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An Overview of the Curricula of Medical Documentation and Secretarial Programs Using the Distance Learning Method in Turkey

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ABSTRACT

Technological innovations that enable the development of the 21st century education and training field have also affected the way individuals meet their learning needs. As the learning needs of individuals change, learning activities and learning perspectives have also changed. While information and communication technologies provide support to the traditional education system in most cases, it has also brought new learning methods to the literature. One of these new learning methods is distance education. Distance education is a modern and innovative education system that can be watched and viewed again, live, audio, video and interactive in completely digital environments through existing computer technologies and internet network, away from the time and place limits, before students and academicians come to a higher education institution. The aim of the study is to examine and discuss the courses in the medical documentation and secretarial programs that provide open and distance education in Turkey, and the place of libraries in distance education. Descriptive method used in the study document analysis and definition of learning, constructivist approaches adopted in open and distance learning in medical documentation and secretarial programs of distance education in the course of applications made by the method are discussed. As a result of the study, it has been determined that most of the courses in the curriculum of these programs have the same content, although they have different names. In addition, in the study, suggestions were made about ways to provide more efficient distance education and training services in the future in medical documentation and secretarial programs.

Keywords: Distance education and training, Distance learning, Design of distance learning system, Medical documentation and secretarial programs, Turkey.

I. Introduction

The knowledge and power of mankind is limited, and people acquire new knowledge every day of their lives. For centuries people have constantly tried to learn new information to archive the information they have learned and the products they have produced to leave the data they have archived to future generations. As the world turns and life changes the nature and boundaries of knowledge are constantly changing. Therefore, the learning process has no limits and no duration. The act of learning is a lifelong process. According to Hergenhahn and Olson (1997, p. 4) "learning is the relatively persistent monitored behavior change that occurs in behavior because of living". Likewise, according to Ormrod (1990, p. 9) the concept of learning can be explained in a broad way based on the information processing approach. Mungan says (2016, p. 7) "life is a continuous learning process and learning is a deep passion". Different academic perspectives on learning can be summarized as follows: It is possible to add the definitions of learning into two sets as concrete and abstract definitions. Concrete definitions when describing learning as the student's understanding of what they have learned, storing the learned in memory; abstract definitions define learning as actions to settle the nerves and saturate the motives of reactions to the effects (Hilgard & Bower, 1992, p. 4).

The learning process is associated with the concept of education. The concept of education can be expressed in such a way that the students are informed by teachers who

are more experienced and correct the lacking or inadequate behavior patterns. Education can be gained within an institution, as well as through outside activities. In fact, from the moment an individual comes into the world they are in a constant relationship with education first within the family and then within various educational institutions. It is not possible for human beings to be outside the educational process (Şeşen, 2019, p. 888).

Every invention occurring in the world, every new technological development, war, epidemics, and every climatic change, etc. events lead to a different chain of information. One of these new developments is distance education. Distance education is an educational model that differs from traditional education in the sense of practice. It refers to the education of students in a virtual environment, not physically in the classroom (Ran et al., 2018). According to Uşun (2006, p. 4) "it is a term that combines the definitions of distance education, distance learning and learning". Therefore, in the concept of distance learning the definitions of distance education and distance learning are often used interchangeably. According to Kaya (2006, p. 6) distance learning is "a discipline that brings a solution to inequality of opportunity and provides lifelong education to anyone who wants it". According to Çelik (2010, p. 7) it "is an educational system that establishes the connection between educational resources and students".

The tools that are valid in distance education today are web-based learning environments where more than one environment can be offered to students. "Internet-based teaching enriches the learning process in the implementation of the constructivist approach on which the student's learning is based by structuring knowledge" (İşman, 2005, p. 8). The application of distance education and teaching methods has been seen to change the perspective of students who are eager to learn, given the returns obtained from the course. It is known that the academic performance of students is improved by using distance education and information technologies, and the use of social networking sites increases the academic performance of students in studies (Arif & Kanwal, 2016, p. 34). According to Çelik (2010, p. 6) "active teaching methods that improve thinking and problem-solving skills in distance education settings are being enriched and used with different materials". When using remote learning environments, users should use appropriate information retrieval decisions. Thus, the efficiency of distance education applications can be measured as well.

In the literature, the aim of distance education is expressed as providing an ideal learning environment by using technology. This learning environment puts the student at the center, takes into account individual characteristics and ensures permanent and effective learning (Alessi & Trollip, 2001; Shih & Gamon, 2002; Güngör & Aşkar, 2004). Distance education is seen as a legitimate tool in the learning process. This tool provides new possibilities for sharing knowledge, resources and experience between instructors and students (Fozdar, 2015, p. 9). Technological developments and the globalization of the world in a general sense also ensure the development of distance education activities. In general, multimedia networks will be a medium in which distance education develops mainly in the field of academic studies and in the field of education and evolves into a third-generation understanding of distance education (Kappel, Lehmann & Loeper, 2002, p. 2, 16).

Distance education, which has many advantages and benefits, also has disadvantages. These are related to inadequate communication and interaction, lack of socialization, loss of motivation, technical problems, lack of technological equipment and resources, lack of feedback from the instructor of the course, insufficient measurement and evaluation (Koç, 2020, p. 87; Özdoğan & Berkant, 2020, p. 13). Considering the advantages and disadvantages, it is important that distance education takes place in the lifelong learning process in order to be sustainable in the long term. At the same time, students should have technological knowledge and the ability to use digital technologies in order to enable them to benefit from distance education effectively.

In the study, while creating the theoretical framework of the concept of distance education, first of all, the historical process and stages of distance education are discussed. Then, information is given about the relationship between the concept of distance education and information science. In addition, in the study, the compulsory courses in the curricula of medical documentation and secretarial associate degree programs using the distance education method in Turkey were examined in the context of distance education.

II. History of Distance Education and Policies of Distance Education

Communication is the exchange of feelings, thoughts, behaviors, sharing and information between individuals. The phenomenon of communication is the basic tool that enables individuals to interact with other people and establish a bond/relationship between them. In this context, the phenomenon of communication is an indispensable point of social life in terms of people being able to connect with other people, understand-agree, and be a part of a sharing. The phenomenon of socialization and its fundamental way of communication is inevitable and necessary for all individuals in everyday life. Communication knowledge and skills increase an individual's self-confidence. Nowadays, educational activities can be carried out with the help of distance communication tools (Doğan & Şeşen, 2019, p. 137).

Distance education started in writing for the first time, and later on, with the invention of radio and television, it continued its development visually and audibly (Demiray & İşman, 2001; Moore & Kearsley, 2005; Simonson et al., 2012; Demirbilek, 2021). The emergence of the Internet and computer networks and the increasing prevalence of their use have enabled distance education to be done with web-based technologies (Parsad, Lewis & Tice, 2008; İşman, 2011; Simonson et al., 2012). Distance education is the simultaneous education of students and teachers in physically separate environments, offered

through various communication channels (wired, wireless, mail, e-mail) and various means (phone, radio, television, video, computer, internet, intranet). It is defined as the whole of the educational activities in which they come together without time and realize the act of learning (Toprakçı, 2008 as cited in Toprakçı & Ersoy, 2008, p. 1166). CompuServe, which the University of Phoenix started using as an online education service in 1989, is the first example in the university field. P. Asynchronous Learning Networks were developed by the Sloan Foundation in 1992. By 1997, many universities in the United States began offering distance education. In 1998, New York University (NYU), one of the country's leading universities, founded NYU Online. After the 2000s, the services offered in this field have increased exponentially (Etlioğlu, 2019, p. 46-47).

As it is seen, universities should use electronic communication tools in order to provide an effective online education service to students, and to provide individualized educational systems where quick feedback will be given to individuals using electronic tools. It is known that this includes not only university education, but also professional individuals and on-the-job training. Distance education can be used for continuous training of inexperienced teachers who are just at the beginning of their profession and experienced teachers to improve themselves. Thus, it is possible to reach large masses more economically and more quickly with distance education (Özyürek et al., 2016, p. 593).

The distance education policy focused on today is the Flexible Learning Model. In this model, the flexibility of the student in terms of the learning environment is preserved and a high level of interaction can be achieved with mixed presentation technologies. In addition, it carries the European Union institutions to new structures as institutions with the ability to manage technology. In Bates' work, he calls these new institutions "Post-Industrial (Post-Fordist) Institutions". These institutions are defined as institutions that are oriented towards global production, are open to change and have more flexible management, and use interactive technologies intensively in their production and presentations (Bates, 2000 as cited in Özkul & Girginer, 2002, p. 109).

TABLE I
DEVELOPMENT OF DISTANCE EDUCATION IN THE GLOBAL CONTEXT

Peiod	**I. Period**		**II. Period**		**III. Period**
	by Correspondence		with Audio-Visual Tools		IT based
Stages	**1720**	**1925**	**1970**	**1980**	**1990 and later**
	By Letter (in writing)	Radio and TV	Open university	Telecon ference	Internet and Web-based
Variati	**Teaching (before)**			**Learning (after)**	
	Distance Education (before)		**Open and Distance Learning (after)**		

Distance education is expressed as an interdisciplinary field that tries to eliminate the limitations between student, teacher, and learning resources by using today's technologies with a pragmatist approach (Bozkurt, 2017 as cited in Sengul & Karagol, 2021, p. 1270). When the global development of distance education is examined, it is seen that current communication and information technologies are used in the learning-teaching stages. It is known that these technologies also form the periods and stages of distance education (Korkmaz & Ayvaz Reis, 2018, p. 154). In addition to this situation, there is a tendency towards learning, openness and flexibility concepts when examining distance education processes (Table 1) (Bozkurt, 2016, pp. 13-14). Thus, it can be said that the change experienced from teaching to learning shows a development towards open and distance learning.

Ensuring the safety of all these arguments is also an important issue. Employees in the field of distance education should receive the necessary cyber training and a cybersecurity committee (supervisors) should be established. Vulnerabilities should be identified and full security ensured so that users of autonomous vehicles are not exposed to any cyber-attacks during their journeys, and hackers do not control the vehicle (Özarpa, Avcı, Kara, 2021, p. 242, 252).

III. Distance Education and Information Science Relationship

Distance education and teaching methods have become the subject of discussion by scientists and educators today. Experts argue from time to time whether learning in distance education environments is as effective as learning in traditional classroom environments (Karataş, 2006; Eşgi, 2006; Kaya et al., 2004). The source of these discussions is the benefits of distance education environments for students and teachers. These are: Opportunity equality, material and time saving, richness of teaching materials, ease of access to resources, multimedia opportunities and flexible learning opportunities (Peacock et al., 2019; Uşun, 2006; Kaya, 2006; Işman, 2005).

As can be seen, the gains of distance education are quite high. For example, meeting the educational needs of qualified students who do not study formal higher education, who cannot be admitted to a tertiary institution, and provide them the opportunity to work and continue their education at the same time (Odukoya, Ayo & Azeta, 2014, p. 63). When all these advantages are taken together and evaluated it is seen that distance learning supports traditional education and ensures that education is maintained more efficiently.

Due to changes globally such as technological advances, environmental and climatic change, the course of diseases, and sociocultural developments, distance learning methods have become effectively used in basic education and higher education activities.

Today, distance education activities have come to the forefront in academic institutions with the increasing opportunities of technology and user requirements. There

are also improvements in the variety of resources offered by academic libraries. The remote support of libraries for students' requests for information and the materials they need has become important. Today, distance education has brought with it many environments that students find difficult to imagine. Electronic resources in academic libraries provided easy access to scientific information. The ability to perform a full-text search through resources is one of the main advantages that electronic resources provide to users (Atılgan & Yalçın, 2009, p. 7; Zan, 2016, p. 11). Just as full texts should be protected by copyright, they should be used effectively and efficiently, and the rights of the publisher should also be respected. "Since the permission of the right holder is required to receive online publications, the operation of these publications must be carried out without causing any legal violations" (Zan, 2006, p. 12). In this context, it is also expected that libraries and information centers will provide their users with the ability to know, understand and use distance education and digital technologies and provide training on this subject.

For the development of information science, a quality information management process should be implemented. According to Townley (2001, p.13), information management is "a set of processes that produce and share information to determine the road map to be drawn in achieving the mission and goals of an institution". Information management, as Koloniari and Fassoulis (2017, p. 4) explains is "the implementation of information where information is generated from information flow rather than being an information community and is related to human action". The user, who has the ability to use the information, has the ability to find information throughout his life and to put the information in the foreground whenever necessary in his life. This skill, expressed as information literacy, is "the ability to reach it as soon as possible by knowing where and how to search for the information needed" (Kurbanoğlu, 2010, p. 22). With the development of technology, the speed of access of information to users improves and it prompts users to access more information.

The need for knowledge can also bring with it the ability to be information literate. Researchers who are on the path to becoming information literate can both set up a library in their homes and provide greater proximity to digital library services. In order to ensure the persistence of information literacy practices, the ability of users to use and evaluate information and communication technologies and information resources should be improved by information centers and information managers. Information Literacy Standards for Teacher Education were published in 2011 as a result of the studies carried out by the Committee of Educators under the auspices of the American University and Research Libraries Association and Information Literacy Executive Board. The objectives of this document are to guide and improve the information literacy skills of students with teacher education and to librarians serving this department, and to enable them to be evaluated (ACRL, 2011, p. 9; Zan, 2019, p. 10).

Librarians' close relationship with users is important. The user should be able to get efficient answers to the questions posed to librarians. Libraries should be restructured to provide qualified library services to distance education users. Within the framework of this configuration, there is a need for a professional 'information services coordinator' who will first coordinate the services to be provided to distance education students (Çukadar & Çelik, 2003, pp. 36-37). This coordinator should be a librarian who has at least a bachelor's degree (preferably a master's degree) in information and records management. University libraries, which are academic institutions, provide the information that users want outside the physical environment. Remote access is an online, academic environment where information, information literacy skills, and tasks are shared and used by both librarians and students (Sharkey, 2013, p. 8; Twomey, 2015, pp. 170-172). Tools used by librarians for users; education management systems, e-databases, library online public access catalogs (OPACs), blogs, feedback reports, wikis and discussion forums (Twomey, 2015, pp. 173-174). These tools improve students' ability to think academically.

The widespread use of lifelong learning with distance education is decreasing the digital gap between citizens, countries and cultures. "Digital divide is defined as the inequalities experienced by individuals, companies or countries in different socioeconomic levels in accessing and using information communication technologies" (OECD, 2001, p. 14). The concept of digital divide has been used frequently to draw attention to inequalities among companies, countries and people over time. These: Global Digital Divide refers to the inequality between developed and developing countries in access to information and communication technologies (Eko, 2013, p. 343). Social Digital Divide to express the gap between the wealthy knowledge and poor knowledge in a country to express the differences in the use of 'information and communication technologies in participation in political life' (Acar, 2015) it is the democratic digital divide (Norris, 2001, p. 8).

In countries where the digital division is low, information policies can be easily implemented and progressed. "With the development of the national information infrastructure, it is expected that significant changes will occur in social life and create important opportunities in terms of education, culture, science and art, health, employment, economy, state-citizen relations and the overall functioning of the economy" (Başaran, 2004, p. 7). The development of the national information network and the economic development of the country also benefit information centers. Both the number of staff and technological information centers are supported continuously. Information centers using advanced technology can also provide more efficient services to existing potential users.

IV. Distance Education Applications and History in Universities Turkey

The development stages of distance education and training have progressed in line with the development of communication technology. As technology developed, application methods also differed; it has become increasingly common to make investments and open programs in the field of open and distance learning (Özkul & Girginer, 2002; Özyürek et al., 2016). Distance education studies in our country date back to 1920. However, in these years, the concept of distance education remained only at the level of ideas. The first concrete step in this regard was taken in 1950 with the initiative of Ankara University Banking and Commerce Institute. In that year, distance education started when the Institute gave training to those working in the banking sector by letter. Later on, training activities were continued by various institutions and organizations by letter. Among these applications, especially the mail education programs carried out by Anadolu University can be shown as one of the successful examples (Toptaş, 2001 as cited in Metin, Karaman & Aksoy Şaştım, 2017, p. 642). In the literature, it is stated as "Distance education in Turkey started as letter education, and later on, the Open Education Faculty (OEF) application was started through TV" (Aydın, 2006, p. 9). As can be seen, Anadolu University in our country has been the first institution to provide higher education with a modern distance education model.

Law number 2547 of 6 November 1981, '5. and 12.' according to their articles, Turkish universities have been granted the right to 'continuous and open education' (YÖK, 1981). In accordance with this law, Anadolu University decided to establish the Faculty of Open Education by Decree No. 41, issued on 20 July 1982. The Open and Distance Education System started in the 1982-1983 academic year with a distance education program in two fields, economics and business administration (Anadolu Üniversitesi, 2020). Afterwards, the number of distance education programs increased. For example, Anadolu University's Preschool Teacher Training Program, which was put into practice in the 2000-2001 academic year, is one of the programs offered by distance education (Gültekin, 2009, p. 3).

The concept of remote access and remote service has become an indispensable part of the public sector, especially educational institutions, especially during the pandemic process. The Covid-19 pandemic, which was seen in China and affected the whole world in a short time, brought all sectors to a standstill. In this process, effects were observed in the field of education as well as in social and economic life. Since the first case was seen on March 11, 2020 in Turkey, important decisions have been taken in primary, secondary and higher education. After March 23, distance education started. In Turkey, all education institutions started to offer distance education courses at once. Considering the conditions of the pandemic process, all studies on distance education are important. It is seen that the concept of distance education, which is a necessity in this period, is not clearly understood by the students and they may have difficulties from time to time (Demirbilek, 2021, pp. 2-3; Kavuk & Demirtaş, 2021, pp. 59-60). It can be said that the rapid change in the Covid-19 epidemic has been especially effective in the transition to hybrid education (giving face-to-face education and distance education together) in higher education. As a matter of fact, distance education activities have been carried out in higher education in Turkey for years. While some universities provide distance education in many departments in associate, undergraduate and graduate programs; some universities are known to implement a blended education program by giving theoretical courses remotely and practical courses with formal education (Cabı & Ersoy, 2017, p. 421; Kaçan & Gelen, 2020; pp. 2-4; Han, Demirbilek & Demirtaş, 2021; p. 1171).

The spread of open and distance learning has accelerated as many universities in Turkey make investments and open programs in the field of open and distance learning (Özyürek et al., 2016, pp. 594-595). Thus, new technologies and new education models have started to be used in distance education in higher education.

Today, distance education is provided in the related departments and programs through the open and distance education faculties and Distance Education and Application Center units of many universities in Turkey. "It is also possible for 120 universities with Distance Education and Application Center to give up to 30% of their courses by distance education method in terms of legislation" (Aktaş, 2020, p. 7). Ankara University ANKUZEF, Atatürk University Atauzem, Bartın University Uzem, Gazi University Guzem, Hacettepe University Huzem, Istanbul University Faculty of Open and Distance Education, Istanbul Medipol University for Distance Education (UAM), Marmara University Uzem (Distance Education Application and Research Center) universities can be given as an example.

Over 2 million students study through distance education in the distance education faculties of Anadolu, Atatürk and Istanbul universities. Within the scope of YÖK's [Yükseköğretim Kurumu-Higher Education Council] 'Digital Transformation Project', the contents of the courses produced by these three universities were made available through an interface called YÖK Courses Platform. Thus, more than 800 digital lecture materials have been made available to all universities (YÖK Dersleri Platformu, 2020). In addition, as stated before, YÖK continued the 2019-2020 spring semester education of universities with distance and open education method within the scope of the Digital Transformation Project in Higher Education due to the Covid 19 pandemic in the world and in Turkey. Among the scenarios discussed for post-pandemic higher education around the world the most important one is that distance education is sustainable. For Turkey, it can be said that this process will continue actively in the next year's education period.

Medical documentation and secretarial programs in Turkey are generally provided by 'Health Vocational Schools'. The purpose of the establishment of these schools is 'to train qualified technical staff who have self-efficacy in the professions needed in every field of social life, have critical, mathematical thinking skills, and can use science and technology effectively' (Günter, Güneş, & Demir, 2012, p. 7). Graduates of this program are

employed in hospitals, laboratories and family health centers of public and private institutions providing health services. They also work as medical secretaries in the research units of universities. The training period of the program is 2 years.

Distance education and teaching applications in these programs began with, e-books, e-lessons, e-homework, e-television, etc. It also increased the usage rates of the services. Students can communicate very quickly in an online environment and their questions can also be answered swiftly. The application of distance education, especially in associate degree programs, has made a great contribution to students. Those who successfully complete their programs can continue their 4-year education if necessary and can be employed if necessary. With the distance education program, learners will be able to complete their education and use science and technology effectively (Stacey, 1998; Çabuk & Erdoğan, 2001; Atıcı, 2009).

V. Purpose, Problem and Questions of the Research

The main purpose of this study is the examination of distance education and teaching practices in medical documentation and secretarial programs providing distance education in Turkey. In this context, in this study, an evaluation was made on the compulsory courses in the curriculum of the medical documentation and secretarial associate degree programs that provide distance education in higher education. For this reason, various questions have been asked. "Examination of the distance education course curricula in medical documentation and secretarial programs in vocational schools in Turkey, due to the increasing importance of distance education programs in higher education and the transition to hybrid education, which has become increasingly widespread with the Covid 19 pandemic process" constitutes the problem of the research. The research questions determined in line with the related problem are as follows:

- What are the compulsory courses in distance education medical documentation and secretarial programs?
- Are there courses with the same content called with different names in the programs?
- Are there courses compatible with distance education applications in the programs?

It is predicted that the results obtained in the research will guide the medical documentation and secretarial programs that want to enrich the achievements of distance education applications and the content of the curriculum, and the associate degree programs of vocational schools in a similar situation.

VI. Methodology

Research Design

The document analysis method, which is a qualitative method, was used in the research. The literature related to the research subject has been discussed in terms of the reflections of distance education and training systems on knowledge management, and theoretical methods have been used in order to expand the studies. Examples from the national and international literature specific to the subject were examined. As a result of the document analysis, the theoretical data of the study and important quotations directly related to the subject were brought into the study. Document analysis is a systematic method used to examine and evaluate all sources, both printed and electronic materials. In other words, examining the literature in the literature is a qualitative research method used to analyze the content of documents meticulously and systematically (Kıral, 2020, p. 173).

Data Collecting

In this study, the websites and course information forms of the distance education programs in medical documentation and secretarial programs in Turkey were examined. Medical documentation and secretarial education at the associate degree level is given through open and distance education in 8 state universities in Turkey. Data were collected as a result of examining the courses on the official websites of the related programs that provide distance education (YÖK Önlisans Atlası, 2021).

Data Analysis

Within the scope of the research, the related websites of the medical documentation and secretarial programs were examined, and the curricula on the websites were analyzed and compared. The current status of the programs has been revealed by using descriptive methods. In a scientific study, descriptive methods are intended to reveal the current state of the problem that is of interest and to be investigated (Büyüköztürk et al., 2016). Comparison data of the research is interpreted in the findings section. In the conclusion part, general evaluations were made and suggestions for the subject of the study were developed.

VII. Results

In this study, medical documentation and secretarial programs that which provide education through open and distance learning and education practices in Turkey were examined. Distance education and training courses given in these programs and course opportunities were examined and the programs were compared. In Turkey, medical documentation and secretarial associate degree education is given in eight universities through open and distance education Accordingly, the sample of the study includes Medical Documentation and Secretarial training programs of these eight universities (Amasya University, Anadolu University, Ankara University, Atatürk University, Isparta University of Applied Sciences, Istanbul University, Nevşehir Hacı Bayram Veli University and Yozgat Bozok University) (Table II).

TABLE II
COMPULSORY COURSES OF DISTANCE EDUCATION MEDICAL DOCUMENTATION AND SECRETARIAL PROGRAMS IN TURKEY

University Name	Field Courses[1]
Amasya University Sabuncuoğlu Şerafeddin Vocational School of Health Services	Basic Information Technology Use, Diseases Knowledge, Keyboard Usage Techniques I-II-III-IV, Medical Terminology, Anatomy, Medical Documentation I-II-III-IV, Public Relations, International Classification of Diseases I-II, Biostatistics, Secretarial Information, Correspondence Techniques, Health Care Management, Hospital Automation I-II, Hospital Administration and Organization*
Anadolu University Faculty of Open Education	Fundamentals of Information Technologies I-II, Public Relations and Communication, Fundamental Health & Disease Information, Medical Documentation, Medical Terminology, Occupational Health and Safety, Meeting and Presentation Techniques, Office Technologies, Basic First Aid Knowledge, Patient Psychology, Business Correspondance, Executive Secreterial Training, Management of Health Care Organizations I-II, Filing and Archiving, Communication in Healthcare Organizations, Information Systems in Health Care Organizations**
Ankara University Faculty of Open and Distance Education	Anatomy, Information and Communication Technology, Diseases Knowledge I-II, Correspondence Techniques, First Aid, Health Classification Systems I-II, Public Relations in Health Care, Health Care Management, Health Information System Analysis, Medical Terminology I-II-III, Medical Documentation I-II, Medical Secretary, Medical Librarianship, Quality in Healthcare, Case Studies in Medical Secretarial, Professional Ethics, Communication Skills, Office Techniques and Management, Occupational Health and Safety***
Atatürk University Faculty of Open Education	Basic Information Technologies I-II, Introduction to Business Sciences, Public Relations, Labor Relations and Ethics, Basic Anatomy, Behavioral Sciences, Medical Terminology, Oral Communication and Oratory, Basic Health Knowledge, First Aid and Emergency Health Services, Filing and Archiving, Diseases Information, Medical Record and Hospital Automations, Health Institutions Management I-II, Management and Organization, Medical Documentation, Introduction to Health Economics, Biostatistics, Correspondence Techniques, Health Law****
Isparta University of Applied Sciences Distance Learning Vocational School	Communication, Keyboard Techniques, Executive Assistant, Anatomy, Medical Terminology, Files and Archiving Techniques, Vocational Corressepons, Management and Organization, Medical Documentation I-II, Disease Knowledge, Technology Use for Office, First Aid, Biostatistics, Medical Deontology and Ethics, Health Management*****
İstanbul University Faculty of Open and Distance Education Medical Documentation and Secretarial Program	Biostatistics, Introduction to the Use of Keyboard, Medical Documentation, Public Relations, Environmental Health, Keyboard Use, Medical Documentation and Archive Information, Occupational Health and Safety, Anatomy, Communication Science, First Aid, Management and Organization, Medical Documentation and Health Operations, Public Medicine, Elderly Health, Health Education, Management in Health Care Business, Medical Documentation and ICD Systems, Organizational Behaviour, Physiology******
Nevşehir Hacı Bayram Veli University Vocational School of Health Services	Anatomy, Behavioral Sciences, Diseases Knowledge I-II, Ten Finger Writing Techniques I-II, Use of Basic Information Technologies I-II, Medical Documentation I-II, Medical Terminology, Office Management, Management in Health Enterprises, Public Relations in Health Institutions, Health Psychology, Health and Ethics, Secretariat Techniques, Medical Laboratory, Writing Techniques, Biostatistics, Public Health, Hospital Information Systems, First Aid, Material Management in Healthcare Institutions, Health Sociology*******
Yozgat Bozok University Vocational School of Health Services	Information Communication Technologies, Hospital Automation, Secretarial Information, Health Services Management, Medical Documentation I-II, Occupational Health and Safety, Anatomy, Medical Terminology, Biostatistics, Disases Knowledge, Public Relations and Communication, Career Planning, Office Programs, Health Law, Medical Writing Techniques********

[1] English translations of the course names were used.

Explanatory Note:

*Retrieved from https://uzem.amasya.edu.tr/programlar/oenlisans/t%C4%B1bbi-doekuemantasyon-ve-sekreterlik.aspx#

**Retrieved from https://abp.anadolu.edu.tr/tr/program/dersler/1967/13

***Retrieved from http://shmyo.ankara.edu.tr/wp-content/uploads/sites/827/2022/08/2022-2023-KATALOG-TDS.pdf

****Retrieved from https://www.ataaof.edu.tr/Program/Mufredat/35

*****Retrieved from https://ue.isparta.edu.tr/en/medical-inventory-and-secretary/course-structure-ects-credits-3484s.html

******Retrieved from https://ebs.istanbul.edu.tr/home/dersprogram/?id=538&yil=2021

*******Retrieved from http://ects.nevsehir.edu.tr/ects/bilgipaketi/dil/eng/bolum/355008/sayfa/1

********Retrieved from http://uzem.bozok.edu.tr/tdsekreterlik/sayfa/ders-mufredati,tr-3500.aspx

According to Table 2 data, among the compulsory courses in the curriculum of Medical Documentation and Secretarial programs, medical documentation, information and communication technologies, medical terminology, filing and archiving, hospital automation and information systems, basic information technologies, anatomy, biostatistics, diseases knowledge, health and safety, first aid, health services management, ethics, management and organization, etc. courses are included.

When the courses in the curriculum of distance education medical documentation and secretarial programs are examined, it is seen that most of the courses have the same content even though they have different

names (Keyboard Techniques, Keyboard Usage Techniques, Basic Information Technologies I-II, Use of Basic Information Technologies I-II, etc.). When the contents of the courses in the curriculum are examined, it is seen that the courses in all programs include subjects (medical documentation, medical terminology, biostatistics, etc.) that a medical secretary can benefit from in business life.

It is evident that the courses "information and communication technology and basic information technologies, computer systems and hospital automation and hospital automation and patient registry systems, computer package programs" are very adaptable to distance education applications. It is an advantage that the basic infrastructures of these courses are already based on computer systems. In addition, the content of these courses has information that will form the basis of distance education.

VIII. Conclusion and Recommendations

Information and records managers are increasingly turning into information and media literacy educators with the help of developing technology (Web 4.0, digital and distance education technologies, etc.) and the comfort and possibilities they give them. Virtual library, online library, information highway, cloud computing, digital divide, e-book, digitization, end user, mobile services, etc. brand-new concepts have begun to emerge. “Besides scientific communication and open access issues, the formation of institutional warehouses and archives, electronic resource management, open archiving and open access issues will continue to be discussed worldwide” (Çolaklar, 2018, p. 7). Geographical barriers and distances in access to information have disappeared. With the increasing use of electronic books and magazines, full-text databases have become more common over time. This situation has led to an increase in electronic database subscriptions of libraries. The requests of library users to access electronic resources 24/7 made it necessary for libraries to reconsider their services. As in other educational institutions, "universities providing distance education should also provide the same level of library service to the students who come to the campus and receive distance education" (Çukadar & Çelik, 2003, p. 4).

Libraries and information centers determine the strategy that best suits them. Libraries should be keen on new techniques, methods, tools and new technologies. Libraries can improve their current status and provide more efficient service to user groups by making use of total quality management practices in Turkey and abroad to improve the quality of libraries. Many different applications can be implemented for the development of library services in Turkey. Developing distance learning and teaching materials equipped with new technology, new technological tools (computer, browser, tablet, etc.), wireless internet facilities and establishing a central databank on campus especially in academic libraries should be a priority. The provision and dissemination of such services will also be beneficial in terms of equal opportunities between citizens.

In medical documentation and secretarial programs, it is an important issue to create information centers that can help students accessing information through distance education applications and to access these centers. Students should feel the support of an information center behind their education. Therefore, it should be able to provide services prone to distance education applications of information centers. It is also important to have information specialists to help students connect with these centers. In this study, the relationship between information centers, information experts and students of this program is discussed.

In this study, as a result of the examination of distance education and open education programs of the medical documentation and secretarial programs, medical documentation, information and communication technologies, computer and hospital automation systems, medical terminology, first aid and disease information, filing and archiving, etc. courses should be common courses in the curriculum. In addition, the content of these programs within the scope of 'Digital YÖK' should be enriched.

The following suggestions can be made regarding the data and findings obtained in the study:

- The medical documentation and secretarial programs include medical documentation, medical terminology, first aid, information and communication technologies, hospital automation, disease information, filing and archiving, etc. courses are seen as core courses. In addition to these courses, some courses of other programs related to the field should be included in the curriculum. For example, information and document management, medical information access, medical librarianship, etc.
- The curriculum of the programs includes information and communication technology, basic information technologies, computer systems and hospital automation courses that can contribute to distance education and teaching practices.
- It is meaningful and remarkable that these programs also include health-related courses such as first aid, health care, management of health institutions, anatomy, health psychology, health and safety. However, the practical parties of these courses should be physically supported in the form of one-on-one and/or group lessons under the supervision of a health institution.
- There is a need for an academic library on the basis of distance education and providing the necessary resources. This central library should be accessible 24/7 and the necessary equipment should be available to provide online library services.
- Individuals receiving distance education have the right to benefit equally from the library services offered within the university. For this reason, it should be ensured that these students can receive services from public and academic libraries in their region in order to meet their information needs.
- Access to all kinds of electronic resources should be provided in distance education. Provided that the user pays the necessary fees, books and articles can be requested in his own home and should be able to

access the resources with care.

- Various technical tools are needed for the continuity of distance education. It is important to acquire special systems and update them periodically.

The distance education in Turkey at the university to become more qualified and quality information and technological infrastructure should be developed. At the same time, studies (educational material and digital resource supply, digital library services, etc.) should be carried out for students taking distance education to benefit more from library services. It is expected that this study will contribute to both educators, administrators, and information and document management in the preparation of course contents and materials for distance education, the selection of information sources, and the provision of library services in the context of medical documentation and secretarial programs.

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