

An Overview of the History and Sociological Structure of Nursing in the World and Turkey

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Abstract

One of the fundamental rights of human beings The quality of health care services, which is one of the most important aspects of health care services, is determined by the training. In this context, being a nurse who is able to carry a professional identity is based on the scientific knowledge of the profession. In addition to having the accumulation of knowledge, the history of nursing, which forms the basis of this profession, the history of nursing, nursing discipline. It is also necessary to know and understand the process in which the developments in history are reflected. The nurse and nursing profession, which is an important team member of health care services, has a very old history. However, it is known that nursing has only recently been recognized as a profession at the professional level. In order for nurses to become more professional in clinical areas and to provide more effective care, it is necessary to have knowledge about the history and development of nursing. Therefore, this article is addressed with the aim of having information about the history and development of nursing both in Turkey and in the world.

1. INTRODUCTION

What is nursing before examining the history of nursing? It is necessary to answer the question. First of all, a nurse is a human being and her/his main field of work is to serve human beings. In order to understand, develop and advance today's nursing, it is necessary to understand past historical events, sociological ideologies and developments in nursing education (1,2). Before Florence Nightingale, the founder of nursing in the modern sense, the influence of religion was observed in nursing education in Europe. Patient care was carried out by nuns affiliated to churches. Although progress was

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made gradually without professional status, the desired success could not be achieved. In the 19th century, Florence Nightingale brought a scientific approach to the nursing profession and constituted the beginning of modern nursing (3,4). In Anatolia, many hospitals were opened during the Seljuk State and women healers were also utilized. During the Ottoman Empire, health services provided in the field of the army came to the forefront and women remained in the background at the point of providing health services (5). DeKones School of Nursing, which was first opened in Germany in 1836 with a certain education, is important in terms of basing nursing on scientific foundations (6). Again, the start of undergraduate education at the University of Minnesota in 1905 in the USA is important in terms of defining nursing roles and professionalization of nursing (7). In our country, the introduction of undergraduate nursing education at Ege University for the first time also contributed to the profession (8). While all these developments were taking place, nursing roles also developed and became clearer.

2. Nursing Definition

Nursing has been defined in different ways by different authorities and nursing theorists until today. After the Crimean War, Florence Nightingale defined nursing as “the act of organizing and improving the patient’s environment in order to improve the patient”, and Virginia Henderson defined nursing as “dynamic power” for the patient to regain health and independence in 1955 (9). Dororhea Elizabrth Orem defined nursing as “one person’s effort to help another person” and demonstrated this with compensated, partially compensated and supportive/educational nursing systems. Joyce Travelbee defines nursing as “interpersonal processes” and sees the purpose of the nurse as helping the individual, family or community to cope with suffering or illness and to find meaning in them (10). The International Council of Nurses (ICN) defines nursing as a profession with responsibilities in providing care for the needs of each individual, preventing disease and maintaining health. Fulfillment of important roles such as advocacy, providing a safe environment, conducting research, shaping health policies and education are among the duties of nurses (11). The American Nurses Association (ANA) defines nursing as a profession that is constantly developing, renewed and specialized to meet the needs of society with compassion, conscience and dedication (12). In our country, the Turkish Nurses Association defines the nursing profession as a profession that provides the necessary care, education, research, development and counseling to protect, improve and improve the health of the individual and society and

to ensure the maintenance of health (13). The World Health Organization (WHO) has defined nursing as a science and art discipline focusing on people and their needs. When the common features of the definitions of nursing from the past to the present are examined;

- The human being is considered as a whole. Human beings are a whole with their physical, socio-cultural and psychological aspects and holistic care should be given.

- Clear and proper communication is necessary in terms of interpersonal relations during the implementation phase of the profession.

- Nursing is a science-based profession.

- The primary aim of the profession is to ensure the well-being and safety of the individual.

- It is among the duties of the nurse to help the individual in case of health and illness.

- Since the primary aim of the nurse is the patient and patient benefit, she/he should work with the team.

- Each professional member has responsibility in maintaining professional development (1).

3. History and Development of Nursing in the World

3.1. History of Nursing in the Ancient and Medieval Ages

In primitive societies in the early ages, nursing is seen to be in the form of practices arising from women's love, compassion and healing approach and maternal roles rather than being a separate occupation. However, when these characteristics are considered, it is difficult to define nursing as a profession (3). In an old Indian book dating back to 3500 BC, the definition of "nursing" as a care member was found in the books examined on health and care. In addition, it was stated in the book that a smaller proportion of nurses were women. Medicine and patient care showed positive momentum with the influence of Egyptian and Greek civilizations. The biggest contribution to medicine was made by "Hippocrates" who lived between 460-370 BC. The most important contribution of Hippocrates is that he eliminated the concept of magic in medicine and provided a more scientific approach to events. Women started patient care in the Ancient Greek period. In Greek history, "Asclepius" was a physician known as the healing god and "Hygeia" was a female goddess known as the goddess of health protection. It is possible to say that this female goddess undertook a nursing duty at

the point of health care (14). In the Middle Ages, the influence of religion on health, medicine and nursing was observed. In this period, in the light of the teachings of Jesus Christ, many nuns devoted themselves to health and social aid activities. Women affiliated with religious organizations made home visits, fed the hungry and provided home care to the sick. The first organization among nurses in this period was the successful “deaconess” Phoebe, who belonged to the rich and noble class and was also affiliated with a religious institution. In addition to being the first nurse and the first deaconess, Phoebe is also known as a public health nurse (15). One of the reasons for the lack of significant developments in the name of nursing in the Middle Ages stems from the influence of religion. Especially the oppressive attitude, bigotry and strict rules of the Catholic Church on nursing led to a dark age in nursing. When we look at the Islamic geography in this period, medical physicians such as Ibn-i Sina, Farabi, Biruni and Razi started to be recognized by Europe. Therefore, in the 14th century, hospitals that could be called qualified were opened in the Middle East and Central Asia and nursing care was made more authentic. By the 16th century, the church’s decisions for the interests of the church overruled science and research. In this period when feudal order was dominant, nurses were seen as the reason for the impoverishment of the peasants and thousands of women were killed. In the killing of nurses, the peasants living in feudal level saw nurses as the reason for their impoverishment. In this context, existing hospitals were closed and receiving health care was banned (14,16).

Although nursing, which was born out of human need, has a long history as an occupation, its journey to becoming a profession is the period after the first half of the 19th century when nursing schools were established and vocational education began. It is thought that wars, religious sects, various reforms, women’s rights and health care factors were effective in the initiation of nursing education in the world. In general terms, the greatest advances were recorded in the new and recent era in the field of nursing as in many disciplines (17).

3.2. History of Nursing in the New Age

After the conquest of Istanbul, the Middle Ages closed and the New Age began. Due to the turmoil in the New Age and the negative impact of the Protestant sect on nursing, which received its strength from the Catholic Church, nursing came to the point of extinction. Prolonged wars, improper environmental sanitation and unsanitary conditions led to an increase in infectious diseases and the death of many people. In order to prevent all this, hospitals were reopened. But the people who cared for

the patients in the hospitals were prisoners and prostitutes with no formal education. These people treated the patients badly, so the hospitals were left with poor people. With the social reform movements, the first steps towards modern nursing were taken by the French priest St. Vincent de Paul. Paul believed that poverty and misery could be prevented with aid. For this purpose, he founded the organization of the Sisters of Charity in 1633. St. Paul also opened a home for abandoned children in 1660. In 1840, Elizabeth Fry founded a short-term school for nurses in England. Earlier, in 1817, Fry had founded a charity for women prisoners. In 1822, Theodor Fleidner, a German priest who had been influenced by Elizabeth Fry when he was in England, returned home and founded the Kaiswerth School of Dekones. In this school, the main function of the deaconesses was to act as nurses. When Fleidner died, he left behind 32 deacon houses and 1600 deacones as a legacy. In addition, these deacones were distributed to various parts of the world and played an important role in nursing education (6,14,16).

3.3. History of Nursing in the Modern Age

The Modern Age, which began with the Renaissance, was a period of many innovations that also affected nursing and health services. With geographical discoveries and the industrial revolution, new places were discovered, production increased and thus the number of people increased. The increase in crowded environments brought with it injuries and diseases. On the other hand, people were divided into classes and the need to help the weaker societies in the lower class arose. As a result, various communities emerged. These communities contributed to the development of nursing with the support of women's freedoms and women's rights. As in other periods, the influence of religion is also seen here (14,18,19).

In the later period of the Modern Age, a large number of deaconesses were trained. Especially in England and America, deaconess organizations assumed an active role. One of these deaconesses was Florence Nightingale. Florence Nightingale, considered the pioneer of world nursing, was born on May 12, 1820 in Florence, Italy. She continued her life as the daughter of a rich and wealthy family. In 1847, when she visited Rome during her trip, she saw the education of Catholic nurses and admired it. Two years later, she visited Fleidner's Dekones organization in Kaiserwerth and returned in 1851 after staying there for three months. Although she did not like the teaching system of the Dekones Organization, she was impressed by Fleidner's and the deacones' goals and desire to work (19,20).

Florence Nightingale achieved her most important achievements in the name of nursing during the Crimean War. In 1854, Nightingale was assigned to take care of British soldiers and came to Istanbul on the same date. With her team of 38 nurses, Nightingale organized the environmental conditions of the hospital established in Selimiye Barracks. She also collected data on the morbidity and mortality rates of the soldiers and the factors affecting these rates, and kept statistics by graphing the results. Nightingale and her team reduced the mortality rate of soldiers from 42% to 2% with the care she provided (18,20).

In the 19th century, after the reform movements in England, when nursing was mentioned, an undisciplined, disobedient, quarrelsome, ignorant and even drunken professional was brought to mind. Here, Nightingale saved the nursing branch, which was not given importance, unknown and underestimated, gave it respectability and became its leader. She tried to set certain standards and base the nursing profession on scientific foundations. Therefore, Nightingale is known as the first theorist in nursing and the founder of modern nursing. Florence Nightingale started her work for the establishment of the St. Thomas' hospital nursing school in 1857. St. Thomas' hospital opened its nursing school and fund in June 1860 (14). After the opening of the nursing school in St. Thomas' Hospital, the "Nightingale Model" started to be applied in nursing education all over the country. Although nursing education in this model focused on patient care in the hospital rather than theoretical education, Nightingale's education program became a model for many countries and these countries wrote letters to F. Nightingale and asked her to train one person to be sent from their countries (16,18).

St. Thomas School of Nursing is important in terms of meeting the first requirement for nursing to be considered a profession. Qualifications such as formal school education, admission of students to the school according to certain criteria, and wearing uniforms were determined for the first time. Thus, formal/systematic nursing education started in the world with Nightingale. Components such as philosophy, objectives, management and organization, qualifications of educational staff, job description, students, materials, facilities, services and evaluation in this education program constitute Florence Nightingale's own values on nursing education (16). The Nightingale School Fund was a revolution in the Victorian era in the 19th century. It established a mission based on the idea that women could receive education and become professionals by receiving nursing education. Within the scope of traditional practices in the society, it made it possible for nurses to provide care based on scientific foundations apart from moral

values. After the school graduated, the differences between nurses with regular and disciplined training and nurses trained from practice were immediately recognized and attempts were made in other London hospitals. These schools, which showed many changes in the following years, were opened in England and its colonies with the “Nightingale Method”. As time passed, these nurses had better living conditions. Meanwhile, the interest shown by the Red Cross organizations in nursing education contributed to the development of modern nursing. Nightingale put her experiences into writing and published publications and various works in the field of nursing (14,18,20).

While this was going on in England, nursing care in the USA was provided by nuns under the influence of the Catholic Church. However, the nursing care provided was far from science. Especially Florence Nightingale’s practices in the name of nursing attracted the attention of US physicians. Therefore, attempts were made to open nursing schools within the church. In 1860, a nursing course similar to the Dekones organization in Germany was opened in New England. In 1861, Anne Priston opened a school at the Woman’s Hospital of Philadelphia in order to care for women and children as well as to train female doctors and trained nurses (21,22). After the civil war in the USA in 1870, the first nursing school was opened in 1872 at the Philadelphia Women’s Hospital in accordance with the Nightingale Model. In 1873, a nursing school was opened at Bellevue Hospital. Nurses trained to improve environmental conditions and provide the necessary health care graduated in 1879. The nursing schools to be opened in the following years continued their education for the same purpose. These schools, which were opened in line with Florence Nightingale’s views, were very successful, and the fact that nursing education in the USA is quite good is among the indicators of this (21,23).

As for nursing education in Germany, the first steps were taken in the name of modern nursing with the opening of Dekones nursing school in 1836 by Theodore Flidner (also the first nursing school in the world). Nurses were given trainings including patient care and social arrangements (6). The International Council of Nurses (ICN) was established in Europe in 1899. ICN is the world’s largest and most important international organization of health disciplines. Currently, this organization, of which more than 130 national nursing associations are members, works to provide quality nursing care to all, to develop global health policies, to advance, promote and elevate the nursing profession and to bring respectability to it. ICN continues to contribute to the development of the nursing profession from past to present (1,3). In the 1900-1940s, it is seen that many European States made efforts

to strengthen nursing education. In 1905, undergraduate nursing education was given for the first time at the University of Minnesota in the USA. In 1923, a group called the Nursing Education Study Committee conducted studies on the education of nurse teachers, administrators and community health nurses and then published a report called the “Goldmark Report”. Based on the recommendations of the Goldmark Report, many nursing schools were opened at the university level. In 1923, the first doctoral education in nursing was initiated by Columbia University Teachers College and an important degree was given in education to prepare nurse educators for the profession (3,7).

4. History and Development of Nursing in Turkey

Nursing gained its identity as a profession in 1854 with the care provided by Florence Nightingale to British and Turkish soldiers in Selimiye Barracks (Istanbul) during the Crimean War. As a result, the foundations of nursing as a professional profession were laid in Turkey. For this reason, the north-west tower of Selimiye Barracks was turned into the Florence Nightingale Museum with the efforts of the 1st Army Command and the Turkish Nurses Association (24). In Turkey, before Nightingale, women took an active role in the field of health during the Anatolian Seljuk State. Many health institutions were opened in this time interval. However, this was not the case for the Ottoman Empire. In the Ottoman period, women were mostly involved in the field of midwifery in the field of health, as they were seen as assets that needed to be protected in a religious sense. Soldiers were assigned to perform procedures such as wound care and dressing during wars. It is possible to say that there was an army-based care in this period (5). In our country, the nursing profession has come a long way from the beginning to the present day with the effect of time and technological developments. Important steps have been taken towards scientificization and professionalization and it continues to progress. Formal education was started in Turkey in 1911. Nurses who received certificates at the end of six months of training with the voluntary patient care course provided care to wounded soldiers in the war. The first nurses trained in these courses were Münire İsmail, Kerime Salahor and Safiye Hüseyin Elbi. For the first time in 1912, during the Balkan War, trained Turkish women continued to care and treat wounded soldiers. While women from cultured families initially showed interest in the nursing profession, in time, girls with low socio-economic status began to practice. This situation is parallel to the emergence and development of the nursing profession in Europe. In 1920, a Special Nursing School was opened under the Amirel Bristol Hospital. This school

was mostly attended by the children of minorities living in Istanbul. The school's education was extended from 2 years and 6 months to 3 years. In 1957, the school's education was extended to 4 years and it was affiliated to the Ministry of National Education. This school gained the status of a vocational high school (1,5,24,25).

In 1925, the Red Crescent Nurse School was opened in Istanbul with the efforts of Prof. Dr. Besim Ömer, Prof. Dr. Ziya Nuri, Prof. Dr. Haydar and Ethem Pertev. This school is important as it is the first nursing school opened in the Republic of Turkey. At first, healthy, moral and primary school graduates were accepted to the school, but later secondary school graduates were accepted. In addition, the duration of education was increased from 2.5 years to 3 years in 1936. The nurses who graduated from the Red Crescent School of Nursing took important initiatives for Turkish nursing and assumed important roles in the establishment of nursing colleges (26).

The nursing schools opened after the Red Crescent Nurse School were the Military Nurse School in 1939, Tevfik Sağlam Nursing High School in 1943, Nurse-Laborant Schools in Haydarpaşa Numune and Şişli Children's Hospitals in 1946, Erzurum, Sivas, Diyarbakır and İzmir Nurse-Laborant Schools in 1952, Trabzon in 1954, Konya in 1955, Ankara Cebeci in 1956 and Maternity Home Nurse-Midwife-Laborant Schools in 1959, affiliated to the Ministry of Health and Social Assistance. Students who had completed secondary school were admitted to these schools and the education period was set as 3 years. In 1959, the nursing education period was increased to 4 years and after 1961, it was named as health college. In the following years, health colleges were opened in various provinces under the Ministry of Health and Social Assistance. Health colleges were renamed as Health Vocational High Schools in 1976 (27,28).

When the history of nursing education is examined, it is seen that nursing education started after primary education, then moved to secondary school level, and increased to associate degree and undergraduate level over the years. Between 1932 and 1958, nursing education in health colleges continued for three years after secondary school, and after 1958, the education period was increased to four years. While programs based on secondary school continued, nursing education at the university level started for the first time with the opening of Ege University School of Nursing in 1955. This was also the first nursing school opened at the university level in Europe. Later, a university level nursing school was opened in England in 1965 (1,8).

The continuation of developments in the field of education led to the necessity of a law. In 1954, the Nursing Law was adopted in Turkey. This

law defined the conditions, functions and duties of being a nurse. On April 25, 2007, the new nursing law was discussed in the Turkish Grand National Assembly and the old one was repealed. With the new Nursing Law, it is now a requirement to be a graduate of a faculty or college in order to obtain the title of nurse. In addition, with this law, men also gained the right to practice nursing (29). In addition to educational advances, some changes also occurred within the ministry. In 1957, the Nursing Council was established within the Ministry of Health and Social Assistance to discuss the nursing profession (30).

In 1961, Hacettepe School of Nursing and Florence Nightingale School of Nursing were established at the undergraduate level. In the following years, Atatürk and Cumhuriyet University Schools of Nursing were established in 1982. In 1985, the School of Nursing affiliated to Gülhane Military Medical Academy started its education life. Graduates received both nurse and military titles. In the 1998-1999 academic year, the recruitment of nurses was stopped with the order of the General Staff and civilian nurses were started to be trained at the undergraduate level at the School of Nursing of Gülhane Military Medical Academy. Marmara, Dokuz Eylül and Gazi University Schools of Nursing were opened in 1993, 1994, 1994 and 1995, respectively. Increasing numbers of nursing schools continued to be opened in private and foundation universities. After a long and challenging endeavor, a different turning point was experienced in nursing education. Florence Nightingale School of Nursing was closed in its 50th year and became Turkey's first nursing faculty with the decision published in the official newspaper dated April 28, 2011 (6,16,27). In 1968, the Institute of Health Education was opened and named Gevher Nesibe. In the same year, master's degree education in nursing and doctorate education in 1972 were initiated. As of this date, the titles of science specialist and doctor have started to be given in the profession. The first associate professorship title in the field of nursing was given in 1978 (31).

5. Nursing roles and their sociological evaluation

From a traditional perspective, nursing is perceived as a profession that assists the physician by implementing the treatment plan planned by the physician. Changes in nursing education and practices, technological developments, changes in human and patient rights have changed this idea. Today, nursing is a professional profession that works with all health team members for the patient, has its own specific duties in the team and needs to be trained in its field. The basis of the duties and functions of the nursing

profession is to help healthy and sick individuals. Help is the whole of the practices performed to improve, maintain and regain health (32,33).

A role is all the attitudes expected from us by others or the society we live in (1). Looking at nursing roles from a historical perspective, it is seen that the aim and duty of helping the individual/patient has continued from the past to the present. Until recently, the only role of the nurse was perceived as patient care. However, patient care is only a part of the care functions within the scope of the nurse's practitioner role. In the past, within the framework of their traditional role, nurses provided care for the sick individual's disease by needing the help and guidance of the physician for their knowledge and behaviors. However, nursing roles have also been affected by scientific and social movements. While nursing roles were roles aimed at curing the patient in the past, today they tend towards social roles such as counseling, education and guidance that will protect from disease and improve health (1,34).

6. Contemporary Nursing Roles

6.1. Care Giving Role

In the nursing profession, care is a concept that refers to supporting or meeting the actions that the individual meets his/her independent functions when healthy but cannot perform alone in case of illness (35). Since caregiving, which dates back to ancient times, is the oldest and most independent of nursing roles, it is important in terms of being the role in which independence is realized the most in nursing roles. The "caregiver role" of nurses is among the contemporary roles and this role is known as the role in which the nurse realizes her autonomy in the strongest way (10). While nursing care was defined with concepts such as caring for wounds, preparing and administering medicines, showing interest, love and compassion in ancient times, the concept of care has started to change today. The nurse determines health care needs with a holistic approach to improve health and participates in the healing process. In the caregiver role, the nurse applies specific treatment to the disease process and takes measures to restore the patient's social-emotional well-being. In fact, in modern nursing roles, care and treatment are separated from each other and scientific advances have been made in care (36,37).

6.2. Educational Role

During nursing care, knowledge deficiencies regarding the health and needs of the patient should be identified and eliminated. The basic educational role

of nursing is to protect and improve the health of the individual and society and to gain the right health behaviors to improve in case of illness. The nurse provides information to the patient and the patient's relatives about changes in health, treatment and lifestyle. An educational nurse determines whether the patient understands the information given and ensures that he/she learns as much as possible. She then assesses the patient's progress in relation to health care goals. The nurse uses educational methods to fulfill this role. She is also responsible for the education of nursing students and other nurses (38).

6.3. Researcher Role

Within the scope of this role, nurses conducting research to increase their level of scientific knowledge in the field will contribute positively to the advancement of the nursing profession. With the researcher role of nursing, care practices will be provided more effectively and efficiently. In addition, nurses can contribute by using the researcher role in conducting a research in the field of health in accordance with the target and preventing errors (39).

6.4. Administrator Role

This role primarily involves managing patient care. It also includes ensuring coordination among other health personnel working in care, planning in-service trainings, strengthening communication and ensuring that clinical work is maintained in an orderly manner. All nurses need good management skills. In addition, they participate in the formulation of nursing policies in health-related institutions and health education institutions in the community (33).

6.5. Decision Making Role

It is the most important role that ensures the professional independence of the profession. Nurses use critical thinking and decision-making skills by combining them with the patient care process. Before nursing care is provided, the nurse plans the best method of providing care for each patient (35).

6.6. Coordination and Advocacy Role

The nurse fulfills the role of a coordinator who ensures proper communication and cooperation between the healthy/patient individual and his/her family and the health care team. It also advocates for patient rights. Activities such as informing the patient about the processes related to diagnosis and treatment, eliminating unnecessary procedures from the

medical process, working for the benefit of the patient, and being more sensitive and attentive to patient rights are among the advocacy roles of the nurse (40).

6.7. Guidance and Counseling Role

It guides the individual and society by making health-promoting changes in health-related issues. Contemporary roles include providing and maintaining a good position as an economist, psychologist and decision maker within the team (40).

6.8. Communication and Coordination Role

Due to their job description, nurses are in constant communication with patients and their relatives, colleagues, other team members and other groups in the society. Therefore, it is critical to use communication skills to understand patients and their relatives and to meet the needs of the patient in the care and treatment process. It ensures that the patient receives the best care by coordinating with other healthcare teams. In particular, the decision-making process is a decision-making approach in which the nurse actively listens to and contacts patients and their families throughout the process to identify opportunities to implement the process and evaluate how it meets the needs of patients (41).

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