center (towards the nipple). ✓ Explain that the second method involves examining the breast starting from the nipple and moving towards the outer edges in a diamond shape. ✓ Explain that the third method involves imagining there is a puzzle square on the breast and, without lifting the hand from the upper outer corner, pressing three fingers on each square (without lifting the hand from the breast tissue) to check the breast tissue from top to bottom and bottom to top. | | | |
| 15. Tell the woman that she should examine both breasts monthly for any lumps or hardness using a method she finds easiest. | | | |
| 16. Demonstrate how to gently squeeze the nipple between her thumb and index finger to check for discharge | | | |
| 17. Explain that bloody discharge from the nipple is important. | | | |

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|---|--|--|--|
| 18. Explain that she should press the nipple back without resistance. | | | |
| 19. Examine the armpit area by pressing with her fingers from top to bottom. | | | |
| 20. Perform the same procedure (applications listed in items 9 and 16) on the other breast. | | | |
| 21. If available, give the woman brochures and written materials about breast self-examination. | | | |
| 22. Record the procedures performed. | | | |

TOTAL PROCESS SCORE:

PRODUCT SCORE: REACTIVE (), NON-REACTIVE ()

TOTAL SCORE:

SIGNATURE:

7. VULVAR SELF-EXAMINATION (VSE) TEACHING SKILLS EVALUATION FORM

| | |
|--|---|
| Skill to Be Learned | This form will be used to enable students to acquire the skill of teaching vulvar self-examination (VSE) for the early detection of vulvar cancer in women. |
| Behavior Level | Cognitive and Psychomotor |
| Performance Criteria | Process and Product |
| Equipment and Materials to Be Used | Vulva model, images/posters showing abnormal findings, and brochures |
| Student's Full Name | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | |
| Absolute Success Score | |
| Points to Consider During Observation of the Behavior | This evaluation form covers the behaviors that the student must perform while providing education to women on vulvar self-examination. Before starting the process, the student should ask whether the woman to be educated has knowledge about VSE, and prepare the training plan and the materials to be used according to the woman's level of knowledge, making sure everything is ready in the environment. For the student to be considered as having learned this skill, each behavior must be performed fully and in order. Under the heading "Whether the Behavior Is Demonstrated" in the form, there are numbered (1, 2, 3) practice columns. If necessary, the number of columns can be increased and the practice repeated until the skill is complete and accurate. For each correct behavior performed by the student, an (X) will be marked in the corresponding column. This form will be evaluated in two stages: process and product. Evaluation will be carried out by giving one point for each item, with a total of 20 points for the process dimension and 5 points for the product dimension, making a total of 25 points. Items that cannot be performed due to environmental reasons will be excluded from the evaluation. The student's TOTAL SCORE will be calculated on a scale of 100 to obtain the Absolute Success Score, and this score will be recorded in the Absolute Success Score section above. This form will be evaluated using the Effective Communication Skills Evaluation Form. |

| PROCESS EVALUATION | Whether the Behavior Is Demonstrated | | |
|--|---|----------|----------|
| | 1 | 2 | 3 |
| 1. Greeting the Woman Politely | | | |
| 2. Introducing Oneself | | | |
| 3. Asking the Woman's Name and Addressing Her by Name | | | |
| 4. Explaining the purpose of VSE (Vulvar Self-Examination) | | | |

| | | | |
|--|--|--|--|
| 5. Explaining the characteristics of the examination to the woman | | | |
| 6. Explaining the importance of washing hands with soap and water before and after each examination | | | |
| 7. Introducing the vulva on a model/image | | | |
| 8. Explaining the examination position (sitting with knees bent toward the abdomen and legs apart, holding the mirror so that the vulva area is clearly visible) | | | |
| 9. Instructing the woman to observe the entire vulva in the mirror (hairy area, labia majora, labia minora, vaginal opening, urethral opening, clitoris) | | | |
| 10. Ensuring she opens the labia with her index and middle fingers on the model to see the urethral and vaginal openings | | | |
| 11. Observing the area for abnormal findings such as swelling, redness, sores, color changes, spots, asymmetry, deformities, masses, moles, warts | | | |
| 12. Emphasizing that the examination should be performed from inside out and explaining the importance (to prevent external microbes from reaching the vaginal and urethral openings) | | | |
| 13. Demonstrating on the model how to insert the thumb 1–2 cm into the vaginal opening and use the index finger to palpate the tissue for masses, firmness, and pain along the entire opening | | | |
| 14. Explaining and demonstrating, with slow inside-out movements, how to examine the clitoris, labia minora, labia majora, pubic area, and groin with the fingertips of all four fingers, applying light pressure without lifting hands, to check for masses, firmness, tenderness, pain, and swelling | | | |
| 15. Explaining that in the presence of abnormal findings (swelling, redness, sores, color changes, spots, asymmetry/deformity, masses, moles, warts, etc.), the woman should consult a healthcare facility | | | |
| 16. Asking the woman if she has any questions | | | |
| 17. Asking the woman to demonstrate the examination on the model | | | |
| 18. Providing positive feedback and appropriately correcting any mistakes or omissions | | | |
| 19. Providing the woman with brochures or written materials related to VSE, if available | | | |
| 20. Recording the education in the observation form | | | |

TOTAL PROCESS SCORE:

PRODUCT SCORE: REACTIVE (), NON-REACTIVE ()

TOTAL SCORE:

SIGNATURE:

8. POSTPARTUM CARE SKILLS EVALUATION FORM

| | |
|--|---|
| Skill to Be Learned | This form will be used to enable students to acquire postpartum care skills. |
| Behavior Level | Cognitive and Psychomotor |
| Performance Criteria | Process and Product |
| Equipment and Materials to Be Used | Disposable gloves, clean pad, blood pressure device, thermometer, small pillow, stethoscope, syringe if necessary, blood loss assessment scale, aspirator if necessary, oxygen source, blanket, etc. |
| Student's Full Name | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | |
| Absolute Success Score | |
| Points to Consider During Observation of the Behavior | This evaluation form covers the behaviors that the student is expected to demonstrate during the assessment of postpartum care. Under the heading "Whether the Behavior Is Demonstrated" related to the skill in the guide, numbered columns (1, 2, 3) are provided for each practice attempt. If necessary, the number of columns may be increased, and the practice repeated until the skill is performed completely and accurately. For the student to be considered competent in this skill, an (X) will be marked in the corresponding column for each correctly performed behavior. Items that cannot be performed due to environmental constraints will be excluded from the evaluation. Evaluation will be conducted by assigning one point to each item, with a total of 30 points. The student's TOTAL SCORE will be calculated on a scale of 100 to obtain the Absolute Success Score, which will be recorded in the Absolute Success Score section. |
| PROCESS EVALUATION | |
| Observable Behaviors | Whether the Behavior Is Demonstrated |
| | 1 2 3 |

| | | | |
|--|--|--|--|
| 1. Gently welcoming the mother | | | |
| 2. Introducing Oneself | | | |
| 3. Learning the mother's name and addressing her by name | | | |
| 4. Providing information about the procedure | | | |
| 5. Washing hands with soap and water | | | |
| 6. Checking the identity bands of the mother and baby for correctness | | | |
| 7. If the mother had a cesarean section, assessing her level of consciousness, skin color, and capillary perfusion | | | |
| 8. Evaluating the mother's vital signs | | | |
| 9. If the mother's general condition is good, initiating or maintaining mother-baby contact during the first 2 hours postpartum | | | |
| 10. Assessing breastfeeding, and if necessary, supporting, initiating, and maintaining it | | | |
| 11. Determining the mother's pain level and administering requested analgesics if needed; if patient-controlled analgesia is used for post-cesarean pain, providing information about its use; if the mother has a headache, assessing for anesthesia side effects or preeclampsia | | | |
| 12. Asking the mother if she has urinated (she should urinate within the first 6 | | | |

| | | | |
|--|-------------------|--|--|
| hours), checking for bladder distension, and assisting urination; if a urinary catheter is present due to cesarean, monitoring and recording the amount and color of urine in the bag | | | |
| 13. Asking the mother if she has had a bowel movement; supporting women with constipation by encouraging fluid intake and fiber-rich foods; administering and monitoring laxatives if requested | | | |
| 14. Monitoring the amount of IV fluids if an infusion is in place | | | |
| 15. Wearing gloves | | | |
| 16. If vaginal birth, examining the episiotomy site; if cesarean, examining the incision site for pain, discharge, bleeding, color changes, and swelling | | | |
| 17. Monitoring postpartum bleeding for quantity, color, and content; evaluating the fundus for level and firmness | | | |
| 18. Collaborating with the anesthesia provider to evaluate: <ul style="list-style-type: none"> ✓ The most recent hemoglobin level ✓ Estimated blood loss during delivery ✓ Amount of fluids received and output ✓ Medications administered and dosages | | | |
| 19. Providing oxygen if needed after cesarean | | | |
| 20. Positioning the mother comfortably; if cesarean, positioning to prevent aspiration risk | | | |
| 21. If cesarean, monitoring blood pressure, pulse, and oxygen saturation every 15 minutes for the first 2 hours postoperatively, and comparing with preoperative findings if necessary | | | |
| 22. If the mother is hypothermic, monitoring until body temperature normalizes and taking necessary measures to warm her | | | |
| 23. Checking respiratory and bowel sounds | | | |
| 24. If the mother had spinal or epidural anesthesia, assessing leg sensation and movement | | | |
| 25. If cesarean, instructing the mother to support the incision with her hand while coughing and moving | | | |
| 26. Supporting the mother with relaxation and breathing exercises if cesarean | | | |
| 27. Evaluating the mother for postpartum complications: <ul style="list-style-type: none"> ✓ Deep vein thrombosis: assessing for unilateral leg pain and redness ✓ Pulmonary thromboembolism: assessing for shortness of breath and chest pain | | | |
| 28. If cesarean and in good general condition: mobilizing the mother within 8–12 hours, supporting passive exercises in bed before mobilization | | | |
| 29. Meeting the mother’s informational needs regarding her own care and her baby’s care | | | |
| 30. Recording the procedure outcomes in the nursing observation form | | | |
| TOTAL SCORE: | SIGNATURE: | | |

9. AİLE PLANLAMASI EĞİTİM BECERİSİ DEĞERLENDİRME FORMU

| | | | |
|--|--|----------|----------|
| Skill to Be Learned | This form will be used to enable students to acquire the skill of providing family planning (FP) education individually or in groups. | | |
| Behavior Level | Cognitive and Psychomotor | | |
| Performance Criteria | Process | | |
| Equipment and Materials to Be Used | Brochures related to family planning, models, guides, examples of contraceptive methods (condom, IUD, hormonal contraceptives, mini-pill, etc.) | | |
| Student's Full Name | | | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | | | |
| Absolute Success Score | | | |
| Points to Consider During Observation of the Behavior | This evaluation form covers the behaviors that the student is expected to demonstrate while providing family planning education. Under the heading Whether the Behavior Is Demonstrated related to the skill in the guide, numbered columns (1, 2, 3) are provided for each practice attempt. If necessary, the number of columns may be increased, and the practice repeated until the skill is performed completely and accurately. For the student to be considered competent in this skill, an (X) will be marked in the corresponding column for each correctly performed behavior. Items that cannot be performed due to environmental constraints will be excluded from the evaluation. Evaluation will be conducted by assigning one point to each item, with a total of 21 points. The student's TOTAL SCORE will be calculated on a scale of 100 to obtain the Absolute Success Score, which will be recorded in the Absolute Success Score section. | | |
| PROCESS EVALUATION | | | |
| Observable Behaviors | Whether the Behavior Is Demonstrated | | |
| | 1 | 2 | 3 |
| 1. Gently welcoming the mother | | | |
| 2. Introducing Oneself | | | |
| 3. Learning the mother's name and addressing her by name | | | |
| 4. Providing the mother with information about FP (family planning) education | | | |
| 5. Explaining the purposes of family planning and its benefits for maternal-child health and public health | | | |
| 6. Gathering information about contraceptive methods the mother has previously heard of or used | | | |
| 7. Explaining the characteristics of contraceptive methods | | | |
| 8. Explaining the effectiveness of contraceptive methods | | | |

| | | | |
|---|-------------------|--|--|
| 9. Explaining the advantages and disadvantages of contraceptive methods | | | |
| 10. Explaining the appropriate start time for the contraceptive methods they may use | | | |
| 11. Explaining where and how to access contraceptive methods | | | |
| 12. Encouraging questions about contraceptive methods | | | |
| 13. Supporting the mother in selecting a contraceptive method | | | |
| 14. Ensuring mothers who have decided on a method can express their choice | | | |
| 15. Providing participants with more detailed information about the selected family planning method | | | |
| 16. Recording the education in the nursing observation form | | | |
| TOTAL SCORE: | SIGNATURE: | | |

10.EĞİTİM PLANLAMA BECERİSİ DEĞERLENDİRME FORMU

| | |
|--|---|
| Skill to Be Learned | This form will be used to help students develop the skill of planning and conducting education for individuals or groups. |
| Behavior Level | Cognitive and Psychomotor |
| Performance Criteria | Process |
| Equipment and Materials to Be Used | Poster, chart, booklet, illustrated brochure, model, etc. |
| Student's Full Name | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | |
| Absolute Success Score | |
| Points to Consider During Observation of the Behavior | <p>This evaluation form covers the behaviors that the student is expected to demonstrate during the assessment of educational planning skills. Under the heading "Whether the Behavior Is Demonstrated" related to the skill in the guide, numbered columns (1, 2, 3) are provided for each practice attempt. If necessary, the number of columns may be increased, and the practice repeated until the skill is performed completely and accurately.</p> <p>For the student to be considered competent in this skill, an (X) will be marked in the corresponding column for each correctly performed behavior. Items that cannot be performed due to environmental constraints will be excluded from the evaluation. Evaluation will be conducted by assigning one point to each item, with a total of 21 points. The student's TOTAL SCORE will be calculated on a scale of 100 to obtain the Absolute Success Score, which will be recorded in the Absolute Success Score section.</p> |
| PROCESS EVALUATION | |
| Observable Behaviors | Whether the Behavior Is Demonstrated |
| | 1 2 3 |

| | | | |
|---|--|--|--|
| 1. Determining the group to be educated | | | |
| 2. Identifying the needs of the group to be educated | | | |
| 3. Gathering information about the participants (number of participants, educational level) | | | |
| 4. Informing participants about the day, time, place, and duration of the education | | | |
| 5. Reviewing the educational content with the instructor and making necessary corrections | | | |
| 6. Revising the educational content based on feedback from the instructor | | | |
| 7. Arranging the physical conditions of the educational environment (room temperature, ventilation, lighting, noise control, seating arrangement) | | | |
| 8. Preparing the tools and materials to be used during the education | | | |
| 9. Welcoming the participants | | | |
| 10. Introducing oneself to the participants | | | |

| | | | |
|--|--|--|--|
| 11. Facilitating participants' introductions to one another | | | |
| 12. Starting the education on time | | | |
| 13. Explaining the topic, duration, and objectives of the education | | | |
| 14. Delivering the educational content using the predetermined interactive method under instructor supervision | | | |
| 15. Providing an environment that allows participants to exchange information with each other | | | |
| 16. Addressing participants by their names | | | |
| 17. Encouraging participants to ask questions | | | |
| 18. Answering participants' questions | | | |
| 19. Summarizing the topic | | | |
| 20. Ending the education on time | | | |
| 21. Recording the conducted education | | | |

| | |
|---------------------|-------------------|
| TOTAL SCORE: | SIGNATURE: |
|---------------------|-------------------|

11.SKILLS EVALUATION FORM FOR PREPARING A WOMAN FOR GYNECOLOGICAL EXAMINATION

| | | | |
|---|---|----------|----------|
| Skill to Be Learned | This form will be used to enable students to acquire the skills required to prepare a woman for a gynecological examination. | | |
| Behavior Level | Cognitive and Psychomotor | | |
| Performance Criteria | Process | | |
| Equipment and Materials to Be Used | Disposable gloves, examination drape, gauze, light source, speculum, antiseptic solution, and other materials | | |
| Student's Full Name | | | |
| Full Name of the Evaluating Supervisor Nurse / Instructor | | | |
| Absolute Success Score | | | |
| Points to Consider During Observation of the Behavior | This evaluation form covers the behaviors that the student is expected to demonstrate during the assessment of skills required to prepare a woman for a gynecological examination.Under the heading "Whether the Behavior Is Demonstrated" related to the skill in the guide, numbered columns (1, 2, 3) are provided for each practice attempt. If necessary, the number of columns may be increased, and the practice repeated until the skill is performed completely and accurately.For the student to be considered competent in this skill, an (X) will be marked in the corresponding column for each correctly performed behavior. Items that cannot be performed due to environmental constraints will be excluded from the evaluation.Evaluation will be conducted by assigning one point to each item, with a total of 20 points. The student's TOTAL SCORE will be calculated on a scale of 100 to obtain the Absolute Success Score, which will be recorded in the Absolute Success Score section. | | |
| PROCESS EVALUATION | | | |
| Observable Behaviors | Whether the Behavior Is Demonstrated | | |
| | 1 | 2 | 3 |
| 1. Gently greeting the woman | | | |
| 2. Introducing Oneself | | | |
| 3. Asking the Woman's Name and Addressing Her by Name | | | |
| 4. Providing necessary information about the examination before it begins (woman's position during the exam, examination procedure, instruments to be used, etc.) and explaining its purpose | | | |
| 5. Allowing the woman to express any questions or concerns regarding the examination | | | |
| 6. Obtaining the woman's consent for the examination | | | |
| 7. Preparing the necessary materials for the examination (placing paper towels on the examination table, examination drape, gauze, light source, gloves, materials needed for cervical smear, etc.) | | | |

| | | | |
|--|--|--|--|
| 8. Explaining the importance of an empty bladder for a comfortable examination and assisting the woman to urinate if she has not done so in the last half hour | | | |
| 9. Escorting the woman to a private cabin to remove her underwear during preparation | | | |
| 10. Assisting the woman onto the examination table by providing a drape/examination gown | | | |
| 11. Helping the woman assume the lithotomy position while assessing for any movement or positional restrictions before positioning | | | |
| 12. Providing the examination position while maintaining privacy | | | |
| 13. Supporting the woman during the examination (touching her hand or shoulder, holding her hand, speaking, answering questions if any) | | | |
| 14. Instructing the woman to take deep breaths to relax during the examination | | | |
| 15. Informing the woman about the procedures being performed during the examination | | | |
| 16. Assisting the woman to return to a normal position and covering her after the examination | | | |
| 17. Guiding the woman to the cabin for dressing | | | |
| 18. Explaining any necessary follow-up procedures after the examination | | | |
| 19. Listening to the woman, allowing her to express post-examination concerns or questions, and answering them if present | | | |
| 20. Recording the examination results in the observation form | | | |

TOTAL SCORE:

SIGNATURE: