

EVALUATION OF THE LEVEL OF CLINICAL LEADERSHIP APPROACH OF ACCREDITATION SURVEYORS IN HEALTH

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INTRODUCTION

Ensuring a safe, high quality and standardised service in health accreditation surveys requires the participation and cooperation of surveyors with various expertise and characteristics. Trust and cooperation between surveyors is a critical element in the effective, efficient and reliable execution of the survey process planning, execution and evidence-based reporting of the results. Successful implementation and evaluation of survey activities requires a clinical leadership approach based on cooperation, sharing and mutual respect among health accreditation surveyors..

RESULTS

When the socio-demographic characteristics of the participants were analysed, it was found that 59% of the participants were female, 52.1% were 45 years old or younger, approximately 90% were postgraduate graduates, 20.8% were working in the quality unit and approximately 85% had a professional experience of 16 years or more. Regarding the participants' formal education on management, leadership and clinical leadership, it was determined that 82.3% had formal education on management, 66.7% on leadership and 22.9% on clinical leadership. The median values of the participants' responses to the statements in the Clinical Leadership Scale and its sub-dimensions were 2.90 for the Clinical Leadership Scale, 2.87 for the sub-dimensions "Personal Characteristics Domain", 2.87 for "Working with Others Domain", 3.00 for "Management of Services Domain", 3.00 for "Improvement of Services Domain" and 2.87 for "Establishing Directions Domain". Accordingly, it can be said that the participants showed clinical leadership characteristics. According to these results, it can be said that participants who have received formal education on management, leadership and clinical leadership are more likely to have clinical leadership characteristics.

Table 1. Comparison of Clinical Leadership Scale and Subscale Scores According to Receiving Formal Education on Management

Dimensions			Management Training	N	Mean Rank	Z	p
Personal Characteristics Area			Yes	79	50,25	-1,375	0,169
			No	17	40,35		
Working Space with Others			Yes	79	48,09	-0,326	0,744
			No	17	50,41		
Management of Services Area			Yes	79	49,84	-1,186	0,236
			No	17	42,26		
Service Improvement Area			Yes	79	50,85	-1,983	0,047
			No	17	37,59		
Organisation of Orientations Area			Yes	79	51,03	-2,006	0,045
			No	17	36,76		
Clinical Leadership Scale (General)			Yes	79	50,99	-1,898	0,058
			No	17	36,91		



AIM

This study aimed to evaluate the clinical leadership approach levels of Standards for Accreditation in Health (SAS) surveyors.

METHOD

The population of the study consisted of SAS surveyors (N: 140) working as surveyors in the Turkish Health Services Quality and Accreditation Institute (TÜSKA). In this context, 140 SAS surveyors working in SAS surveys were reached. The purpose of the study was explained to the participants and care was taken to ensure that they were voluntary and willing. Due to the voluntary basis, 96 SAS surveyors participated voluntarily and willingly. In this descriptive and cross-sectional study, descriptive statistical methods (frequency, percentage, median, interquartile range) and statistical analyses were used to evaluate the study data.

Table 2. Comparison of Clinical Leadership Scale and Subscale Scores According to Receiving Formal Education on Leadership

Dimensions	Leadership Training	N	Mean Rank	Z	p
Personal Characteristics Area	Yes	64	54,16	-2,911	0,004
	No	32	37,19		
Working Space with Others	Yes	64	51,20	-1,402	0,161
	No	32	43,11		
Management of Services Area	Yes	64	52,03	-2,048	0,041
	No	32	41,44		
Service Improvement Area	Yes	64	54,61	-3,384	0,001
	No	32	36,28		
Organisation of Orientations Area	Yes	64	52,95	-2,321	0,020
	No	32	39,59		
Clinical Leadership Scale (General)	Yes	64	54,87	-3,179	0,001
	No	32	35,77		

Table 3. Comparison of Clinical Leadership Scale and Subscale Scores According to Receiving Formal Education on Clinical Leadership

Dimensions	Clinical Leadership Training	N	Mean Rank	Z	p
Personal Characteristics Area	Yes	22	54,07	-1,105	0,269
	No	74	46,84		
Working Space with Others	Yes	22	56,48	-1,160	0,110
	No	74	46,13		
Management of Services Area	Yes	22	54,32	-1,301	0,193
	No	74	46,77		
Service Improvement Area	Yes	22	56,93	-1,801	0,072
	No	74	45,99		
Organisation of Orientations Area	Yes	22	60,41	-2,393	0,017
	No	74	44,96		
Clinical Leadership Scale (General)	Yes	22	60,91	-2,389	0,017
	No	74	44,81		

CONCLUSIONS

Determining the competences and skill level required by surveyors in health accreditation surveys and changing and improving the cultural climate characteristics that prevent optimum performance requires working within a system. In this respect, clinical leadership is necessary to promote the improvement of health survey quality and results. At the same time, it is predicted that trainings and practices for clinical leadership approach in accreditation surveys may positively affect the survey performance. As a result, it is thought that supporting accreditation surveys in health with a clinical leadership approach will improve the quality and safety of the survey process.

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