

Inspection of Preparing Sufficiencies of the Anatolian Health Vocational High School Programme, Affiliated to Ministry of National Education, (nursing dept.)Students for Their Future Roles and a Project Proposal

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ABSTRACT

Necessity for qualified human power is gradually increasing in our country and in the world. Therefore career training institutions and programmes are becoming more and more considered to be important day by day. Training programmers, too, ought to be interested in training programmes. This study is prepared to inspect preparing sufficiencies of nursing students of Anatolian Health Career High School programmes included in Occupational and Technical Training General Directorate affiliated to Ministry of National Education, for their future roles (in occupational and cultural meanings). The level of designated targets of Medical Career high school programmes proper for need, has been inspected. School programmes in healthcare field aim to train qualified occupational member. This programme has been builded considering environment-society-field necessity. When this programme is inspected, correspondingly to theoretical information, intensive of occupational field application glitters. In this programme necessity specifications, balance level of academic and application lesson and the influence of this balance on gratuates has been inspected. The balance situation is very important in the programme, neither application field should be wasted for theory, nor theory for application. However programme developer experts have common ground that application field in occupational programmes must be ahead of theoretical process. The more far is an occupational programme structure from life, meaning application, the more it remains as and abstract and desktop study. And unfortunately programme studies in Turkey, are commonly accepted as to be prepared theoretically on desktop more than to be nourished from the realities in this field. Medical career high schools constitute an exceptional situation in this sense. Our determination in this study is that level of self –efficacy and communion with people, of students gratuated from medical career high school programmes, that are application intensive and have competence, are at good level in their field.

Working period of this research contains of 9th and 12th degree nursing department students who study at Anatolian Medical Career High Schools, included in Occupational and Technical Education General Directorate affiliated to the Ministry of Education of Istanbul province, in the years 2013-2014 education period. Sample is consist of 60 nursing students studying at Büyükçekmece county Anatolian Medical Career High Schools and designated randomly. "Self-Effectiveness-Proeficiency Scale" is used as data gathering device in the research. Obtained datas are analyzed by transferring to SPSS – 17 program.

Autonomy and self relaince, communication and problem solving sufficiencies are scored in the scale. No significant diffearence has been observed relating to self reliance and autonomy sub-problem according to sex and classes. Difference relating to problem solving sub-problem between classes is significant. 12th degrees had shown higher self proeficiency than 9th degrees. No significant difference has been observed relating to problem solving proeficiency between sexes. Difference relating to communication skills proeficiency sub problem between classes is significant. 12th degrees have higher communication skills proeficiency than 9th degrees. No significant difference has been observed on communication skills between sexes.

Scores that students got on self proeficiency evaluation on degree and sex level: It has been observed that 12 degree has ($X=90,30$), 9 degree has ($X=72,47$), and female students have ($X=83,90$) and male students have ($X=78,87$) self proeficiency. No significant difference has been observed between male and female students. However identification of significant difference between 9th and 12th degrees made us to consider that as degree increases self proeficiency increases as well.

Keywords: Anatolian Medical Career High School, Program, nursing students, self proeficiency

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1.0. Introduction

In this century occupational education contains very important field. Health education in the occupational means, is gradually gaining importance with increasing importance for health with the level of rapidly improving and crowding urbanization. For this reason medical career high school programmes should be improved, programmes should be formed according to the needs with identifying the qualification that the profession requires. When programme activities based on practical application increased, after determining the characteristic and qualifications that programme field requires, beside making labor force aimed at more realistic goals, also training of qualified human power in the means of occupational will be provided. In this sense, since medical career high schools are predecessor field at country's labor force requirement, demand condition of them is pretty high than other career high schools. While a student that got a score between 100 and 200 from TEOG (Passing from Basic Education to Middle Education) is placed in Anatolian or technical career high schools, and medical career high schools taking the students with 300 above score shows the demand for medical career high schools¹.

The structure of medical career high school programmes is more steady than other technical or occupational high schools and had been planned considering the needs of society-person. Has a realistic and improvable program structure. Since program is suitable for necessity condition and social-environment-market conditions, it is possible to raise qualified human power.

First making specific target and the necessity analyzes for improvement of training programmes regarding program improvement field must be done. Training programmes first of all must be improved for the needs of society. Problems, interests, needs of youngsters must also be prioritized (Varış 1976:25). Cognitive, behavioural and sensorial specifications should be known when making necessity analyzes. There are three basic questions in necessity analyze to be responded. Person to be raised: what should he know? (cognitive specifications), what can be done? (behavioural specifications), what kind of human-individual should he be? (sensorial specifications). Three dimensional research must be done for necessity analyze. These are; the needs of society, individual and subject field (Taşpınar, 2010:26, Odabaşı, 2014).

Needs of Society: Generally there is a need to ask these questions: The question, What kind of human/individual? must be considered from the aspect of society. Targets of training program that is to be prepared, must be introduced considering the expectations, values, philosophical beliefs of society from individual. Otherwise it will be impossible for the individual to respond for the needs of society (Taşpınar, 2010: 27; Demirel, 2010: 74).

¹Look: <http://www.butunsinavlar.com/sd-istanbuldaki-meslek-lisesi-puanlari.asp>

Needs of individual: The present competences, academic background, interest and desires for the program of individual should be examined from the point of group homogeneity. Teaching – learning system should be improved also considering the emergent results when studying the student from these factors (Sezgin, 2009:25). pointing the question, what kind of individual? from the aspect of the individual to get training, must be evaluated from the aspect of training. It is revealing, in what kind of training expectations is the individual. Individual generally wants to have the qualification appropriate for expectation of society, participate social work sharing, gain productive identity, be a good citizen. It is possible to ensure these by training system. For example the expectations, information and skills he has and wants to have and to specify personal features of an individual who wants to be a teacher regarding this profession, makes a resource for making targets of training program to be prepared (Demirel, 2010:74).

Needs of subject field: the program is making necessity analyze about the field to be prepared. Answers for following questions should be seeked: What is the present scientific and technological level about the field? What kind of information and skill should have the person who is to raise in this field? What should be the primary subject fields of a training-teaching program that is to be prepared in the field? The answers for these questions will generally reveal the purpose of program. These purposes at the same time, are specified to also show consistency with the needs of individual and society (Taşpınar, 2010:27). The change of informations of subject fields over time and addition of contemporary ideas must be paid attention (Demirel, 2010:74).

When specifying the needs, needs are determined by comparing the attitudes that may be gained when preparing and applying the program and the losses that may occur when not applying. The emergent losses create need of program development in this field (Şimşek, 2010:68). Different techniques are used for getting precise opinions and also to make necessary evaluation about designated needs (Demirel, 2000:90-108).

It can be said that at medical career high schools, program needs are being arranged more realistic and adaptable for environmental conditions rather than other career high schools. It has a sample program structure that is prepared considering society, field of subject and individual features. Either, increase and widespread of hospitals within health sector that is gradually developing, and the treatment services that is becoming expensive in European countries, made a positive contribution regarding growth about this field in Turkey. Correspondingly to the increase of number of medical career high schools in the means of public and private, important works have been done about education quality as well. Hence the medical career high school program, too, is also supported, not only in the technical means but also with program structure that contains personal growth fields, too, such as communication, empathy and making a healthy decision. And according to Erdemir (1992:62), basic nursing skills contain giving care and using nursing process, alongside with communication, being able to empathy and making decision too. Informations learned at school, turning into implementation in hospital environment will occur with analytical

thinking. As it is a normal expectation that the students identifying health problems and remedy, they should be able to identify problems by using their informations and remedy in interpersonal relations as well. Beside occupational awareness, synthisising the beautiful, the good and the truth by having self competency, in health field is a feature that can only be come across in nursing profession. It is possible to study behaviours in the nurses regarding the roles they will have to become in the future as: autonomy, self reliance, critical thinking, communication, and empathy. Multiplication of these kinds of works, without doubt, will cause to ascent health programmes and members to be raised also in the means of quality.

1.1 Concepts in health career programmes regarding future roles

a) Autonomy

Autonomy is the control of individual over his life, making active steps to simplificate this control andmto make his own decisions (Kangalli: 2005:1). According to Baykara (2010:43) forwarding from Afşar Timuçin, autonomy is the force to determine ones own situation and own future for ones own desire. In that case, individuals making decisions about themselves and applying, not being forced by others and not being under others' suppression, is called self-reliant in other words autonomy.

According to Baykara and Şahinoğlu reporting from Kramer and Schmalenheg, the determinant of individual's autonomy is the level of his inadequacies/adequatenesses. A self-reliant individual is an individual who has sufficiency to think, decide and act independently. Sufficiency is a neccessary ability for autonomy and authorisation (Baykara&Şahinoğlu,2013:176). To be able to recognize nurses as independant decision making body, they must be able to undertake their decision making sufficiency by the others and they must be thought that they have information and the authorisation to apply responsibility and decisions within their application fields (Seren,1998:12).

When we compare occupational autonomy and individual autonomy; we see that individual autonomy; the individual's ability to make decisions about himself in the direction of personal value systems, and the occupational autonomy is individual's situation of making his decisions regarding occupational applications in accordance with occupational values, his responsibilities and his rules. Therefore the principles that ground the decision of individual/group are different in individual autonomy and occupational autonomy supported with information. However it won't be realistic to expect individuals to be thoroughly abstracted from their personal values when making their occupational decisions. At the same time their beliefs and becoming active their judgement value, too, is inevitable. Autonomy is at the same time related with ascendant and healthy team work. Nurse that is valued within the team, will also make accept his autonomy. In nursing profession, autonomy causes the patient caring to be of good quality and a good quality patient caring causes the autonomy to increase (Baykara& Şahinoğlu,2013:179-180).

b) Self-reliance

Self-reliance concept that form an important place, be it in personal decisions, or be it in occupational applications, is generally used to express the individual's confidence in himself. Whereas according to definitions when literature is examined, self-reliance is also connected with the individual's value that gives himself. Self-reliance is the confidence of individual for himself, his power and skills (Eraydın,2010:33).

According to Eraydın narrating from White, stepping into action with the individual's confidence in himself for his goals and values (2010:33). Confidence in oneself is taking action with one's own mind, the desire to find the truth form different view and perspective, occurrence of all these efforts within a specific plan and organization (Dikmen etc, 2013:34).

The self-reliance emotion is the idea that with the occurrence of approval of individual's executions and in the person that he can overcome challenges, the problems that can be faced in life leaning on his inner resources, power, talent and intelligence(Bilgin,2011:25). In that case we can say that self-reliance is the affection, value or belief that individual feels from himself.

Bilgin has wrote leaning on Eldeleklioğlu as following: first of all the situation of individual's being positive to himself, self-control and being in self dicipline mood, is being at peace with himself and his environment away from existential conflict (2011:25).

Mutluer describes the delicate individual as being at peace with himself and loves himself, delicate human quotationg from Kasatura. He touches the hardness situation of a person being at peace with others who is in a conflict with himself (2016:16).

When considering the self-reliant individuals in accordance with the researches, it has been observed these people are generally the people who love themselves. These people admit the sides they are not able to do alongside with seeing the sides that they are able to do. They are aware that each human may either have strong sides and weak sides and they have assimilated it for themselves in the first place (Okyay,2012:4).

Eric Fromm tells that old and tested one gives security for individuals, whereas each new step brings the danger of failure with it. In that case, to an imlication can be reached that self-reliance is high at individuals who apply innovative and scientific developments. Resulting this imlication, it can be said that people with high self-reliance are entrepreneurs and don't avoid taking risk. Undertaking the responsibility of decisions he made, is a feature that only belongs to individuals that are independent and are with high self-reliance (2013:149).

Actualisation is the necessity reached at the very top of Maslow's needs hierarchy (Tuna&Kayaoğlu,2013:12). Individual can only make himself real when his self-reliance is sufficient. In this hierarchical system, since occurrence of one above need will be possible with the occurrence of one under need, it is obvious that lack of self-reliance alongside with

basic needs, originates from not supplying affection, respect, belonging, security needs. In that case it is mandatory to provide the aforementioned needs of individuals from childhood ages. Providing affection-respect and belonging need of nursing student during their trainings is also of great importance (Eraydın,2010:34).

c) **Critical Thinking**

According to Dolgun and Erdoğan narrating from Kökdemir, thinking as “how” is more important than thinking as “what” and this is explained with “critical thinking” concept (2012:22). When taking a look at the literature some of descriptions about critical thinking is as follows;

Critical thinking, which its beginning goes back to Sokrates, is generally an active, organized and functional process that is done to be able to more clearly understand our own thoughts and others’ ideas and to improve our ability of explaining ideas (Şenturan&Alpar,2008:23).

Critical thinking is a process that leans on research, intuition, logic and experience which has universal values and is used on challenges being faced. It requires to think from every angle and sometimes requires opposite thinking. Being able to observe our own thoughts and being able to make them meaningful skill lies in its basis. It ensures to solve problems more consciently and make effective decision (Taşçı,2005:73-78). As it is understood that individual knowing himself well and overcome the hardships he faces with the sufficiency he has, instead of accepting the conditions as they are is a piece of critical thinking process. In this process understanding other is as important as knowing himself. It is considered that producing solution for the problems faced, using information about himself and the ones around him will give healthy results.

According to Günüşen and friends narrating from Gördes and Bahar, in a study where nursing students’ ability of solving problem is evaluated, it is informed that problem solving levels of students studying at first grade is lower than the students studying at second, third and fourth grades. In other words critical thinking ability at nurses increase proportional with the education they get. As the amount of applications, scientific studies they attend increases, they show an expected act of improve reasoning and investigating the incidents rather accepting them directly (2011:72).

Non-governmental organizations, either about national or international nursing field, agreed on critical thinking must be based on nursing training program and must be put among occupational evaluation criterion (Eşer etc. 2007: 14).

d) **Communication Skills**

Communication contains the processes of mutual understanding and agreement sharing idea, knowledge and emotions of different people (at least two people), effective communication is both the basis of communication, and a concept that contains effective communication processes at different people relations and occupational relations.

Communication is not one-sided process. It is versatile and multifactored. It contains mutual effect and change process in the interaction process. Thus individual understands value, judgement and pattern belonging to him, it allows him to make realistic decisions, change his behaviours and opportunity to control them (Kumcağız,2011, Adıgüzel, 2005).

By looking at definition, it is possible to change, improve or increase intensity of individuals' attitudes by communication. Like this, it can be said that as the flow of incidents might change the processes may also change its direction positively or negatively. The nurse that can make a successful communication with his patient, at occupational environment, the contributions that he can provide for his patient will be, without doubt, positive.

Communication skills are mentioned according to names that change according to nature (occupational/social) or purpose of relation. While it is usually mentioned on daily relations as "facilitator communication techniques" or "effective communication techniques", it is named on occupational relations as "healing/helping communication techniques" or "aid skills" (Kaya,2011:4).

According to Özdemir (2011:8), the therapeutics communication between health care professionals and healthy/sick individual, is both different from social and personal communication. Therapeutic communication is in the purpose of improving individual's communication skills, trying to understand the behaviours of individual, improving and understanding personal power. Health care professionals must be able to recognize their values, emotions, responsibilities, know the techniques that ease communication and problem solving methods, capable of making trust and making empathy to be able to establish communication for the benefit of individual.

In that case, while the sufficiencies of nurses at personal communication is effective on relations they make with their environment, sufficiency of skills of therapeutic communication is helpful at the communication they might make with either patient or relatives of patient, and other hospital staff. Nurses capable of making empathy, taking responsibility by recognizing his own values, emotions, without doubt, are expected to be more succesful in communication and solve problems.

e) Empathy

Empathy is the ability to see the factors lies behind the visible behaviour and to comprehend the situation that he is in, from the perspective of advisee (Özdemir, 2011).

In nursing literature empathy is described as "the nurse trying to understand the situation, emotin and thoughts that the patient is in them, expressing comprehensions that he get during this process". For this reason stated that the nurse must know well and apply effective communication techniques (Mert& Sezgin,2011:9).

According to Şen, people more compromise with the ones they make empathy with them because they believe they are understood. Individual feels himself valuable during empathy process, healthy communication outcomes (2012:7).

Of course, looking at an incident, situation from someone else's eyes, seeing the aforementioned situation as he feels and explains, will bring being a team and moving together alongside with it. Cooperation and distribution, without doubt, will provide ease at solution of problems.

It is defined that existence of all these processes in medical career high school program and the application part taking place spaciouly in program structure, will be very effective in the means of occupational development. In this means, the works reagarding the program targets that has either reached its goals or not, defined by need determination are necessary, in occupational education. These kinds of works will also supply data for other career training fields.

2.0. The Aim of The Research

Anatolian Vocational High Schools are within the General Directorate of Vocational and Technical Education of the Ministry of Education and where students are graduated after the secondary education. The process of education is pubescence whose prominent feature Erikson calls "role confusion against identity development". This process is conceived by individuals differently. Some individuals come through this process easily with the help of the family and environment while some get over it in troublous. Through this period, the individual asking himself/herself the question of "Who Am I?" makes right judgements about himself/herself and question his/her new roles. He/she might develop a correct sense of identity by perceiving the religious and environmental values and the new roles the environment assigns on him/her (Tuna&Kayaoğlu, 2013:78). The Nursing college students of the vocational high school are expected to gain professional competence at a time of developing identity. Whether the program process gives the necessary requirements of the profession and has changed the traits and behaviors or not ought to be determined. This research has been done to study the differences approach between inputs and outputs based on system approach. The differences approach means the contrast between the expected level of knowledge-capability and the the capability the individual possesses. The difference between the levels is the signal of a problem or a need. (Demirel, 2010:78). Moreover, whether the graduates of the Anatolian Vocational Nursing High School could get prepared for their future roles, setting the aim of identifying the effect and role of the applied courses in the program for the preparation of these roles and their levels will be studied.

2.1. The Importance of The Research

In the literature search made for the nurses, who play significant role in the human sanitaion and sustainance, it was seen that the studies carried out across Turkey were

mostly on Nursing High School. The lack of the researches on high school level makes such works more important.

Researches Made In Turkey

Tutuk et al. (2002), have worked on 269 students on identifying the communications skills and empathy levels of the Nursing Students. According to the outcome of the research made by collecting data used Communication Skills Evaluation Criterion (CSEC) and Empathical Tendency Scale (ETS), it was seen that the higher the grade the higher the skill scores. Thus, nursery education is advised to be supported based on the results.

Yiğitbaş and Yetkin (2003), have studied the self-effectiveness-competence levels of the students of Health College. According to the conclusion of the study made with the data collected from 240 students, it was established that there is no significant difference in terms of scores between the classes and branches and that the scores of the 4th grade health officer students were significantly higher than the scores of the Nursery Branch students.

Nazik and Arslan (2009) have studied the relation between the empathical skills and self sensitivity of the nursery students. 185 students chosen from the students of Çukurova University Adana Vocational Nursery School were the sample of the study. Data were collected using Self Sensitivity Scale and Empathical Skill Scale. Both scores across the scale offered meaningful results in the negative direction. Based on the result achieved, the education curriculum was advised to develop and support both skills.

Bulut et al. (2009) has collected data from the Vocational Nursery college students using the California Critical Thinking Tendency Scale to study the critical thinking level of the them. According to the result of the study, a meaningful statistical difference was found between the the grades the students were in and the scores the got.

Olgun et al. (2010) has worked with a sample group of one hundred students chosen from a Charity University freshman nursery students to track the their problem solving skills. Personal Data Form and Problem Solving Inventory (PSI) was used in data collection. As a result, the problem solving skills of the students were found to be average. The fact that the students were still freshmen was thought to have role in this result.

Bingöl and Demir (2011), in their work on the evaluation the Amasya Health College Midwifery and Nursery Program students' perception of their communication skill, studied whether or not these perceptions make any meaningful difference depending on some variables. Data were collected by the Communication Skill Evaluation Scale (CSES) from two hundred and thirty two students who participated in the study. According to the findings, the communication skill perception of the Amasya Health College students were quite high. As a result, a meaningful relation was found between the academic achievement and the communication skills of the students.

Günüşen and Üstün (2011) have studied the relation between problem solving skills and control focus of the Nursery students. Data were collected using Problem Solving Inventory from 289 students studying at Nursery College. It was found that the higher the grades of the students, the higher their problem solving skill scores. The final grade students were found to have higher problem solving skills and internal control focus. This showed the nursery education given produced the required results.

Özdemir (2011) has worked on the relation between the Communication Skills and Coping with Stress Attitude of the Nursery and Midwifery Students. In the work, the relation between the approach against stress and the communication skills of the nursery and midwifery students were studied. 1419 midwifery and nursery students studying in the universities in Istanbul were used as sample. According to the result of the work, it was found that the self-confidence of the students having higher communication skills were also high.

Dirimeşe and Dicle (2012) have studied the critical thinking levels of the nurses and the nursery students. Data were collected using California Critical Thinking Tendency Scale (CCTTS) from 143 graduates and 56 students of 4th grade. According to the result of the work, the scores of those who participated at the scientific events once or more were found to be higher than that of those who haven't.

Works Conducted Abroad

Profetto (2003) has conducted the work studying the critical thinking levels of the nursery students. In the work where critical thinking was suggested to be base for nursery applications, 228 nursery students solved the California Critical Thinking Skills test. According to the result of the work, critical thinking skill scores showed increase from 1st grade to 4th grade, except for 3rd grade.

Uys et al. (2004) worked with nursery students studying at problem-based education programs in South Africa Nursery Schools. According to the result of the work, the problem solving skills of the students studying at the problem-based education programs were higher than those who weren't, and similar works were advised to be conducted.

Lofmark et al. (2006), had worked on sufficiencies of students fo nursing to be graduated. Sufficiency levels of last grade students are evaluated according to opinions of working nurses. According to the results of a survey filled by 106 last grade students and 136 nurses, care taking and ethics of students of nursing to be graduated, are found to be strong. However it was observed that subjects such as informing colleagues, planning got less score. It was recommended that the subject should be researched with similar studies.

According to study of Smid (2009), it was appointed that there was increase on self sufficiencies of students after a well given clinical education and application. According to

study results, nursing students become ready to teach when principles of nursing education with clinical application. In other words their self sufficiency increase.

Chesser and Long (2012), evaluated self sufficiency of Nursing Department First grade students in Ireland. It was observed that with the increase of the amount of clinical applications, self-reliance of students increase and their academic successes rise depending on it. According it was mentioned in study, factors such as lack of communication and feeling worthless affects the formation of self-reliance negatively. Therefore it was recommended for nursing training programmes to give place for self-reliance developing applications.

Watt and Pascue (2013), had observed the level of being ready to apply their careers of students of last grade university level. A relation between the quality of training the nurses get and being ready for the profession has been identified.

Ahn and Yeon (2013) had made a study evaluating the moral sensitiveness and abilities of critical thinking of nursing students. Moral Sensitiveness and Critical Thinking Survey has been applied to 142 nursing students. Gathering of datas lasted from year 2009 to 2010. It was observed that students who plan to continue nursing profession for a lifetime, display more powerful critical thinking ability.

Zhao et al. (2014), had worked with Nursing Department students about self sufficiency in China. The sufficiency to solve hardships during clinical applications was researched in the study. Self sufficiency scale was used in the study made with last grade students. According to the results of study, workload and given homeworks causes stress in students during clinical applications. Self sufficiency which is shown as a factor that ensures problem solving strategies and optimistic perspective in students, it ensures them to do their homeworks alongside with decreases stress. As a result, it was recommended to give priority for improvement of self sufficiencies of students to solve problems during application and overcome stress.

Although it can be come across to studies include students of career high school in general, and medical career high schools in private, the researches done in this field is not enough. Whereas making earn their personal sufficiencies of medical members whom individuals consign their health and hence their lives, when passing through occupational training, has vital importance. For this reason, this research is thought to be as a start for examining the students studying at Anatolian Medical Career High Schools from the angle of various factors such as sufficiencies of preparing for their future roles, confidence in himself and autonomy, critical thinking and problem solving, communication skills; to carry out similar training projects and programmes and maintain.

3.0. Problem Sentence

Students whom studying at Anatolian Medcial Career High School Programmes within Occupational and Technical General Directorate affiliated to Ministry of National Education: Is there a difference at preparing for their future roles levels, between students of 9th grade

where there is mainly theoretic lesson programmes and students of 12th grade where practice is concentrated on,

3.1. Sub Problems

1. Students studying at Anatolian Medical Career High Schools, is there a difference as self-reliance and autonomy between 9th grade students where theoretic lesson programmes are concentrated on and 12th grade students where practice is concentrated on?
2. Students studying at Anatolian Medical Career High Schools, is there a difference at the levels of solving problems they face ,between 9th grade students where theoretic lesson programmes are concentrated on and 12th grade students where practice is concentrated on?
3. Students studying at Anatolian Medical Career High Schools, is there a difference about the level of communication skills between 9th grade students where theoretic lesson programmes are concentrated on and 12th grade students where practice is concentrated on?

3.2. Universe and paradigm

Nursing Department students of Anatolian Medical Career High Schools located at Istanbul province Büyükçekmece county at 2013-2014 education season, form as the universe of study of this research. Among 9th and 12th grade nursing students studying Anatolian Medical Career High Schools, 60 of them were randomly designated.

3.3 Gathering of Datas

“Self-Effectiveness-Sufficiency Scale” is used to gather datas in the research. Quality it measures: questions on the scale are focused on four field: 1. Starting behaviour – autonomy and self-reliance, 2. Continuing behaviour – sufficiency in communication, 3. Completing behaviour – solving problem, 4. Struggle against obstacle – solving problem.

Questions in the scale measures common effectiveness-sufficiency without considering any behaviour prepotency.

Scale, which is self evaluation scale that can be applied to teenager and adult group. It can be applied within 5-6 minutes without time limitation, its application is easy. Scale is likert type which is made of 25 articles. Scoring is between 1 and 5. It doesn't describes me: 1, it describes me a little: 2, I am indecisive: 3, it describes me well: 4, it describes me very well: 5.

Its scoring: given scores are based on for each question. However questions 2-4-5-6-7-10-11-12-14-16-17-18-20-22- take score in the opposite direction. Thus, each individual is able to get a total score of between at least 23, uttermost 115.

Explication: the highness of total score received from the scale refers that general self-effectiveness is high, and the lowness of total score received from the scale refers that comprehension of self-effectiveness-sufficiency is low.

Genuine name of the scale “The Self Efficacy Scale”

The developers:

Sherer, M., Maddux, J., Mercandante, B., Prentice, S., Jacobs, B., Rogers, D. W. The Self-Efficacy Scale: Construction and Validation, Psychological Reports 51:663-671, 1982

Those who did the trustworthiness and validity of Turkish form of the scale: Sebahat GÖZÜM, Seçil AKSAYAN

3.4. Application

The necessary permissions have been taken from directorates of Büyükçekmece Anatolian Health Vocational High Schools, Büyükçekmece county, in order to be able to apply the survey on paradigm group. The survey study has been carried out by the aid of post graduate student Dilek Bilgiç. Before starting the survey, students had been informed of the purpose of study and in which content it will be used.

3.5. Analyzing of the Datas

Analyzings of the obtained datas have been done by SPSS17,0 for Windows program. The datas of first, second and third sub problems have been analyzed by T-Test, in the analyzing of the datas.

4.0. Findings and Comments

4.1. Findings According to Grade Level

Table 4.1.1.: Group Statistics according to Grade Level

Grade		N	Mean	Std. Deviation	Std. Error Mean
Autonomy and Self-Reliance	9	30	16,3000	4,93510	,90102
	12	30	18,3667	3,43896	,62787
Problem Solving	9	30	35,6667	13,13152	2,39748
	12	30	45,1667	7,22106	1,31838
Communication	9	30	13,6667	6,31000	1,15204
	12	30	18,0333	3,49860	,63875
Self-Efficacy	9	30	72,4667	22,34638	4,07987
	12	30	90,3000	11,24692	2,05340

When the "Self Efficacy Scale" developed by Sherer, evaluated on the basis of grade; applied to 9th and 12th grade Nursing Department female and male students studying at Anatolian Health Vocational High School within Ministry of National Education, it has been observed that the average of autonomy and self-reliance at 9th grades is 16,3 and 12th grades is 18,4 and the average of problem solving efficacy at 9th grades is 35,7 and 12th grades is 45,2. No meaningful difference can be seen at both fields. Average of efficacy of communication skills at 9th grades is 13,7 and 12th grades is 18,03. It has been observed that 12th grade students have higher efficacy of communication than 9th grade students. When we take a look at scale-wide self-efficacy, we observe that average of 12th grades is 90,3 and average of 9th grades is 72,47; it has been observed that self-efficacies of 12th grades is higher than 9th grades.

Table 4.1.2. Independent T-Test Results According to Grade Level

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Autonomy	Equal variances assumed	4,501	,038	1,882	58	,065	-2,06667	1,09820	-4,26496	,13163
	Equal variances not assumed			1,882	51,790	,065	-2,06667	1,09820	-4,27059	,13725
Problem Solving	Equal variances assumed	19,490	,000	3,472	58	,001	-9,50000	2,73606	-14,97682	-4,02318
	Equal variances not assumed			3,472	45,069	,001	-9,50000	2,73606	-5,01047	-3,98953
Communication	Equal variances assumed	17,412	,000	3,315	58	,002	-4,36667	1,31727	-7,00348	-1,72986
	Equal variances not assumed			3,315	45,291	,002	-4,36667	1,31727	-7,01932	-1,71401
Self Efficiency	Equal variances assumed	17,252	,000	3,904	58	,000	-17,83333	4,56747	-26,97612	-8,69054
	Equal variances not assumed			3,904	42,806	,000	-17,83333	4,56747	-27,04573	-8,62094

4.2. Findings and comment regarding first sub problem

Table 4.2.1. The Results of T-Test of Independent Groups of Autonomy and Self-Reliance Scores According to Grades, of Nursing Department Students Studying at Anatolian Health Vocational High Schools

Grade	N	X	SS	Sd	t	p
9th Grade	30	16,30	4,94			
				58	-1,88	.07
12th Grade	30	18,37	3,44			

P>.05

According to the results of T-Test of independent groups autonomy and self-reliance scores according to grades, of nursing department students studying at Anatolian Health Vocational High Schools; averages of 12th grades (X=18,37) is higher than averages of 9th grades (X=16,30). However no significant difference has been observed between the levels of autonomy and self-reliance scores according to grades, when T-test [$t_{(58)}=-1,88$, $p=.07$ $p>0.5$] is analyzed.

4.3. Findings and comment regarding second sub problem

Table 4.3.1. The Results of T-Test of Independent Groups of Scores of Problem Solving Test According to Grades of Nursing Department Students Studying at Anatolian Health Vocational High Schools

Grade	N	X	SS	Sd	t	p
9th grade	30	35,67	13,13			
				58	- 3,48	0,001
12th grade	30	45,17	7,22			

P<.05

According to the results of independent groups test at Table 4.3.1., when the scores of problem solving of Nursing Department students studying at Anatolian Health Vocational High Schools, is analyzed according to grades, it has been identified that average at 9th grades is ($X=35,67$) and 12th grades is ($X=45,17$). When it is examined if there is a significant difference at the result of T-test is confirmed as [$t_{(58)}=-3,48$, $p<0,5$]. This data obtained indicates that averages of problem solving scores of Nursing Department Students studying at Anatolian Health Vocational High Schools, show significant difference according to grades.

4.4. Findings and comment regarding third sub problem

Table 4.4.1.:The Scores of, The Results of T-test of Independent Groups, According to Grades Communication Test of Students Studying at Anatolian Health Vocational High Schools

Grade	N	X	SS	Sd	t	p
9th grade	30	13,67	6,31			
				58	- 3,32	0,002
12th grade	30	18,03	3,50			

$P<.05$

When the students of Nursing Department studying at Anatolian Health Vocational High Schools are examined according to Communication skills, it has been identified that average at 9th grades is ($X=13,67$), average at 12th grades is ($X=18,03$). When it is examined if there is a significant difference between group scores, it has been confirmed that result of T-test [$t_{(58)}=-3,32$, $p<0,5$]. This data obtained indicates that averages of communication scores of Nursing Department Students studying at Anatolian Health Vocational High Schools, show significant difference according to grades. It has been observed that efficacy at communication skills at 12th grades is higher than 9th grades.

Table 4.4.2. T-test Results of Independent Groups According to Scores of Self-Efficacy Test

Grade	N	X	SS	Sd	t	p
9th grade	30	72,47	22,35			
				58	- 3,90	0,000
12th grade	30	90,30	11,25			

P<.05

When the students of Nursing Department studying at Anatolian Health Vocational High Schools are examined according to averages of their self-efficacy scores, it has been identified that scores of 12th (X=90,30) grades is higher than averages of 9th grades (X=72,47). When it is examined if there is a significant difference between group scores, it has been confirmed that result of T-test [$t_{(58)}=-3,90$, $p<0,5$]. This data obtained indicates that a significant difference according to self-efficacy regarding grades, can be seen between the Nursing Department Students studying at Anatolian Health Vocational High Schools.

5.0. CONCLUSION AND DISCUSSION

It is aimed with this work to measure students' preparation competence for their future roles, who are studying at the Anatolian Vocational Nursery High School within the General Directorate of Technical Education under the Ministry of Education. Self-competence scale, developed by Sherer et al., was applied on 9th grade and 12th grade students of two Anatolian Vocational High School located on the European side of Istanbul. In the scale, autonomy and self-confidence, communication and problem-solving competence were graded. Meaningful difference based on gender and class on self-confidence and autonomy sub-problem was not observed. The difference in classes concerning problem-solving sub-problem is meaningful. 12th-grade students have shown higher self-confidence compared with 9th-graders. No meaningful cross-gender difference was observed in problem-solving competence. The difference between classes on communication skills competence sub-problem is meaningful. 12th-grade students have higher communication skills competence than 9th-graders. No meaningful difference was observed in gender comparison on communication skills.

In the self-efficacy assessment, the scores the students achieved based on class and gender are as follows 12th grade ($X = 90,30$) 9th grade ($X = 72,47$) and female students ($X = 83,90$) male students ($X = 78,87$). No meaningful difference was observed between male and female students. However, the meaningful difference found between grade 12 and grade 9 students made one think that the higher the grade the higher the self-efficacy.

The fact that self-efficacy increases with the grade level, and that the problem-solving and communication skills increase, offers optimistic picture. This result shows that the education provided at the Health Vocational Schools have produced positive results. However, the attained results should not direct the authorized institutions to maintain their being without innovation.

When the findings of the survey were evaluated, problem solving and communication skills seem to increase with the class level. No doubt this is due to the accuracy of the applied program. As seen in the Annex 1, the program is mostly application oriented and has been developed to serve the need. The very consistency in the programs of the health vocational schools must be applied to the other vocational schools too. As also seen in Annex 1, the weekly curriculum of the grade 9 and 10 of the Nursery Branch of the Anatolian Health Vocational High School is mostly theoretical and the practical aspects are not developed. Indeed, the curriculum of the 1st grade of high school in all the general and anatolian high schools is common curriculum. The aim of this practice is to allow for undergraduate horizontal transfer of students. It is aimed to facilitate undergraduate transfer to another school when in grade 10.

There are 44 hours of theoretical courses in grade 9; 39 hours of theoretical and 4 hours of practical in grade 10; 20 hours of theoretical and 24 hours of practical courses in grade 11; 18 hours of theoretical and 24 hours of practical courses in grade 12. There are practical courses from grade 11 onward. There is 3-day (24 hours) internship at the hospital in grade 11 and grade 12. Additionally, there is a 36-day (288 hours) compulsory internship at the hospital at the end of grade 11 during what is known as summer practice. In the application field, pupils encounter real life lessons apart from theoretical lessons. The communication during the encountered cases, the patients and their relatives, and with the hospital staff is each a valuable experience for the nursery students. These are significant gains in terms of profession. The nurses on duty as a role model whose attitudes and behaviors towards problems are also examples for them while gaining their autonomy.

5.1. Suggestions

As it is understood from the conclusions of the study, the application hours, set to the program from 11th grade improves the efficacies of students of nursing. This situation shows that the program is correctly built. Besides it is seen proportionally with self reliance, autonomy, critical thinking, problem solving, improvement of communication skills, the frequency of being together with patient, relatives of patient and hospital staff at the students graduate at the end of the program. In that case the making suggestion of putting internship applications starting from 10th grade will appropriate. At the same students should be made to follow scientific publications, new progresses in health field must be announced and applied by their trainers. To do this, health trainers should be included in in-service training, each individual responsible of raising students of nursing should be made to raise himself/herself in the first place. It must be considered that education must not stay between the walls of school and hospital, but also include university and research institutions. A communication web spreaded nationwide can be established considering the positives that coherence of school students within the same province, may bring to self-reliance and communication. Formation of great nursing family can be ensured, aiming to improve the vista of students of nursing. Details of an activity project is presented below, that will support above suggestions which are designed by a researcher and post graduate student.

5.2.1. "Let's have a natter" Activity Project

With this project, it is aimed to increase self-efficiencies of students of Anatolian Health Vocational High School Nursery Department, within Vocational And Technical Education General Directorate affiliated to Ministry of National Education. Self-sufficiency is the belief of an individual who has the necessary skills to do a job successfully. In other words self-sufficiency, is the playing power of an individual, the roles being expected from the individual. Self-sufficiency are personal judgements which is an important concept that outstands in Bandura's Social Cognitive Theory, it is about how well individuals do the actions to overcome possible situations (Bilgin,2011:19).

5.2.1.1. Expectations from the Project

With the project becoming real, it will be possible for meeting of students coming from different provinces of the nation and different education areas, and sharing the troubles they face at clinical fields. With sharing the experiences lived, it will be ensured to look at clinical environment and patient relations from different perspectives. Also, students realizing that they are a great family, they will be expected to maintain the friendships they make and as it is emphasized in the project, improve either self-reliance and communication skills. Students as a candidate of nurse, comprehending the roles which are being expected from them, in other words strengthen their self-sufficiencies is among the purposes of the project. During the project application period, students feeling themselves enough with the events they attend and hence improvement of their self-reliancesis also among the purposes of the project. Enriching the vista of students with extrascholastic events, research hospital and university tours and increasing his/her respect and belief towards himself/herself will also happen with the application of the project. Changing alternately the students taking place in the project in the future years, will ensure of new participants and as a result of this it will ensure both the sustainability of the project and knowing and embracing of members of great nursing family each other.

The introduction activities of the project, announcing it nationwide, will attract the public's attention to the importance of the profession and to nursing career with regard of working conditions waiting for solution. As a result of the interest being expected nationwide, nursing department students feeling themselves valuable is an important expectation with regard of improving their self-sufficiencies.

5.2.1.2. Events

The word "Hoşbeş" (FineFive) that gave the project its name, is derived from the wish to meet five Anatolian Health Vocational High Schools in Istanbul province. Gümüşhane, Mardin, Uşak, Hatay and Muş Anatolian Health Vocational High Schools are to be selected for the project to be co-ordinated by Büyükçekmece Health Vocational High School, and from the Istanbul province it is thought to be Şişli Anatolian Health Vocational High Schools, Bakırköy Anatolian Health Vocational High Schools, Büyükçekmece Anatolian Health Vocational High Schools, Aydın Doğan Anatolian Health Vocational High Schools, Özel Gurur Anatolian Health Vocational High Schools.

- Project will meet five different students from five different provinces during five days and will host within Istanbul province with various events,
- Project includes 20 guest students and 8 guest teachers,

- Gümüşhane, Mardin, Uşak, Muş ve Hatay, out of Istanbul, are selected as the beginning. Students to attend from aforementioned provinces is decided to be students of 9th and 12th grades.
- During the project that will last five days, the students selected from Anatolian Health Vocational High Schools that are in the project, will host guest students at their houses and thus sheltering problem will be solved. Two of each teachers accompanying students is thought to stay at Büyükçekmece and Beylikdüzü teacher's lodge.

5.2.1.2.1. Education Events

- In the tour containing introduction of a sponsor university, information about nursing department being given by the authorized staffs of department, making a presentation in order to announce the latest progresses and afterwards encouraging the students to higher education by sharing information with question-answer and being present as an observer at university departments withing the time period the hospital management allows,

- In the education purposed tour containing introduction of Nursing College affiliated to university hospitals in Istanbul, giving information about hospital applications by the authorized staffs, making a presentation in order to announce the latest progresses and afterwards by sharing information as question-answer, students being present as an observer in services and curing units within the time that hospital management allows,.

- making visits by contacting various private and public hospitals, making observations,

- Ensuring subscripton of E-magazine of Nursing Department of Acibadem University Health Sciences Faculty

5.2.1.2.2. Cultural Events

- Making introduction of the ares where there are Topkapı Palace located at historical peninsula, Basilica Cistern, Hagia Sofia nad Sultanahmet Blue Mosque, by touring, making Bosphorus tour,

5.2.1.2.3. Social Events

- Installation of blood donation tent at Bakırköy square with the cooperation of RedCrescent and providing environment for students to both announce the project and do application,
- Being visitors to “Radio Istanbul” broadcasting within Istanbul governorate and announcing the project on live broadcast,
- Meeting by visiting nursing association
- Sending articles to nursing magazines about ongoing project

5.2.1.3. Sustainability

- It is being thought that this study will attract attention of either students and parents and hence public, as there has been no encounter with similar study about Anatolian Health Vocational High Schools. If the project is successfully applied in Istanbul hosting of other provinces will start. Thus the project will continue with the visit of university hospitals, cultural heritage within each province, studies that brings together with public will make introduction of nursing profession as well as keep the project topical.
- Breakfasts and dinners are to be eaten at the house being visited, lunches are to be eaten at university and hospital tours. Contribution is to be provided by school family unity at the rest three days. Aid is to be provided from metropolis municipality and nongovernmental organizations for tour and transportation expenses.

Easiness at absorb of the cost will also make easiness at maintenance of project.

5.2.1.4. Introduction of Project

1. Giving advertisement on schools, web pages of national education directorates of county and province and to various sites on the internet for the introduction of to be actualised,
2. Contacting Büyükçekmece Municipality for giving advertisement at overpasses, billboards and Silivri Birlik, Büyükçekmece and municipality buses to make the introduction of project,
3. Doing the introduction of project planning to be applied, by inviting mass media and printed media at cultural centre belonging to Büyükçekmece Municipality

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Link .1. Anatolian Health Vocational High School Nursing Field Weekly Lesson Distribution Chart

Lesson Categories	Lessons	IX	X	XI	XII
		Grade	Grade	Grade	Grade
COMMON LESSONS	(*) LANGUAGE AND EXPRESSION	2	2	2	2
	TURKISH LITERATURE	3	1	-	-
	RELIGION CULTURE AND MORAL KNOWLEDGE	1	1	1	1
	HISTORY	2	2	-	-
	TURKISH REVOLUTIONARY HISTORY AND KEMALISM	-	-	2	-
	GEOGRAPHY	2	2	-	-
	MATHEMATICS	4	-	-	-
	GEOMETRY	2	-	-	-
	PHYSICS	2	--	-	-
	CHEMISTRY	2	-	-	-
	BIOLOGY	2	-	-	-
	FOREIGN LANGUAGE	6	3	3	3
	PHILOSOPHY	-	-	-	-

	PHY. EDUCATION/VISUAL ARTS/MUSIC	2	1	1	-
	TRAFFIC AND FIRST AID	-	-	-	1
	TOTAL	30	14	11	7
MAJOR AREACOURSES	PSYCHOLOGY	2	-	-	-
	MEDICAL ETHICS AND VOCATIONAL HISTORY	1	-	-	-
	(*)ANATOMY/PHYSIOLOGY	4	-	-	-
	(*)(**)BASICS AND TECHNIQUE OF PROFESSION	4	4	2	-
	COMMUNICATION IN HEALTH PROFESSIONS	-	2	-	-
	BIOCHEMISTRY	-	2	-	-
	GENERAL NUTRITION	-	2	-	-
	MICROBIOLOGY AND IMMUNIZATION	-	2	-	-
	PHARMACOLOGY	-	2	-	-
	EPIDEMIOLOGY AND BIostatISTICS	-	2	-	-
	(*)INTERNAL DISEASES AND CARING	-	4	-	-
	(*)SURGICAL DISEASES AND CARING	-	4	-	-
	(*) . (**) WOMAN HEALTH DISEASES AND CARING	-	3	-	-
	HEALTH EDUCATION	-	-	2	-
	(*)CONTAGIOUS DISEASES AND CARING	-	-	2	-
	(*) CHILD HEALTH DISEASES AND CARING	-	-	2	2
	MANAGEMENT IN HEALTH SERVICES	-	-	-	2

	SOCIAL HEALTH	-	-	-	2
	MENTAL HEALTH AND PSYCHIATRY	-	-	-	2
	(*)(**)FIRST AID AND URGENT CARING	-	-	-	2
	(*)(***)INTERNAL DISEASES AND CARING	-	-	8	-
	(*)(***)SURGICAL DISEASES AND CARING	-	-	8	-
	(*) . (***)WOMAN HEALTH DISEASES AND CARING	-	-	8	-
	(*)(***)CHILD HEALTH DISEASES AND CARING	-	-	-	8
	(*)(***)CONTAGIOUS DISEASES AND CARING	-	-	-	4
	(*)(***)MENTAL HEALTH AND PSYCHIATRY	-	-	-	4
	(*)(***)FIRST AID AND URGENT CARING	-	-	-	8
	TOTAL	11	27	32	34
OPTIONAL LESSONS		2	1	-	-
GUIDANCE AND INSTRUCTION		1	1	1	1
GENERAL TOTAL		44	43	44	42