

Evaluation of Quality Standards in Health Education from Student Perspective

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Introduction: This study was conducted to determine the perspectives of the students who received Health Quality Systems training at a university and to provide guidance for future trainings. When the content of quality courses in health is evaluated by Ulusoy et al. (2017), it is seen that the courses are mostly limited to Total Quality Management.

Methods: This study was conducted with a questionnaire created by the researchers by utilizing the content of the course and practices. Expert opinion was obtained. The population of the study was 185 students studying Quality Systems in Health. BAIBU Human Research Ethics Committee approved the study. The questionnaire was prepared as a five-point Likert scale.

Results: In the study, 62 topics were included for the evaluation of the Health Quality Systems Course by the students. The results are presented in Table 1. Forty-one of these topics (66%) received 90% and above. Only the question "Healthcare practice areas instructions and unpredictable complex problems/issues make me uninformed about hidden details and parts" is below 80%.

Table 1. Student Opinions on Health Quality Systems Course

Opinions on Course Competencies	%
Health Quality Systems Course helped me to have sufficient awareness / improve my awareness of Patient Participation.	95,83
Health Quality Systems Course helped me to have sufficient awareness / improve my awareness of Hand Hygiene and its importance.	95,83
Health Quality Systems Course helped me to have an idea about the functioning of the quality units of health facilities.	95,24
Health Quality Systems Course helped me to have sufficient awareness / improve my awareness of Employee Health and Safety processes.	94,64
Health Quality Systems Course has enabled me to have sufficient awareness / improve my awareness of Infection Prevention and Control processes.	94,64
Health Quality Systems Course helped me to develop an attitude towards lifelong learning.	86,90
Health Quality Systems Course helped me to have sufficient awareness / improve my awareness of Support Services processes.	86,90
Health Quality Systems Course helped me to have sufficient awareness of Intensive Care and Mortality Rates.	86,31
Health Quality Systems Course helped me to have/develop my awareness of indicator management.	85,71
It enabled me to have knowledge about the mechanisms for reporting and improving undesirable events encountered in health practice areas.	78,57
Opinions on Internship and Contribution to the Profession	%
Develops sensitivity about patient safety.	96,43
Health Quality Systems Course ensures that students have sufficient knowledge about patient safety.	95,83
Health Quality Systems Course provides students with sufficient knowledge about improving the quality of health services.	95,24
Health Quality Systems Course provides students with sufficient information on health protection and promotion.	94,64
Provides guidance on risks.	94,64
Health Quality Systems Course provides students with information on the use of information technologies in quality practices.	88,69
Health Quality Systems Course facilitates the understanding of the basis of clinical practices in internships.	88,69
Health Quality Systems Course ensures that students have sufficient knowledge about diagnosis and treatment processes.	88,10
It improved my perspective in internships.	85,71
It gives the opportunity to understand foreign applications in quality systems.	80,36

Conclusion; As a result, the hypothesis "Quality Standards in Health training has consequences for internships and starting work/profession" is accepted since the responses to the titles including all characteristics are above 90%. Conducting "training outcome evaluations" in quality trainings in universities and hospitals will be instructive for shaping future trainings. Especially in quality and accreditation processes, it is extremely important to shape trainings according to groups, professions and participant profile. It is extremely important that trainings are not seen as routine practices, and that they are matched with learning outcomes and reported in order to determine effectiveness. As seen in the study by Ulusoy et al. (2017), quality trainings are limited to Total Quality Management and cannot be integrated into the field. In this sense, our study can be considered as an example in terms of providing a holistic approach to "Quality in Health" in the field of nursing and giving accreditation issues as well as quality as content. The Quality in Health / Accreditation courses that have been included in the curriculum in recent years in our country are extremely meaningful in terms of guiding the trainings in the following years and evaluating them with learning outcomes.

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