ORIGINAL RESEARCH ORİJİNAL ARAŞTIRMA

Examining the Relationship Between Nurses' Knowledge of Profession History and Professional Attitudes: A Cross-Sectional Study

Hemşirelerin Meslek Tarihi Bilgileri ile Profesyonel Tutumları Arasındaki İlişkinin İncelenmesi: Kesitsel Bir Araştırma

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ABSTRACT Objective: This study aimed to examine the relationship between nurses' knowledge of their profession's history and their professional attitudes. **Material and Methods:** This cross-sectional study included 171 nurses working in hospitals and family health/public health centers in the province of İzmir. Research data were collected from the nurses through an online questionnaire between September-November 2022. The questionnaire included sections on Nurses' Sociodemographic and Work-related Characteristics, Nursing History Knowledge, and the Inventory of Professional Attitudes at Occupation. **Results:** In the study, the mean age of the nurses was 34.33±8.84 years, and their mean duration of employment was 11.55±5.20 years, respectively. 88.3% were female of the nurses, 72.5% held a Bachelor's degree, and 33.4% worked in a primary healthcare institution. The mean scores for Nursing History Knowledge and the Inventory of Professional Attitudes at Occupation were 14.17±5.20 and 142.64±13.14, respectively. A moderate positive correlation was found between Nursing History Knowledge and the Inventory of Professional Attitudes at Occupation (r=0.369; p=0.000). As the duration of employment increased, nurses' nursing history knowledge decreased (r=-0.146; p=0.057), while their professional attitudes at occupation increased significantly (r=0.314; p=0.000). Nurses who identified themselves as professionals, followed professional publications, participated in scientific research, and were members of a professional association had significantly higher mean scores in Nursing History Knowledge and the Inventory of Professional Attitudes at Occupation (p<0.01). **Conclusion:** This research showed that nurses with a high level of professional history knowledge exhibit more professional attitudes.

Keywords: Nursing history; knowledge; professionalism; attitude

ÖZET Amaç: Bu araştırma, hemşirelerin meslek tarihi bilgileri ile profesyonel tutumları arasındaki ilişkinin belirlenmesi amaçlamaktadır. **Gereç ve Yöntemler:** Kesitsel tipte olan bu araştırmaya İzmir ilinde hastane, aile sağlığı/toplum sağlığı merkezleri ya da özel dal merkezlerinde çalışan 171 hemşire dâhil edildi. Araştırma verileri, hemşirelerin Sosyodemografik ve Çalışma Özelliklerini Tanılama Formu, Hemşirelik Tarihi Bilgisi Formu ve Meslekte Profesyonel Tutum Envanteri veri toplama araçları ile Eylül-Kasım 2022 tarihleri arasında çevrim içi anket yoluyla toplandı. **Bulgular:** Çalışmada, hemşirelerin yaş ortalaması 34,33±8,84 yıl, görev süresi ortalaması 11,55±5,20 yıl olarak bulundu. Hemşirelerin %88,3'ü kadın, %72,5'i lisans mezunu ve %33,4'ü birinci basamak sağlık kuruluşunda çalışıyordu. Hemşirelik Tarihi Bilgisi puan ortalaması ve Meslekte Profesyonel Tutum Envanteri puan ortalaması sırasıyla 14,17±5,20 ve 142,64±13,14'tür. Hemşirelik Tarihi Bilgisi ve Meslekte Profesyonel Tutum Envanteri arasında orta düzeyde pozitif yönde bir ilişki saptandı (r=0,369; p=0,000). Hemşirelerin çalışma süresi artıkça tarih bilgilerinde azalma (r=-0,146; p=0,057), profesyonel tutumlarında artış saptandı (r=0,314; p=0,000). Profesyonel olduğunu, mesleki yayınları takip ettiğini, bilimsel araştırmalara katıldığını ve mesleki bir derneğe üye olduğunu belirten hemşirelerin hemşirelik tarihi bilgisi ve meslekte profesyonel tutum envanteri puan ortalamaları anlamlı düzeyde yüksektir (p<0,01). **Sonuç:** Bu araştırma bulgularına göre meslek tarihi bilgisi iyi olan bir hemşirenin daha profesyonel tutum sergilediği söylenebilir.

Anahtar Kelimeler: Hemşirelik tarihi; bilgi; profesyonellik; tutum

Professionalism is defined as the process in which certain values required for professional identities such as conscience, honesty, and respect, based on positive personal qualities such as sincerity, professional knowledge, autonomy, political awareness, willingness to serve society, scientific studies and teamwork are internalized and these become visible in the individual's behaviour. Professionalism in nursing is to increase the quality of care services by continuously improving their knowledge and practices; and to provide services following current practice standards, professional ethical codes and legal regulations while giving individual-centred care.[1] The nursing profession has been affected by various social events throughout history and has changed over time, until today in the process of professionalization. A growing understanding of how nursing is constantly changing and evolving in response to social, political, economic and cultural pressures from inside and outside has shown that current challenges are part of the ongoing process of adaptation.[2] The history of nursing provides us with the information we need to understand our profession, learn from our past, and inform our patients and the community about our important roles in healthcare. Throughout history, there has been a shift from public contempt for nurses to a trusted profession.[3]

A strong, confident sense of identity and accurate historical awareness will enable nurses to embrace the complexity and differences of the past without judgment in light of current knowledge and values.[4] In addition, knowing the nursing history allows nurses to fully understand the issues affecting the profession such as laws, regulations, education, nursing practice, autonomy and unity. Today, nurses cannot deal with these important issues effectively without a historical knowledge base and cannot evaluate their important role in the healthcare system well. 2 This problem negatively affects the nursing identity. Awareness of nursing history develops both analytical and effective thinking skills and professional identity in nurses.[3] In addition, this awareness can provide nurses with significant political power.[2]

To understand the factors influencing nursing identity, its core values, and the barriers to its development and advancement, it is essential to first ex-amine the history of nursing. Throughout history, various events have shaped the profession, contributing to the formation of professional identity. It is reasonable to assume that a nurse who understands the evolution of their profession, the challenges it has faced, and the roles and responsibilities it has acquired in response to societal needs will demonstrate a stronger professional attitude and behaviour. Based on this premise, this study aims to explore the relationship between nurses' knowledge of their professional history and their professional attitudes.

▮ MATERIAL AND METHODS

This cross-sectional (descriptive and analytical) type of research aimed to examine the relationship between nurses' knowledge of professional history and professional attitudes. The study was reported using the Strengthening the Reporting of Observational Studies in Epidemiology checklist: cross-sectional studies.

RESEARCH SAMPLE AND CHARACTERISTICS

The universe of the research constituted the nurses working in hospitals, family and community health centres in İzmir in Türkiye. The sample size for this study was determined using a power analysis conducted with G*Power 3.1 software (G*Power 3.1.9.7, Heinrich-Heine-Universität Düsseldorf, Germany). A Point biserial model was employed, with the following parameters: effect size ($|\rho|$)=0.3, which is considered a moderate effect size, and an α error probability=0.05, the standard threshold for statistical significance. The total sample size was 171 participants, with degrees of freedom calculated as 169. Based on these parameters, the non-centrality parameter (δ) was calculated as 4.1124, and the critical t value was determined to be 1.6539. The achieved power (1-β) for the test was calculated to be 0.9929, indicating a very high statistical power of 99.29%. This suggests that the sample size was adequate to detect a significant relationship, minimizing the risk of Type II errors and ensuring the robustness and reliability of the study's results.

COLLECTION OF RESEARCH DATA

Research data were collected from the nurses through an online questionnaire between September-Novem-

ber 2022. The link of the data collection tools transferred to the online forms application was sent to the nurses via social media, and they were asked to participate in the research voluntarily. The link created to collect data was shared among the nurses using the snowball method until the planned sample size was reached. The questionnaire form consisted of 3 parts.

Part I (Sociodemographic and Work-Related Characteristics of Nurses): There were 16 questions including, age, gender, educational level, work unit and duration of employment, the reason for choosing the profession, following the publications related to the profession, being a member of a professional association, participating in scientific events organized outside the institution, thinking of being professional, using evidence-based practices in patient care, being involved in scientific research, being a role model for students who come to the service/clinic/unit for the clinical practice.

Part II (Knowledge of Nursing History): This part conducted 22 items related to information on important events that have been effective in the development of the nursing profession such as laws and regulations, education and practice areas in our country from past to present (Figure 1). The items created in this context were submitted to the opinion of 3 experts and given their final form. For each item, "I have an idea (1 point)" and "I have no idea (0 point)" options were available. The questions in the Knowledge of Nursing History section were carefully developed through an extensive review of the literature and relevant nursing laws.[1-3,5-9] To ensure the scope and relevance of the content, 3 subject matter experts rigorously evaluated the items for content validity, assessing their alignment with key concepts in nursing history. Before the study commenced, these experts reviewed each item to verify its accuracy and comprehensiveness. Based on their constructive feedback, the final version of the form was refined to enhance its validity and reliability, ensuring it effectively captures essential knowledge related to the nursing profession.

Part III (Inventory of Professional Attitudes at Occupation): The inventory developed by Erbil and Bakır for midwives and nurses in 2009 consists of 32 items that include attitudes on issues such as vocational training and development, interpersonal relations, and approach to problems. The application time of the one-dimensional inventory was 8-10 minutes on average. Each statement in the Likert-type inventory is scored from 5 to 1. In each item, "5" was given for "strongly agree", "4" for "agree", "3" for "neither agree nor disagree", "2" for "disagree" and "1" for "strongly disagree". The lowest score to be obtained from Inventory of Professional Attitudes at Occupation (IPAO) was 32, and the highest score was 160. The total score of the inventory gave the professional attitude score in the profession. The higher the score obtained from the inventory, the higher the level of professionalism was evaluated. In the original study, the Cronbach Alpha reliability coefficient of the inventory was found to be 0.89.[10]

ETHICAL CONSIDERATIONS

This study was conducted in accordance with the principles of the Declaration of Helsinki. Approval was obtained from the İzmir Katip Çelebi University Non-Interventional Clinical Studies Institutional Review Board (date: March 18, 2021; no: 0137), along with permission from the relevant institution. In the online questionnaire form, the participant was informed about the purpose of the research, confidentiality, voluntariness, and withdrawal. In addition, the form was required to mark a statement declaring voluntary participation. Permission was obtained for the NJMS to be used in the collection of research data during the planning phase of the study.

DATA ANALYSIS

Data analysis was conducted using SPSS 20.0 software (IBM SPSS Statistics, IBM Corp., USA). Descriptive statistics were used to summarize the variables. The independent variables of the study included nurses' sociodemographic characteristics, work-related factors, professional attributes, and their knowledge of nursing history. The dependent variable was the IPAO score.

Differences between dependent and independent variables were analyzed using one-way analysis of variance and/or t-tests for parametric data, while the Kruskal-Wallis H test and/or Mann-Whitney U test

Knowledge of Nursing History

1. Nursing was carried out by religious and self-sacrificing people who deprived themselves of worldly affairs in ancient times.
2. Witch hunts began in the late Middle Ages and female healers (nurses) were accused of witchcraft and tortured or killed.
3. The Crimean War had a special place in the development of our profession.
4. In ancient times (until the First World War), nursing in our country was based on volunteerism.
5. Florence Nightingale is the founder of modern nursing and nursing education.
6. Turkish women started to work in hospitals for the first time during the Balkan War.
7. The first step in nursing education in Turkey was taken in 1911 by opening the 'Volunteer Nursing Course'.
8. Until 2014, nurses with different graduation degrees (high school graduates) could graduate in our country.
9. Our first Turkish nurse is Safiye Huseyin Elbi.
10. Nurses were brought from abroad to care for our wounded soldiers in these wars, including Crimea, Tripoli, the Balkans and the First World War.
11. In the First World War, women were invited to be a nurse and to nursing education with the advertisements given in the newspapers.
12. The first answers to the government's call for nursing education and deficit came from women from prominent families.
13. Our first Nursing Law came into force in 1954.
14. In our country, undergraduate nursing education started in 1955 with Ege University School of Nursing.
15. Our first professional organization was established in 1933 under the name of "Turkish Patient Care Association".
16. There is also an Association of Student Nurses in our country (Student Nurses Association)
17. Schools of Nursing has been started the process of becoming a Faculty of Nursing since 2011.
18. In our country, it gave men the right to practice the nursing profession in 2007.
19. Until 2007, women under 25 years of age were admitted to nursing departments/schools in our country.
20. The concept of "nurse assistant" was also defined in the first Nursing Law.
21. In our country, the "List of Nursing Interventions" was defined in the Nursing Regulation of 2011.
22. In our country, the concept of "specialist nurse" was defined in the Nursing Law of 2007.

FIGURE 1: Items related to knowledge of nursing history

were applied for nonparametric data. The relationship between nursing history knowledge and professional attitude was assessed using the Pearson correlation test. The correlation coefficient evaluation was based on the criteria of no or negligible correlation (±0.01 to ±0.19), weak positive or negative correlation

(±0.20 to ±0.29), moderate positive or negative correlation (±0.30 to ±0.39), strong positive or negative correlation (±0.40 to ±0.69), and very strong positive or negative correlation (±0.70 and above). Statistical significance was determined at a threshold of p<0.05.

RESULTS

In the study, the mean age and mean duration of employment of the nurses were 34.33±8.84 years and

TABLE 2: The means score of the knowledge of nursing history and IPAO

Variables	X̄±SD	Minimum-maximum
Score of the knowledge of nursing history	14.17±5.20	0.00-22.00
Score of IPAO	142.64±13.14	99.00-160

SD: Standard deviation; IPAO: Inventory of Professional Attitudes at Occupation

11.55±5.20 years, respectively. Of the nurses, 88.3% were female, 72.5% held a bachelor's degree, and 33.4% worked in primary healthcare institutions. Regarding their career choices, 44.4% preferred the nursing profession due to job security. Additionally, 62.6% of nurses followed professional publications, and 50.9% participated in scientific events. Evidence-based practices were utilized by 89.5% of nurses in patient care. However, 57.3% of the nurses were not members of a professional nursing association (Table 1).

The mean scores for knowledge of nursing history and IPAO were 14.17±5.20 and 142.64±13.14, respectively (Table 2).

A significant positive correlation was found between the IPAO score and the knowledge of nursing history score (r=0.369; p=0.000), indicating that as knowledge of nursing history increased, so did the IPAO score. Additionally, a significant positive correlation was observed between the duration of employment and the IPAO score (r=0.314; p=0.000). Although a negative correlation was found between the knowledge of nursing history and the duration of employment, this correlation was negligible (r=-0.146; p=0.057) (Table 3).

As shown in Table 4, nurses who exhibited professional characteristics such as following professional publications, participating in scientific events, perceiving themselves as professionals, and being members of a nursing association had significantly higher scores in both the knowledge of nursing history and IPAO compared to those who did not (p<0.05). Additionally, nurses who used evidence-based practices in patient care had higher knowledge of nursing history scores compared to those who did not (p<0.05).

TABLE 1: Distribution of nurses' descriptive characteristics

Variables		n	%
Sex	Female	151	88.3
	Male	20	11.7
Graduation degree	High-school graduate	7	4.1
	Bachelor's degree	124	72.5
	Postgraduate	36	21.1
	PhD graduate	8	2.3
Work unit	Emergency	11	4.7
	Internal medicine	27	15.8
	Surgical	19	11.1
	Internal Medicine ICU	50	19.2
	Surgical ICU	15	8.8
	Primary healthcare institutions	52	33.4
Reason for choosing to nurse	Examination system	25	14.6
	Family request	14	8.2
	On own request	51	29.8
	Meeting with a role model nurse	5	3.0
	Employment guarantee	76	44.4
Following professional publications	Yes	107	62.6
	No	64	37.4
Participating in scientific events	Yes	87	50.9
	No	84	49.1
Thinking to be professional in the profession	Yes	115	67.3
	No	2	1.2
	Neither yes nor no	54	36.1
Using evidence-based practices	Yes	153	89.5
	No	18	10.5
Being involved in scientific research	Yes	110	64.3
	No	61	35.7
Being a role model in the CPT process for students	Yes	164	95.9
	No	7	4.1
Membership in a nursing association	Yes	73	42.7
	No	98	57.3
		X̄	SD
Age		34.33	8.84
Weekly work hours		48.20	9.71
Duration of employment (years)		11.55	5.20

ICU: Intensive care unit; CPT: Clinical practice training; SD: Standard deviation

TABLE 3: Correlation coefficients between variables (n=171)				
Variables	**Score of the knowledge of nursing history**	**IPAO score**	**Duration of employment**	**Age**
Score of the knowledge of nursing history	1			
IPAO score	r=0.369 p=0.000**	1		
Duration of employment	r=-0.146 p=0.057	r=0.314** p=0.000	1	
Age	r=-0.134 p=0.080	r=0.335 p=0.000**	r=0.958 p=0.000**	1

**Correlation is significant at the 0.01 level. IPAO: Inventory of Professional Attitudes at Occupation

TABLE 4: Distribution of nurses' nursing the score of the knowledge of nursing history and IPAO according to nurses' work-related characteristics					
		Knowledge of nursing history		**IPAO**	
Variables		**X±SD**	**Z; p value**	**X±SD**	**Z; p value**
Following professional publications	Yes	15.68±4.69	**4.964; 0.000**	147.17±10.37	**5.685; 0.000**
	No	11.64±5.07		135.06±13.84	
Participating in scientific events	Yes	15.89±4.60	**4.346; 0.000**	148.74±9.81	**6.448; 0.000**
	No	12.39±5.22		136.32±13.21	
Thinking to be professional in the profession	Yes	14.74±5.17	**2.127; 0.033**	146.33±11.81	**5.668; 0.000**
	No*	13.00±5.11		135.05±12.54	
Using evidence-based practices	Yes	14.56±5.15	**2.943; 0.003**	143.31±12.47	1.405; 0.160
	No	10.89±4.58		136.89±17.20	
Being involved in scientific research	Yes	15.46±5.04	**4.642; 0.000**	145.71±1216	**4.425; 0.000**
	No	11.85±4.70		137.10±13.10	
Being a role model in the CPT process of students	Yes	14.29±5.20	1.781; 0.075	143.05±12.81	1.599; 0.110
	No	11.14±4.89		133.00±17.83	
Membership in a nursing association	Yes	15.15±5.24	**2.343; 0.019**	148.49±11.53	**5.787; 0.000**
	No	13.44±5.08		138.28±12.60	

*no and neither yes nor no. IPAO: Inventory of Professional Attitudes at Occupation; CPT: Clinical Practice Training

DISCUSSION

According to the findings of this research, the knowledge of nursing history was found to be at a moderate level. Several studies in the literature have questioned the level of nursing history knowledge among nurses in our country. For instance, Alkan and Ozveren found that the average score of nursing history knowledge was 9.86±3.92 out of 26 points. In contrast, our study found that nurses' knowledge of history was 14.17±5.20 out of 22 points, as reported in the article by Yılmaz and Güven referring to the original findings.[11] This indicates that, in our study,

nursing history knowledge was better than the findings of the aforementioned thesis. This difference may be attributed to the varying items used to assess historical knowledge and the differing characteristics of the nurses involved.

In our study, it was observed that the knowledge of nursing history decreased as the age and duration of employment of nurses increased. Similarly, the 2019 thesis study found that nurses aged 30 and under exhibited a better level of nursing history knowledge.[11] In another study conducted in Türkiye, which aimed to evaluate nursing students' knowledge of nursing history, questions such as the founder of

modern nursing, the period when modern nursing began, the first official nursing school, and the first nursing school to offer bachelor's education were assessed. The evaluation revealed that the students lacked sufficient knowledge of their profession's history. Based on this finding, it was recommended that educational programs on this topic be repeated for students.[12] Considering that nurses acquire knowledge of professional history during their high school or undergraduate education, this result suggests that information not revisited over time tends to be forgotten and is neither reinforced nor repeated in professional life. Given this assumption, the outcome of our study was expected.

In this study, the mean score of the IPAO was 142.64 ± 13.14. Considering that a maximum score of 160 points could be obtained from this inventory and that all nurses scored above average, it can be concluded that the professional attitudes of the nurses were at a good level. In studies evaluating the professional attitudes of nurses in our country, the mean scores obtained from the inventory ranged between 134-140 points.[13-17] Comparing the results of this study with other studies in the literature, it cannot be said that the professional attitudes of nurses in our country are at an exceptionally high level. The formation of professional identity is a continuous and evolving process, shaped by a set of moral values and beliefs.[18] In line with this concept, it can be said that the professional attitudes of nurses tend to develop and improve over time. The findings of this study also support this idea; it was concluded that as the duration of employment increased, the IPAO scores also significantly increased.

Several studies in the literature support our findings.[13,15] In one such study, the variables that significantly predicted the professional attitudes of nurses included the thought of being a professional in the profession, following professional publications, and professional experience. Among these, the belief of being a professional in the field was found to be one of the top contributors to the model. Nurses who considered themselves professionals had higher professional attitude scores than those who did not view themselves as professionals.[15] In our study, it was observed that nurses who viewed themselves as professionals exhibited significantly better professional attitudes. This result suggests that nurses who identify as professionals have a heightened awareness of professional standards and nursing history.

According to a study in the literature on the subject, it was concluded that nurses with a better professional attitude are more compassionate.[13] In another study, it was stated that compassion motivates nurses professionally. It was emphasized that motivation affects both nursing image and professional identity.[5] According to this information, it can be said that the high motivation of nurses affects their professional attitudes positively. In a study conducted in our country, the mean professional attitude score of nurses with 1-10 years of employment was significantly higher than that of nurses with 11 or more years of experience. This finding highlights that as the duration of employment increases, burnout may also rise, potentially negatively impacting professional attitudes.[17] In addition to this finding, in another studies, the insufficient professional identity of nurses may be effective in leaving the profession and it is an important obstacle in the commitment of nurses to the profession.[19,20] The formation of professional identity, which has a critical importance for the discipline of nursing, is a continuous phenomenon through undergraduate education, graduate education, professional practices and social interactions.[18] However, it is important for the nurses to be highly motivated and not exhausted in this process.

Knowing nursing history is crucial in developing professional awareness and transmitting the professional culture to new generations.[21] In this study, as the knowledge of nursing history increased, the professional attitudes of nurses also significantly improved. This finding suggests that knowledge of nursing history strengthens professional identity, leading to the conclusion that "if knowledge of nursing history were more extensive, professional attitudes could be at a higher level". Given the positive impact of professional identity development on nursing care quality, professional dignity, patient satisfaction, and teamwork, the importance of understanding professional history should be emphasized in in-service training and academic studies to strengthen professional identity.[16,19,22]

A study emphasized that strengthening knowledge of nursing history directly influences the perception of the profession and the attitude toward it.[4] However, a study conducted by Torun in 2018 revealed that the "History of Nursing" course was included in the curricula of only 59 nursing programs offering undergraduate education in Türkiye, highlighting the inadequacy of this number. The study stressed the importance of this course in shaping professional identity and nursing philosophy during the educational process. Consequently, it was recommended that a standardized curriculum be developed for the "History of Nursing" course to provide a more consistent and comprehensive approach in nursing education.[23] A solid historical understanding will help nurses recognize the complexity of the past, learn from past practices, identify outdated practices, and take confident steps toward the future.[21,24]

LIMITATIONS

One limitation of this study is the lack of a standardized measurement tool to assess the knowledge of nursing history. Furthermore, the IPAO, which was used to evaluate professional attitudes in nurses, was developed specifically in our country and has not been adapted to other languages. Another limitation is the relatively modest correlation coefficient (r=0.369) observed between knowledge of nursing history and professional attitudes. Although this indicates a moderate positive relationship, the relatively low value suggests that other factors may be influencing professional attitudes. Additionally, the sample size may not have been large enough to detect a stronger correlation. Increasing the sample size in future studies could potentially lead to more robust findings, offering a clearer understanding of the strength of the relationship. Therefore, future research with a larger sample size is recommended to better explore and potentially strengthen the connections between nursing history knowledge and professional attitudes.

CONCLUSION

The results of this study revealed a moderate positive correlation between Nursing History Knowledge and the IPAO score. Nurses with a higher level of knowledge about nursing history exhibited more professional attitudes. Additionally, it was found that as the duration of employment and age of nurses increased, their knowledge of nursing history decreased.

This finding supports the idea that the history of our profession, which plays a significant role in its development and transformation, should be integrated into both academic education and in-service training for nurses. Being knowledgeable and aware of the profession's history enhances professional standing and image, fosters critical thinking, and empowers nurses both in practice and politically. Based on these findings, we recommend that the subject of nursing history be periodically revisited with our colleagues, and that nursing students receive comprehensive education on this topic to better understand and realize the power of our profession. We believe this training will also strengthen nurses' commitment to their profession. Furthermore, we suggest the development of a standardized tool to measure the knowledge of nursing history. Increasing the number of studies exploring the knowledge of professional history can help raise awareness among nurses.

Conflict of Interest

No conflicts of interest between the authors and / or family members of the scientific and medical committee members or members of the potential conflicts of interest, counseling, expertise, working conditions, share holding and similar situations in any firm.

Authorship Contributions

Idea/Concept: *Burcu Ceylan;* ***Design:*** *Burcu Ceylan, Ayşe Akbıyık;* ***Control/Supervision:*** *Burcu Ceylan;* ***Data Collection and/or Processing:*** *Burcu Ceylan, Ayşe Akbıyık;* ***Analysis and/or Interpretation:*** *Burcu Ceylan, Ayşe Akbıyık;* ***Literature Review:*** *Burcu Ceylan;* ***Writing the Article:*** *Ayşe Akbıyık, Burcu Ceylan;* ***Critical Review:*** *Ayşe Akbıyık;* ***References and Fundings:*** *Burcu Ceylan, Ayşe Akbıyık.*

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