

2025–2026 Fall Semester

Results and Recommendations of Post-Course Feedback Surveys for Professional Courses Conducted Within the Department of Obstetrics and Women's Health

Introduction: A total of 134 third-year nursing students enrolled in the Turkish-language programme and 84 students enrolled in the English-language programme participated in the end-of-course feedback questionnaire designed for the HEM301-NUR301 Women's Health Nursing courses (in Turkish and English). The survey assessed the planning and delivery of the course, communication and teaching processes, assessment and evaluation practices, laboratory and clinical placements, and the course's contribution to students' professional development. The feedback obtained aims to comprehensively evaluate students' experiences of the course's teaching and learning process and to identify areas for improvement.

Findings (HEM301): Regarding the statement that the course objectives, learning outcomes and scope were clearly presented, 92.5% of students agreed; 96.3% of students stated that the course was conducted in a regular and planned manner; and 94% of students gave the highest score (5 points – I strongly agree) in the assessment of the lecturer's preparation and mastery of the subject. Whilst 79.9% of students considered the course to have been delivered in a clear and understandable manner, 19.4% awarded 4 points. Regarding the adequacy of course materials, 69.4% of students awarded 5 points, whilst 30.6% awarded 4 points. When evaluating communication processes with teaching staff, 60.4% of students indicated that effective communication was established at the highest level, whilst 38.1% awarded 4 points. Furthermore, 62.7% of students stated that teaching technologies were used effectively. Regarding the item on methods and techniques supporting students' active participation, 62.7% of students awarded 5 points, whilst 37.3% awarded 4 points. Upon examining the assessment and evaluation processes, it was observed that all students considered the exam questions to be consistent with the course content and learning outcomes. The proportion of students stating that exams were assessed objectively was 74.6%. However, regarding the post-exam feedback processes, only 38.1% of students awarded 5 points, whilst 40.3% awarded 3 points. 72.4% of students stated that laboratory demonstrations were conducted effectively. However, it is noteworthy that 12.7% of students awarded a score of 3 for the item regarding how the laboratory environment and the equipment used facilitate learning. Evaluations regarding case discussions and group work were found to be highly positive. All students (100%) who stated that group work and seminars were beneficial awarded the highest score. Furthermore, 80.6% of students indicated that case discussions contributed to their learning outcomes. The proportion of students who believed the course contributed to their professional and personal development overall was 83.6%. When the clinical placement process was evaluated, 25.4% of students found the clinical placements very beneficial, whilst 41% awarded 4 points and 33.6% awarded 3 points. Regarding the item on clinical

feedback processes, it was observed that 20.1% of students awarded 3 points. The assessment of course learning outcomes revealed that students generally achieved approximately 70% of the learning outcomes. In particular: “Explains the importance of reproductive and sexual health and understands the role in safeguarding women’s health”, “Explains and demonstrates the role, functions and responsibilities of a midwifery and obstetric nurse in practice” and “Plans, implements and evaluates nursing care for the mother and foetus in normal and high-risk pregnancies” stand out as the learning outcomes achieved at the highest level. In contrast; “Conducts a literature review in the field of reproductive and women’s health, presents the information obtained, and applies it in evidence-based care”, “Delivers nursing care in preventive, curative and rehabilitative health services for women’s health” and “Implements comprehensive nursing care for the mother and newborn in the postpartum period” were found to be achieved at a lower level compared to the other learning outcomes. Students reported that they had the most opportunities to practise self-breast examination and breastfeeding education skills in laboratory and clinical settings; they also stated that they had the greatest opportunity to observe gynaecological cases.

Results (HEM301): An analysis of student evaluations of the course revealed that students generally reported a high level of satisfaction with regard to the course’s planning, delivery, teaching process, laboratory and clinical practice, and its contribution to professional development. It was determined that the course’s academic planning was robust, teaching materials were adequate, and student-centred teaching methods were effectively implemented. Seminars and case discussions were assessed as making a significant contribution to students’ learning process. However, it is considered that post-exam feedback and discussion sessions did not fully meet students’ expectations, and there is a need for improvement in these areas. It was found that satisfaction levels regarding the physical environment and equipment facilities for laboratory practicals were relatively lower. Furthermore, it was determined that satisfaction levels regarding clinical practice processes and the feedback provided during these sessions were more limited. It is assessed that there is a need for development regarding clinical placements, feedback processes, post-exam evaluation sessions, and the physical facilities of laboratory environments. In this regard, it is considered that providing students with the opportunity to undertake more one-to-one practice under the supervision of a clinical mentor nurse/midwife, and providing regular, structured feedback during practice processes, could enhance the learning experience. The assessment of learning outcomes indicates that students have attained a sufficient level of basic knowledge and practical skills regarding women’s health, the pregnancy process, and nursing care. In light of these results, it is considered beneficial to increase practice-oriented learning activities, particularly those focused on evidence-based practice, the use of scientific literature, and postnatal care processes.

Findings (NUR301): An analysis of student evaluations for the NUR301 Women's Health Nursing course revealed that positive views regarding the course's planning and delivery were predominant. 35.7% of students stated that the course content, objectives, learning outcomes and scope were explained in detail, whilst 40.5% rated the provision of sufficient information regarding course materials at the start of the term as 'strongly agree'. The proportion of positive views regarding the explanation of marking criteria and assessment standards at the start of the term was determined to be 44%. The proportion of students who believed that courses were conducted regularly and in accordance with a pre-determined schedule was 46.4%. In evaluations of the teaching process, 36.9% of students stated that they found the teaching staff's preparation and subject knowledge to be adequate. The proportion of students who considered lecture notes and printed and visual materials to be adequate was 36.9%. The proportion of students who stated that teaching staff used teaching technologies effectively and provided clear and understandable answers to student questions was found to be 41.7%. The proportion of students who believed that methods supporting active participation in class were used was 32.1%. In contrast, 32.1% of students responded 'undecided' to the statements 'the lesson was delivered clearly and comprehensibly' and 'the lecturer assessed the exams objectively'. Regarding assessment processes, 38% of students stated that exam questions were aligned with learning outcomes, whilst 34.5% noted that exam questions were distributed evenly across topics. The rate of positive evaluation regarding post-exam feedback and discussion sessions remained at 25%. Practical learning activities were evaluated very positively by students. The proportion of students who stated that group work and seminars were beneficial was 44%. The proportion of students who believed that case studies contributed to learning outcomes was the highest at 54.8%. Furthermore, half of the students who stated that the teaching methods used in case discussions facilitated learning responded with "I definitely agree". In evaluations of laboratory practicals, 46.4% of students stated that laboratory work contributed to their professional development. The proportion of students who stated that the teaching staff demonstrated skills effectively in the laboratory was 47.6%, whilst the proportion of those who indicated that effective guidance was provided during the laboratory sessions was 50%. The proportion of students who believed that the laboratory environment and the equipment used facilitated learning was also 50%. In clinical placement processes, 39.3% of students stated that clinical placements were beneficial. The proportion of students who believed that academic staff provided effective guidance during the clinical placement period was 32.1%, those who believed that assessments were objective was 34.5%, and those who stated that clinical feedback contributed to their learning was also 34.5%. The proportion of students who stated that the clinical environment and staff facilitated learning was found to be 27.4%. In the overall assessment, 44% of students stated at the 'strongly agree' level that the course contributed to their professional and personal development. The evaluation of course learning outcomes revealed that, overall, students achieved approximately 70% of the learning outcomes. In

particular: “Explains the importance of reproductive and sexual health and understands the role in safeguarding women’s health”, “Explains and demonstrates in practice the role, functions and responsibilities of a midwifery and obstetric nurse”, and “Plans, implements and evaluates nursing care for the mother and foetus in normal and high-risk pregnancies” were noted as the learning outcomes achieved at the highest level. In contrast; “Conducts a literature review in the field of reproductive and women’s health, presents the information obtained, and applies it in evidence-based care”, “Delivers nursing care in preventive, curative and rehabilitative health services for women’s health” and “Implements comprehensive nursing care for the mother and newborn in the postpartum period” were found to be achieved at a lower level compared to the other learning outcomes. Students reported that they had the most opportunities to practise self-breast examination and breastfeeding education skills in laboratory and clinical settings; they also stated that they had the greatest opportunity to observe gynaecological cases. Finally, students highlighted the language barrier as a significant issue; it was stated that some teaching staff’s inadequate language skills, the limited nature of explanations provided during practical sessions, and communication gaps in the clinical setting had a negative impact on the learning process.

Results (NUR301): Overall, it was found that students reported a high level of satisfaction with the course planning, the teaching process, laboratory and clinical placements, and the course’s contribution to their professional development. It was determined that the overall structure of the course and the teaching process were strong; in particular, practice-based learning activities were found to be highly beneficial by students. However, it is assessed that improvements to post-exam feedback processes and the development of clinical learning environments could further enhance student satisfaction. In this regard, it is considered that providing students with the opportunity to undertake more one-to-one practice under the supervision of a clinical mentor nurse/midwife, and providing regular, structured feedback during these practice sessions, could enhance the learning experience. The assessment of learning outcomes indicates that students have attained a sufficient level of basic knowledge and practical skills regarding women’s health, the pregnancy process, and nursing care. In light of these results, it is considered beneficial to increase practice-oriented learning activities, particularly those focused on evidence-based practice, the use of scientific literature, and postnatal care processes. To reduce language barriers, it is recommended that more accessible methods of explanation be used in teaching processes and that communication and guidance processes in clinical practice be strengthened.

Overall Conclusion: Whilst the overall structure of the courses is strong and makes a significant contribution to students’ professional development, it is considered that improvements—particularly in feedback processes, clinical learning environments and practical/laboratory facilities—would further enhance the quality of education and student satisfaction. It is considered beneficial to increase evidence-based practices, the use of

scientific literature, and practice-oriented learning activities focused on postnatal care processes. Improvements are required to reduce language barrier-related issues for the English-speaking group.