

REPUBLIC OF TÜRKİYE
UNIVERSITY OF HEALTH SCIENCES
HAMİDİYE INSTITUTE OF HEALTH SCIENCES
DEPARTMENT OF NURSING

MASTER'S THESIS PROPOSAL
of Berk ÖNGİDER

TO THE DIRECTORATE OF THE HAMİDİYE INSTITUTE OF HEALTH SCIENCES

The Master's Thesis Proposal of our department's student Berk ÖNGİDER (student no. 241001091), titled "The Impact of Climate Change Education for Adolescents on Climate Literacy and Health-Protective Behaviors", is enclosed. I submit it for your consideration.

Head of the Department of Nursing: Prof. Dr. Selda ÇELİK

TO THE HEAD OF THE DEPARTMENT OF NURSING

The Master's Thesis Proposal of our department's student Berk ÖNGİDER (student no. 241001091), titled "The Impact of Climate Change Education for Adolescents on Climate Literacy and Health-Protective Behaviors", is enclosed. I submit it for your consideration.

Student: Berk ÖNGİDER Advisor: Assoc. Prof. Dr. Merve KOLCU

DECISION OF THE INSTITUTE BOARD

Decision No: 01-69

Date: 13.01.2026

The Master's Thesis Proposal of Berk ÖNGİDER (student no. 241001091), a Master's student in the Public Health Nursing program of the Department of Nursing, titled "The Impact of Climate Change Education for Adolescents on Climate Literacy and Health-Protective Behaviors", was found suitable / not suitable.

Director of the Institute

1. Thesis Title

Turkish thesis title: Adölesanlara Yönelik İklim Değişikliği Eğitiminin İklim Okuryazarlığı ve Sağlığı Koruyucu Davranışlara Etkisi

English thesis title: The Impact of Climate Change Education for Adolescents on Climate Literacy and Health-Protective Behaviors

2. Abstract

Climate is the general pattern of atmospheric conditions observed over a long period in a particular geography, which affects the living things and ecosystems in that region. Climate change refers to long-term changes in the climate system resulting from natural processes and, in particular, from human activities. After the Industrial Revolution, production activities increased and the concentration of greenhouse gases released into the atmosphere rose, leading to global warming. These environmental changes are an important risk factor for public health. The effects of climate change are more pronounced in vulnerable groups, namely children, older adults, people with chronic illnesses, and socioeconomically disadvantaged communities, which deepens health inequalities. For this reason, the fight against climate change should be treated not only as an environmental problem but also as a fundamental public health problem. Today, growing awareness of climate change, especially among young people, offers an important opportunity to strengthen preventive and health-promoting public health approaches. Although the available studies are limited, they show that climate change education for adolescents is given mainly at the 7th and 8th grade levels, and that the effects of this education on behavior change and health outcomes have not been sufficiently evaluated.

For these reasons, this study aims to examine the effect of climate change education for adolescents on climate literacy and health-protective behaviors. The study is planned as a pretest–posttest quasi-experimental study with a control group. It is planned to be carried out in a total of two middle schools in the Üsküdar district of Istanbul between September 2026 and January 2027. The study population will consist of 7th and 8th grade students attending these two middle schools. The sample size was calculated using G*Power 3.1.9.4. Taking possible losses to follow-up into account, 154 adolescents in total are planned, 77 in the intervention group and 77 in the control group. The “Descriptive Information Form,” the “Climate Literacy Scale,” and the “Climate Change Health Protection Behaviors Scale – Adolescent” will be used as data collection tools.

Keywords: *Climate Change, Adolescent, Literacy, Education, Adolescent Behavior*

3. Aim and Objectives

The aim of this thesis is to evaluate the effect of climate change education for adolescents on climate literacy and health-protective behaviors. Planned as a pretest–posttest quasi-experimental study with a control group, this study aims to show scientifically the change that the educational intervention creates in the knowledge, attitude, and behavior dimensions.

Hypotheses of the study:

H0: Climate change education for adolescents has no effect on climate literacy and health-protective behaviors.

H1: Climate change education for adolescents increases climate literacy.

H2: Climate change education for adolescents increases health-protective behaviors.

4. Subject, Scope, and Summary of the Literature

Climate and Climate Change

Climate is a meta-natural phenomenon that persists in a given geography over many years and affects people directly or indirectly (1). According to United Nations Climate Action, climate change refers to long-term shifts in temperature and the occurrence of different weather events (2); these shifts can also occur naturally. The Industrial Revolution can be regarded as a turning point for climate change caused by human influence (3). Before the Industrial Revolution, events occurring in a particular part of the world, such as volcanic eruptions, were seen to trigger reactions strong enough to affect the climate, and there were reflections on their negative effects on people's lives (4–7). With the Industrial Revolution this process accelerated, and global warming increased as greenhouse gases accumulated in the atmosphere (5). Carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), and fluorinated gases (F-gases) that accumulate in the atmosphere make up the greenhouse gases (8,9).

These gases have accumulated in increasing amounts over the 75 years from the 1950s to today, and the resulting greenhouse effect has pushed the global temperature rise to the 1°C threshold (8,10). This situation is expected to become more severe by 2050. People living in lower socioeconomic countries, whose contribution to carbon emissions is almost negligible, and the vulnerable groups in these countries are thought to pay a much heavier price for the negative effects of climate change (6). The Intergovernmental Panel on Climate Change (IPCC) states that if the current situation continues, the global temperature rise could reach 8–12°C within the next two centuries (11). Such warming could threaten the entire living population of the world, and in the more advanced stages of what is now more commonly called the Anthropocene, life on Earth could be under threat (5). Thus, we are expected to see negative effects of climate change multiply: flooding and the resulting difficulty in ensuring water sanitation, difficulty accessing quality food, increases in infectious diseases through vectors, worsening prognosis of chronic diseases in the older population, effects on women's reproductive preferences, respiratory health problems in children, increases in heat-related illnesses, and damage to people's mental well-being (12–14).

The situation in Türkiye also gives warning signals with each passing day (15). The Climate Change Directorate, which operates under the Ministry of Environment, Urbanization and Climate Change of the Republic of Türkiye, takes steps on climate change in line with the climate change protocols and conventions that Türkiye has accepted and is obliged to implement. One of the efforts that gained momentum after Türkiye became a party to the Paris Agreement is the Climate Change Mitigation Strategy and Action Plan (16). This action plan covers the targets that Türkiye plans to achieve between 2024 and 2030. The first Climate Council, together with the binding net-mitigation provisions of the Paris Agreement, set a net-zero emissions target for 2053 (16–18). Although measures against climate change sometimes cause debate, and the fact that these problems are currently experienced mostly at regional levels makes the situation harder to grasp, they are expected to appear in a more global form within the next 50 years. With the climate crisis, all the goals set within the “Sustainable Development Goals” are expected to be shaken in terms of their aims and the negative consequences brought by the climate crisis (4,6). The Sustainable Development

Goals (SDGs) consist of 17 goals and 169 targets set by the UN (19). As Morton et al. note, climate change and the approaching environmental collapse should make systems thinking an increasingly central element of all public health efforts, and as the SDG framework gains momentum, we should focus not only on Goal 3 (Health) or Goal 13 (Climate Action) but on all 17 goals and their relationships with one another (20).

Climate Change Education Programs

Although a worsening of climate-related events is now unavoidable, it is important to take certain steps to reduce their effects, especially on vulnerable groups. In our world, which is at the dawn of a mass extinction, the negative effects of climate change are predicted to cause more problems, particularly for the younger generation (21–23). To reduce the problems that this generation, which will be exposed to the negative effects of the climate crisis more than earlier generations, will experience, measures and efforts that increase attitudes, behaviors, and awareness have gained importance for the field of public health (24–26). Every situation, from respiratory problems in newborns caused by carbon dioxide emissions and air pollution to eco-anxiety in school-age children, is predicted to affect their later years, the decisions they will make, and the choices they will make in life (27–38). Although these younger generations are more aware of ecological problems than previous generations, are more successful in taking initiative, and make efforts in this direction, steps still need to be taken to expand studies on climate change and its effects and to raise awareness (23,24,39–45).

Especially in the adolescent group, explaining climate, climate change, and climate-related problems is important for the next steps, because studies show that green awareness established at a young age turns into behavior; therefore, adding these topics to school curricula has become an expected step. In particular, countries that are party to the Paris Agreement are obliged to plan interventions under the binding Article 12, which states: “Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement” (18). Other international collaborations and agreements that followed also require climate change education interventions to be planned (17,46). However, climate topics added to curricula are not monitored sufficiently, and because the competencies of the teachers and the monitoring of student behavior are not at the expected level, there are shortcomings in seeing an effect (26,28,37,39,41,47–51).

Toan et al. state that people need more education and awareness-raising activities to appreciate that climate change is a public health issue. A high level of awareness of the links between global environmental change and human health can help increase the success of the National Climate Change Prevention Program. The program should use community groups as climate change communication channels, especially for more excluded groups, such as women and people with lower education levels, who currently have less awareness of these issues (12). Karakuş and Akbaş note that at the middle school level, apart from elective courses, climate topics are covered mainly in Science and Social Studies lessons. That students turn to basic sources such as the internet to obtain climate-related information is a natural consequence of the technological age. However, this brings with it the risk that students acquire misconceptions because of incorrect or incomplete information on the internet. Therefore, it is necessary to ensure that students reach accurate and reliable information (52). Kim et al. state that climate change education in schools that focuses only on scientific content falls short of fully addressing the complexity of information systems,

decision-making processes, and holistic action, and show that it is critically important for students to grasp the complexity of socio-scientific and environmental decision-making processes (53). Elnakib et al., in a study evaluating the effects of a comprehensive climate change education program on fifth-grade students, showed improvements in students' knowledge, social norms, behavioral intentions, and perceived behavioral control, and emphasized the potential of well-designed educational interventions to contribute to efforts to mitigate climate change through conscious and environmentally responsible behavior (54).

Climate Literacy and Adolescents

The Turkish Language Association defines a literate person as someone who can read and write and has been educated (55). Literacy also appears as a term in fields where society is to be made aware. Climate literacy is likewise a term used for people who have been educated and are aware about climate. The World Health Organization defines the term adolescent as individuals between 10 and 19 years of age, the stage of transition from childhood to adulthood (56). While this stage is one of the most important points for maintaining the health and well-being of human life, adolescents also acquire new social roles and norms (57). Although it is important for education on the effects of climate change to be provided by health professionals, it is also underlined that it is important for adolescents, and education is thought to be effective especially in reducing gas emissions, controlling adolescents' behavior, and advocating for their rights (58). In every step taken regarding climate-related situations, the importance of societies being made aware, in accordance with the relevant article of the Paris Agreement, is emphasized (10,16,59). With the Paris Agreement and the United Nations Climate Law, signatory states have guaranteed that they will implement the necessary provisions to raise public awareness (17,18). For example, Türkiye's 2053 Long-Term Climate Strategy aims, in addition to increasing public awareness, to improve technical and scientific quality. Climate Change Education programs emerged through the partnership of the Ministry of Environment, Urbanization and Climate Change and the Ministry of National Education (16,59,60).

While the findings of studies discuss the effects of climate change in its biological, economic, and social dimensions, information on its importance for public health has remained limited (61–67). A study by Martha et al. in Indonesia reported that about half of adolescents had inadequate knowledge about climate change and that their source of information was the internet rather than the education provided (66). A study by Matos et al. emphasized that adolescents' behavior is influenced by the education they receive and by social norms, and that it is more effective in the younger adolescent group (67). Studies conducted in Türkiye show that climate change awareness among school-age children and young people is generally at a low-to-moderate level; that although students are anxious about the consequences of climate change, this anxiety does not always turn into action; and that there are important gaps in the translation of knowledge into behavior. Arslan and Görgülü-Arı stated that the great majority of adolescents do not have an adequate level of knowledge about climate, which will directly affect our lives, and emphasized the importance of education (64). Özdem et al. reported that 7th grade students are worried about air pollution but do not have enough knowledge about other areas affecting climate change, that their sources of information are the media, and that the necessary curriculum changes should be implemented (61). The limited number of structured, scientifically based, controlled educational interventions aimed especially at adolescents makes it necessary to develop effective climate education models for this age group (38,64,68,69).

This thesis aims to examine the effects of climate change education for adolescents on climate literacy and health-protective behaviors. The findings of the study are expected to contribute to identifying effective methods that can be used in climate change education, to structuring education programs on a scientific basis, and to empowering young people against the climate crisis.

5. Originality

Climate change has become one of the most critical problems affecting the health, economy, and living conditions of societies worldwide. Nevertheless, systematic, evidence-based education programs whose long-term effects are evaluated are lacking, especially for the adolescent period. The fact that intervention studies aimed at increasing climate literacy and awareness in the adolescent group are limited in Türkiye adds to the originality of this study. This thesis aims to fill an important gap in the literature by designing an experimental educational intervention that evaluates the effect of structured climate change education for adolescents on climate literacy, knowledge level, attitudes, and awareness. The education modules used in the study were developed in line with contemporary pedagogical approaches, interactive learning methods, and the principles of health literacy. In this respect, the study goes beyond classical theoretical knowledge transfer and focuses on active learning, behavior change, and strengthening sustainability awareness. In addition, raising awareness of climate change among younger generations is critical for managing the climate crisis at the societal level. By showing the effect of educational interventions in shaping adolescents' future environmental attitudes and behaviors, this study makes a scientific contribution to the development of applicable policies and programs in the fields of public health, environmental health, and school health.

This thesis offers an original and scientifically valuable contribution because it is one of the few studies in Türkiye that experimentally evaluates the effectiveness of climate change education for adolescents; because its measurement tools, education content, and implementation model offer an innovative approach to the literature; because it examines the relationship between climate literacy and awareness in an educational context; and because it shows the role of school-based interventions in building societal resilience against the climate crisis.

6. Methods

STUDY DESIGN

A pretest–posttest quasi-experimental study with a control group was planned to determine the effect of climate change education for adolescents on climate literacy and health-protective behaviors. The intervention and control groups will be assigned randomly using a table of random numbers.

STUDY SETTING AND ITS CHARACTERISTICS

The data of the study are planned to be collected in a total of two middle schools in the Üsküdar district of Istanbul between September 2026 and January 2027.

STUDY POPULATION

The study population will consist of 7th and 8th grade students attending a total of two middle schools in the Üsküdar district of Istanbul.

STUDY SAMPLE

The sample size was calculated using G*Power 3.1.9.4. The calculation was based on the difference between the pretest–posttest difference scores of two independent groups. A significance level of $\alpha = 0.05$, statistical power $(1-\beta) = 0.80$, and a medium effect size (Cohen's $d = 0.50$) were assumed. With these parameters, at least 67 adolescents per group, 134 adolescents in total, were calculated. Taking possible losses to follow-up into account, the sample was increased by 15%, and the study was planned with 154 adolescents in total, 77 in the intervention group and 77 in the control group

Inclusion criteria

The following were determined as the inclusion criteria: adolescents who agree to participate in the study, who are in the 7th or 8th grade, and who have no mental disability.

Exclusion criteria

Individuals who do not agree to participate in the study and individuals who have a mental disability will not be included in the study.

Termination criteria

Termination criteria are: being unable to complete all stages of the study for any reason during the data collection process, and the individual wishing to withdraw from the study.

5. STUDY VARIABLES

Independent variables

- Climate Literacy Scale scores
- Climate Change Health Protection Behaviors Scale scores

Dependent variables

- Socio-demographic characteristics of the adolescents
- Climate change education

6. DATA COLLECTION TOOLS PLANNED FOR USE IN THE STUDY

The “Descriptive Information Form, Climate Literacy Scale, and Climate Change Health Protection Behaviors Scale – Adolescent” will be used as data collection tools.

Descriptive Information Form: This form, developed by the researchers, consists of a total of 9 questions covering descriptive information such as age, gender, the grade students are in, their level of knowledge about climate, and the sources from which they get information on climate and climate change, as well as questions about their level of knowledge of climate change.

Climate Literacy Scale (CLS): The scale, developed by Aslı Görgülü Arı and Kevser Arslan, is a valid and reliable climate literacy scale for middle school students, with three dimensions and a total of 24 items, all positively worded, rated on a five-point Likert scale. The researchers worked with a sample of 558 students at the 7th and 8th grade levels studying in Istanbul. The draft scale, which initially consisted of 81 items, was reduced to 73 items after expert opinions and pilot applications, and the final analyses produced the final three-factor, 24-item structure. These three factors, named “Climate Concept,” “Climatic Awareness,” and “Climatic Consciousness,” were confirmed by exploratory and confirmatory factor analyses. The article also emphasizes the importance of climate literacy among 21st-century skills and offers recommendations for its integration into the education system. The Cronbach's alpha internal

consistency coefficient of the scale was 0.895, which shows that the instrument is highly reliable and valid. The scale items are scored from 5 to 1; the lowest possible score is 24 and the highest is 120. A higher score indicates a higher level of climate literacy for the student (70).

Climate Change Health Protection Behaviors Scale – Adolescent (CCHPBS-A): The scale, developed by Kurt et al., was created to assess adolescents' protective behaviors against climate-change-related health risks. It is a measurement tool with four dimensions and a total of 28 items, rated on a five-point Likert scale, with all items positively worded. The items are scored 5, 4, 3, 2, 1. It was developed to meet the need for a tool that can measure adolescents' protective behaviors in the context of increasing direct and indirect effects of climate change on health (for example, heat waves and infectious diseases). The study, conducted on a sample of 1,036 middle school and high school students in Türkiye, was completed in three stages: item generation, evaluation of content validity, and psychometric analysis. The Cronbach's alpha internal consistency coefficient for the whole scale was found to be 0.874, and a higher score on the scale is interpreted as an increase in adolescents' climate-change-related health protection behaviors (71).

7. PROCEDURE FOR DATA COLLECTION AND EVALUATION

Before data collection begins, ethical approval will be obtained from the Health Sciences University Hamidiye Scientific Research Ethics Committee, and institutional permission will be obtained from the schools where the data will be collected. Students who meet the sample selection criteria will be informed about the purpose of the study, that their personal information will be kept confidential, and that their privacy will be protected. Written consent will then be obtained from the students who agree to participate and from their parents (Appendix 4).

A pretest–posttest quasi-experimental design with a control group will be used. First, the two schools will be randomly designated so that one school is the intervention group and the other is the control group. After that, the intervention and control groups will be randomly assigned using a table of random numbers. Data will be collected from students in their classrooms through self-report. The researcher will be present in the classrooms during administration to ensure uninterrupted communication with the students and that the data collection tools are filled in correctly. Completing the data collection tools is expected to take about 20 minutes.

At the start of the study, the Descriptive Information Form, the CLS, and the CCHPBS-A will be administered to both groups as the pretest. Before the climate change education developed from the literature is given, school staff will be informed. Climate change education will be given to the adolescents in the intervention group. The education will consist of four main topics: introduction to climate change; causes and consequences of climate change; the health and social effects of climate change; and individual and societal solutions. The education will last about 40–45 minutes. An education booklet will be given at the end of the education (Table 1).

Table 1. Education Content

CLIMATE CHANGE EDUCATION TOPICS	METHOD	DURATION
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Introduction to Climate Change Aim: Learning the basic concepts Content: – The difference between climate and weather – Definition of climate change – What is global warming?	Slide presentation Short video	5 minutes
Causes and Consequences of Climate Change Aim: Being able to establish cause–effect relationships Content: – Fossil fuels, industry, transportation, deforestation – Drought, floods, heat waves – Health effects (heat stress, respiratory diseases, etc.)	Slide presentation Group discussion Case analysis	10 minutes
Health and Social Effects of Climate Change Aim: Relating it to individual and community health Content: – Food security – Water resources – Infectious diseases – Psychosocial effects (eco-anxiety)	Slide presentation Group discussion Case analysis	10 minutes
Individual and Societal Solutions Aim: Encouraging behavior change Content: – Energy saving, recycling, sustainable living	Slide presentation Group discussion Case analysis	10 minutes

At the end of the education, the “Climate Literacy Scale” and the “Climate Change Health Protection Behaviors Scale – Adolescent” will be administered as an interim test. In the 4th week after the education, the “Climate Literacy Scale” and the “Climate Change Health Protection Behaviors Scale – Adolescent” will be administered again to both the intervention and control groups. When the research process ends, education will be given to all students in the control group

8. ETHICAL ASPECTS OF THE STUDY

Before the study data can be collected, written permission will be obtained from the Health Sciences University Hamidiye Scientific Research Ethics Committee, and institutional permission will be obtained from the Provincial Directorate of National Education for the schools where the data will be collected. Permission to use the Climate Literacy Scale and the Climate Change Health Protection Behaviors Scale – Adolescent, which will be used as data collection tools, has been obtained (Appendix 5). In addition, written consent will be obtained from the families of the adolescents participating in the study.

9. STRENGTHS AND LIMITATIONS OF THE STUDY

Strengths of the study

The strengths of the study are that it is a pretest–posttest quasi-experimental study with a control group; that it focuses on adolescents, who are in a critical developmental period for gaining awareness and behavior related to climate change; and that the education content is structured, standardized in duration, and systematic.

Limitations of the study

The study is limited to 7th and 8th grade students in two middle schools.

7. Work Schedule

Time (12 months)

Work Package or Type of Work	1	2	3	4	5	6	7	8	9	10	11	12
Literature review	X	X	X	X	X	X	X	X	X	X	X	X
Obtaining Ethics Committee approval			X	X								
Obtaining institutional permission				X	X							
Data collection process					X	X	X	X	X			
Evaluation of results									X	X		
Thesis writing											X	X

8. Success Criteria, Risk Management, and Plan B

Within the scope of this thesis, the study will be considered successful and to have reached its aims when the pretest and posttest data are collected completely in the intervention and control groups of the determined sample; the data collection and analysis process is completed in accordance with the ethics committee approval and the research protocol; and the research findings are reported in accordance with the thesis writing guide and scientific ethics rules.

Possible risks that may be encountered during the research process and the measures to be taken are as follows. Because of the risk of not being able to reach the sample, permission will be obtained from more than one school. Because of the risk of participant loss, the sample was increased by 15%. Against the risk of scales being filled in incompletely or incorrectly, the researcher will provide the necessary guidance and checks during data collection.

If progress cannot be made with the method defined in the research proposal: if the sample is insufficient, the study population will be expanded to include other schools, or the sampling method will be switched from stratified sampling to convenience sampling. If face-to-face education cannot be given, the education will be delivered synchronously or asynchronously through an online platform (Zoom / Teams).

9. Expected Benefits and Broader Impact

This thesis is expected to provide the following benefits at the individual, institutional, and societal levels: an increase in adolescents' knowledge of climate change and the development

of their climate literacy; support for sustainable living habits in the long term by instilling environmentally conscious attitudes and behaviors at an early age; and a contribution to the limited number of studies in the literature examining the effect of climate education in adolescent groups in Türkiye.

It is anticipated that the research findings can be used as a reference in structuring school-based health and environmental education programs, in planning climate change awareness campaigns for young people, and in interdisciplinary work in the fields of health and education.

The institution where the research will be carried out has classrooms/meeting rooms where the education can be given, a projector, computers and internet access, and printing facilities for reproducing the printed forms and scales needed for data collection; the basic infrastructure required to carry out the research is adequate. The researcher is considered to have the necessary academic and professional competence in preparing and delivering the education materials. No special equipment is needed within this study. The consumables to be used (printed questionnaire forms, information brochures, and printouts of education materials) will be provided by the researcher, and the institution's existing printing and copying facilities will be used. There is no need for additional financial support or external funding.

10. Research Infrastructure and Required Materials / Equipment

There is no need for any materials.

11. Advisor's Experience

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APPENDICES

APPENDIX 1: INFORMED CONSENT FORM

The aim of this study is for climate change education for adolescents to have a positive effect on climate literacy and health behaviors and to increase climate change awareness in adolescent students. With this study, we aim to fill an important gap in the literature by designing an experimental educational intervention that evaluates the effect of structured climate change education given to adolescents on climate literacy, knowledge level, attitudes, and awareness. The education modules used in the study were developed in line with contemporary pedagogical approaches, interactive learning methods, and the principles of health literacy. In this respect, the study goes beyond classical theoretical knowledge transfer and focuses on active learning, behavior change, and strengthening sustainability awareness.

If you take part in the study, the confidentiality of your personal information will be respected and carefully protected when the results are used for scientific purposes. The data will be used on the condition that your identity remains confidential. Reading and approving this form means that you agree to take part in the study. However, you also have the right not to take part in the study, or to leave it at any time after joining. If, after reading this text, you wish to take part in our study voluntarily, please complete and sign the consent section below.

Participant's Statement:

I have read the information given above about this study, which is being carried out by Berk ÖNGİDER, a student in the Master's Program in Public Health Nursing (with thesis) at the University of Health Sciences. I have understood all the explanations in detail. I have been given sufficient assurance that my personal information will be carefully protected when the study results are used for educational and scientific purposes. Under these conditions, I agree to take part in this study of my own free will.

Name and Surname of the Student's Parent/Guardian:

Signature:

Name and Surname of the Researcher:

Signature: