

EVALUATION OF THE ATTITUDES OF HEALTHCARE ACCREDITATION SURVEYORS
ABOUT DISTANCE TRAININGS: CASE OF TÜSKA

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Objectives

Training is an important field that changes throughout life and is constantly developing. Previously, only face-to-face trainings would come to mind when the subject of training was mentioned. Distance training is realized through communication with help of technological tools such as text, graphics, video, sound, satellite, computer, multimedia. Especially recently, due to the adverse conditions caused by COVID-19 pandemic, distance working and distance training model has increased in all areas. Within the scope of activities of Türkiye Healthcare Quality and Accreditation Institute (TÜSKA); It uses a distance model in remote accreditation interim surveys and surveyor capacity building trainings. TÜSKA Healthcare Accreditation Surveyor Training Program, selection and training of health services accreditation surveyors and capacity building training of surveyors are prepared with the aim of determining relevant processes. In this study, perceptions and attitudes of TÜSKA Healthcare Accreditation Surveyors about distance trainings are be evaluated and advantages and disadvantages of distance training model is be evaluated.

Methods

Population of the research consists of 133 people who are TÜSKA Health Accreditation Surveyor. Since it was aimed to reach the universe, sample selection is not made. The questionnaire form used for data collection consists of 2 main parts and 29 questions in total. A questionnaire consisting of 11 questions on sociodemographic characteristics of surveyors and the "Opinions Scale on Distance Training" consisting of 18 questions are used. The scale consists of 18 items and 4 factors. It is a 5-point Likert type scale. The questionnaire form is sent to the e-mail addresses given to surveyors by TÜSKA using google questionnaire method. In the analysis of the data, frequency tables are used as Central Tendency and Measures of Variability Basic Statistics. In comparisons, when the data are not normally distributed, Mann Whitney U test, Kruskal Wallis test and Spearman Correlation Analysis are be used. In January, 2023, the ethics committee of this study is approved by Ankara Yıldırım Beyazıt University.

Conclusion

While trainings, interim surveys and meetings for healthcare accreditation surveyors continue face-to-face, due to an emergency such as COVID-19, a remote model has been adopted to ensure the continuity of accreditation and surveyor training. In the world, which has become normal after COVID-19 pandemic, Distance Training model continues to be applied in many areas due to the many advantages it provides. In this study, qualitative data are obtained about distance training model applied in TÜSKA Surveyor Training Program. When results are evaluated, it is seen that traditional education is more advocated in order for surveyor training to be carried out in the best way. However, in order to avoid interruptions in training due to difficulty of life and adverse conditions, it is recommended to develop a distance training model by making more of these researches.

Table.1. Results OfThe Research

Sociodemographic Characteristics		n	%
Age (Age 34-62), Mean: 47 (±6.23)	34-43 years ⁽¹⁾	18	27.7
	44-52 years ⁽²⁾	32	49.2
	53-62 years ⁽³⁾	15	23.1
Gender	Woman	25	38.5
	Male	40	61.5
Trainingal Status	Bachelor ⁽¹⁾	6	9.2
	Master ⁽²⁾	36	55.4
	PhD ⁽³⁾	23	35.4
Employed Institution	public ⁽¹⁾	50	76.9
	Special ⁽²⁾	one	1.5
	University ⁽³⁾	14	21.5
Profession Group	Health Personnel ⁽¹⁾	40	61.5
	academic ⁽²⁾	12	18.5
	Other ⁽³⁾	13	20.0
Worked Unit	Hospital ⁽¹⁾	21	32.3
	Ministry ⁽²⁾	27	41.5
	University ⁽³⁾	10	15.4
Current Year of Duty	Other ⁽⁴⁾	7	10.8
	5 years and below ⁽¹⁾	21	32.3
	6-10 years ⁽²⁾	14	21.5
Internet access	11 years and above ⁽³⁾	30	46.2
	Annoyed	11th	16.9
	Unlimited	54	83.1
Internet Access Device	computer ⁽¹⁾	14	21.5
	Cell Phone ⁽²⁾	3	4.6
	Computer and Cell Phone ⁽³⁾	29	44.6
Distance training Experience	Computer, Tablet and Cell Phone ⁽⁴⁾	18	27.7
	Tablet and Cell Phone ⁽³⁾	one	1.5
	Yes	63	96.9
Experience	No	2	3.1
	Total	65	one hundred

Opinion: Regarding Distance training Scale	Cover	SS
1. Distance training is suitable for me due to the intensity of my personal work.	3.71	1.142
2. Distance training suits my lifestyle.	3.46	1.147
3. Distance training is a suitable alternative for trainings I need.	3.68	1.12
4. Distance training allows me to get training without wasting time	4.11	0.97
5. I need the flexibility to attend class whenever and wherever I want.	3.88	1.053
6. It is difficult for me to go to a university campus to study.	2.89	1.226
7. It makes surveyors more active in terms of distance training teaching practices.	2.72	1.231
8. Distance training provides a good learning opportunity for individuals.	3.20	1.252
9. Distance training allows surveyors to learn at their own pace.	3.11	1.134
10. Distance training ensures that learning is permanent	2.72	1.166
11. Distance training is more effective than traditional training.	2.25	1.146
12. Face-to-face interaction is necessary for my training to take place in the best possible way.	3.82	1.236
13. Compared to distance training, ideas are expressed instantly and more clearly in traditional training.	3.88	1.206
14. A more effective learning is provided with traditional training compared to distance training.	3.80	1.227
15. I need face-to-face communication to learn.	3.34	1.302
16. I am a person who has a habit of procrastinating on assigned tasks.	1.31	0.527
17. I often leave tasks unfinished.	1.95	0.716
18. I wait until the last moment to fulfill the responsibilities within the scope of the Training Program.	1.66	1.163

Results

Since 2020, TÜSKA has implemented online and Two-Way Interactive Distance Training Model within the scope of TÜSKA Healthcare Accreditation Surveyor Training Program. 1-hour case discussion is held at the end of each training. Case discussions are made by expert trainers by simulating the case. 65 surveyors participated in the study, Table.1 shows results of the research. The data are evaluated according to the 4 sub-dimensions (Personal Conformity, Effectiveness, Instructorship and Predisposition) of the Opinions Scale on Distance Training

