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**ORAL
PRESENTATION
FULL TEXTS**

***SÖZLÜ BİLDİRİ
TAM METİNLER***

Bildiri No: 26

Using Online Photovoice to Explore the Students' Perception of Online Education during COVID-19

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Introduction and Objectives: Educational institutions are at the forefront of the areas deeply affected by the Covid-19 epidemic worldwide. Many university students are affected physically, mentally, socially, emotionally, and financially in the pandemic. Thus, this study aims to explore how the university students' perception of online/distance learning experience during the Covid-19 pandemic.

Method: A sample of 324 students participated in the current study and the data was collected through google drive. Online Photovoice (OPV) methodology was used to learn the students lived experiences during pandemics. The Online Interpretative Phenomenological Analysis (OIPA) was employed to analyze the participants' shared experiences.

Results: The study results revealed that the participants perceived online education in both negative and positive ways. Specifically, 14 facilitators emerged for the positive side of online education (e.g., The contribution of technology in distance education, 24%; technological devices, 20%; internet, 16%). Also, study results showed that 20 main barrier themes emerged for the negative side of online education (e.g., lack of technological tools and related knowledge, 21%; transition to distance education, 15%; emotions that are difficult to cope with, 10%).

Discussion: The Ecological Systems Theory (EST) was used to explain the study results. According to EST, findings highlight the need for holistic support of students as they engage in distance education. Ensuring students have access to the necessary technology to access necessary materials while also structuring lessons in a way to allow for multiple means of engagement is important both during the pandemic and beyond. Given the indication of study space and emotions being difficult to cope with, mental health providers have an important role on checking in on students' ability to create suitable spaces for study as well as their emotional experience of learning is essential.

Keywords: Covid-19; distance education; ecological system; internet; pandemics; technology

Bildiri No: 27

Turkish Adaptation of the Satisfaction with Therapy and Therapist Scale-R (STTS-R)

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Introduction and Purpose: Satisfaction with therapy and therapist is a factor that is responsible for therapeutic effectiveness (Oei & Shuttlesworth, 1996). Client satisfaction with the therapy and therapist is important as it affects clients' improvements in the therapy, treatment seeking behaviors, and decisions regarding therapy to recommend to other people (Boudreaux, Ary, Mandry & McCabe, 2000; Hasler et al., 2004). The purpose of the present study was to adapt the Satisfaction with Therapy and Therapist Scale-Revised (STTS-R) for the Turkish context. Since there is no appropriate measurement tool for these constructs in the Turkish context, this study aimed to contribute to the literature.

Method: Sample included 224 adults who have received psychotherapy/counseling or completed at least the third session of psychotherapy/counseling. A demographic form, STTS-R, Working Alliance Inventory (WAI)-Short Form, and Insight Scale were used to collect data. STTS-R originally has two factors as satisfaction with therapy (six items) and satisfaction with the therapist (six items), and a global improvement scale (one item). It has a total of 13 items (Oei & Green, 2008).

Results: Exploratory factor analysis revealed one factor; "satisfaction with therapy". Confirmatory factor analysis was conducted to verify this one-factor model; according to the results, $\chi^2 = 3.03$, SRMR = .05, TLI = .90, CFI = .92. RMSEA value was .09, which is acceptable considering the small sample size and *df* (Kenny et al, 2015). The Cronbach's alpha was .92, test re-test reliability was .92, and the Guttman Split-Half Coefficient was found as $r = .86$, $p < .05$ for the total scale. To test the concurrent validity, scores of the WAI, Insight Scale, and the STTS-R were correlated. Correlations were significant and between 0.22-0.84.

Discussion and Conclusion: Turkish adaptation of the STTS-R had one factor with 13 items, which was named as "satisfaction with the therapy". In our culture, clients did not differentiate satisfaction with therapy from satisfaction with the therapist; they think if the therapy is effective, the therapist is also effective, and vice versa. Overall, results revealed significant cues regarding the perception of the therapy and therapist in the Turkish context.

Keywords: psychotherapy, patient satisfaction

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