



دانشگاه علوم پزشکی و خدمات بهداشتی درمانی کرمان

مرکز مدیریت مطالعات و توسعه علوم پزشکی

پایان نامه مقطع کارشناسی ارشد رشته پرستاری جامعه نگر

عنوان:

سنجش کیفیت خدمات آموزش ضمن خدمت بهورزان شاغل در دانشگاه علوم

پزشکی کرمان در سال ۱۳۹۸

توسط: پروین نصرتی

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سال تحصیلی: ۱۳۹۸-۱۳۹۹



دانشگاه علوم پزشکی کرمان
تحصیلات تکمیلی دانشگاه

بسمه تعالی
صور تجلسه دفاع از پایان نامه

تاریخ
شماره
پیوست.....

جلسه دفاعیه پایان نامه تحصیلی خانم پروین نصرتی دانشجوی کارشناسی ارشد رشته آموزش جامعه نگر در نظام سلامت تحت عنوان "سنجش کیفیت خدمات آموزش ضمن خدمت بهورزان شاغل در دانشگاه علوم پزشکی کرمان در سال ۱۳۹۸" در ساعت ۱۳:۳۰ روز دوشنبه مورخ ۹۹/۰۳/۱۲ با حضور اعضای محترم هیات داوران متشکل از:

امضا	نام و نام خانوادگی	سمت
	سرکار خانم دکتر مریم اخوتی	الف: استاد(ان) راهنما
	-	ب: استاد مشاور
	جناب آقای دکتر محمود رضا دهقانی	ج: عضو هیات داوران (داخلی)
	سرکار خانم دکتر مهدیه شجاعی	د: عضو هیات داوران (خارجی)
	سرکار خانم دکتر پروانه شریفی	ه: نماینده تحصیلات تکمیلی

تشکیل گردید و ضمن ارزیابی به شرح پیوست با درجه عالی و نمره ۱۹ مورد تأیید قرار گرفت.



چکیده

مقدمه و اهداف: بهورزان، در خط مقدم ارائه خدمات بهداشتی درمانی در روستاها قرار دارند که لازم است برای ارائه خدمات مناسب، از دانش و مهارت کافی برخوردار باشند؛ از اینرو، آموزش ضمن خدمت می‌تواند به ارتقا دانش و مهارت بهورزان کمک کند. لذا سنجش آموزش‌های ضمن خدمت ضرورت دارد. این مطالعه با هدف سنجش کیفیت خدمات آموزش ضمن خدمت بهورزان دانشگاه علوم پزشکی کرمان انجام شد.

روش بررسی: جامعه مورد مطالعه این پژوهش توصیفی-تحلیلی، شامل بهورزان مشغول به فعالیت در دانشگاه علوم پزشکی کرمان در سال ۱۳۹۸ بودند. حجم نمونه مساوی جامعه آماری در نظر گرفته شد. بدین منظور، کلیه بهورزان به شیوه سرشماری وارد مطالعه شدند. ابزار گردآوری داده‌ها، چک لیست مشخصات جمعیت شناختی و پرسشنامه استاندارد سروکوال بود. جهت ارائه شاخصهای توصیفی متغیرهای پژوهش، از آزمون‌های توصیفی استفاده گردید. با توجه به نتایج آزمون کولموگروف اسمیرنوف، توزیع اکثر متغیرهای مطالعه، نرمال نبود ($p < 0/05$)، لذا از آزمونهای ناپارامتری من ویتنی یو و کروسکال والیس و ضریب همبستگی اسپیرمن جهت تجزیه و تحلیل داده‌ها استفاده شد.

نتایج: تعداد ۷۲ نفر (۳۸/۷٪) از پاسخگویان مرد و ۱۱۲ نفر (۳۰/۲٪) زن بودند. دو نفر (۱/۱٪) نیز جنسیت خود را مشخص نکرده بودند. میانگین سن بهورزان مورد مطالعه $40/23 \pm 9/64$ سال و میانگین سابقه کار آنها $14/34 \pm 11/76$ سال بود. با وجود شکاف منفی در همه ابعاد پنجگانه کیفیت، شامل: تضمین، پاسخگویی، همدلی، اطمینان و ملموس، بیشترین شکاف کیفیت خدمات آموزشی دانشگاه مربوط به بعد تضمین ($-11/912$) و کمترین آن مربوط به بعد همدلی ($-4/506$) بود. بین شکاف کیفیت خدمات آموزشی در ابعاد پنج گانه و دانشجویان زن و مرد تفاوت معنی‌دار آماری مشاهده نشد ($p > 0/05$). نتایج نشان داد ارتباط بعد تضمین ادراک از وضعیت آموزشی با سن معنی‌دار و معکوس ($p = 0/026$) و ارتباط بعد اطمینان ادراک از وضعیت آموزشی با سابقه کار معنی‌دار بود ($p = 0/021$).

نتیجه‌گیری: بطور کلی در ابعاد مختلف کیفیت خدمات آموزشی در دانشگاه علوم پزشکی کرمان بین انتظارات بهورزان و ادراک آنها شکاف منفی وجود دارد و برای کاهش این شکاف لازم است در شیوه آموزش بهورزان بازنگری شود.

واژه‌های کلیدی: شکاف کیفیت، نیازسنجی، آموزش، سروکوال، بهورز، خدمات آموزشی

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Abstract

Introduction and aims: Health workers are at the forefront of providing health services in villages that need to have sufficient knowledge and skills to provide appropriate services, so in-service training can help to improve health workers knowledge and skills. Therefore, it is necessary to evaluate in-service training. The aim of this study was to Measuring the quality of in-service training to the health worker at Kerman University of medical sciences.

Methods: The study population of this descriptive-analytical study included health workers working in Kerman University of Medical Sciences in 2019 who were all enrolled in the study by using Census method. Data were collected using standard SERVQUAL questionnaire and analyzed by SPSS software using descriptive statistics and Mann-Whitney U and Kruskal-Wallis tests and Spearman correlation coefficient.

Findings: Despite the negative gap in all five dimensions of quality, including: assurance, accountability, empathy, assurance, and tangibility, the highest quality gap in university educational services was related to the assurance dimension (-11.912) and the lowest to the empathy dimension (-4.506). There was no significant difference between the quality of educational services in five dimensions and male and female students ($p > 0.05$). The results showed that there was a significant inverse relationship between perception of educational status and age ($p = 0.026$) and there was a significant relationship between perception of educational status and work experience ($p = 0.021$).

Conclusion: In general, there is a negative gap between the expectations of health workers and their perceptions about the quality of educational services at Kerman University of Medical Sciences in Kerman. To reduce this gap, it is necessary to rethink the way in which health workers are trained.

Keywords: Quality gap, Needs Assessment, Training, Servqual, Health worker, Educational Services

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Kerman University of Medical Sciences

Education Development Center of Medical Science

In Partial Fulfillment of the Requirements for the Degree

(MSc)

Title:

Measuring the quality of in-service training to the health worker at Kerman

University of medical sciences: 2019-2020

By:

Parvin Nosrati

Supervisor:

Maryam Okhovvati Ph.D

Year:

2019