

Extraordinary Circumstances Policy and Procedure Appendices (ODE)

1. ODE-01 – Extraordinary Circumstances Declaration and Mode Transition Procedure

- Purpose: To ensure continuity of education and training during extraordinary circumstances and to enable rapid, traceable transitions between Mode A / Mode B / Mode C.
- Scope: All academic terms (I–VI), all program components, and all examination and academic calendar decisions.
- Roles: Chair of the Education Management Emergency Board (EMEB/EYAK): Decision-making, announcement, and final approval. Chair of the Curriculum Committee (CC/MK): Curriculum adaptation and integration. Chair of the Assessment and Evaluation Committee (AEC/ÖDK): Adaptations related to assessment and evaluation. Chair of the Council of Coordinators (Chief Coordinator/KK) and Term Coordinators: Operational planning and implementation. Medical Education Secretariat: Platform management and session logistics. Term Coordinators: Multi-channel announcements and communication.
- Responsible Authority: Chair of the Education Management Emergency Board (EMEB/EYAK)
- Process Steps Incident notification → Risk analysis → Mode decision → Announcement → Weekly review.
- Records: ODE-01/F1: EMEB/EYAK Meeting Minutes; ODE-01/F2: Mode Decision Form
- Indicators: Decision time (hours), Rate of course activation within the first 72 hours, Time required to correct misinformation.

2. ODE-02 – Lecture Recording, Storage, and Access Policy

- Purpose: To ensure equitable access to lecture content and to maintain quality assurance standards.
- Scope: All theoretical courses, including announcements and supplementary materials.
- Roles: Instructor: Delivery and recording of lecture content. Term Coordinator: Oversight of quality and verification of timely uploads. Medical Education Secretariat: Platform monitoring, access verification, and escalation of technical issues.
- Responsible Authority: Term Coordinator
- Process Steps: Recording → Upload within 24 hours → Access verification → Archiving.
- Records: ODE-02/F1: Lecture Recording Control Form; ODE-02/F2: Access Request List
- Indicators: Average upload time, Number of access errors, Subtitle/summary completion rate.

3. ODE-03 – Remote Examination Security Guide and Violation Procedure

- Purpose: To ensure that online examinations are conducted in a secure, fair, and accessible manner.
- Scope: All assessment components, including multiple-choice, short-answer, open-ended, oral examinations, and OSPE/OSCE components.
- Roles: Chair of the Assessment and Evaluation Committee (AEC/ÖDK): Examination security policy and invigilation standards. Examination Officers / Invigilators: Implementation of procedures and documentation. Legal Representative: Management of processes related to data protection (KVKK) and ethical violations. EYS Software Developer: Management of system logs and technical interruption handling.
- Responsible Authority: Chair of the Assessment and Evaluation Committee (AEC/ÖDK)
- Process Steps: Examination setup → Identity verification and invigilation → Log analysis → Violation report → Decision and appeal process.
- Records: ODE-03/F1: Violation / Cheating Incident Report; ODE-03/F2: Appeal Form
- Indicators: KR-20 / cronbach's alpha, item discrimination indices, violation rate, appeal-to-decision turnaround time, technical interruption resolution time.

4. ODE-04 – Hybrid OSCE Implementation Guide

- Purpose: To conduct the OSCE in a hybrid format—online for communication/professionalism stations and face-to-face for skills stations—in a standardized and fair manner.
- Scope: All OSCE / mini-OSCE stations and simulated patient processes.
- Roles: ICP Coordinator: Leadership of design and implementation. Station Coordinators: Content development and rubric application. Simulated Patient Coordinator: Briefing and standardization of simulated patients. Representative of the Assessment and Evaluation Committee (AEC/ÖDK): Scoring integrity and analysis.
- Responsible Authority: ICP Coordinator
- Process Steps: Station design → Simulated patient briefing → Rubric calibration → Implementation → Evaluation.
- Records: ODE-04/F1: Station Form; ODE-04/F2: Checklists
- Indicators: Station reliability (e.g., inter-rater reliability), disruption rate, student feedback.

5. ODE-05 – ICP Skills Remediation “Accelerated Week” Standard

- Purpose: To systematically remediate accumulated skills gaps during extraordinary periods.
- Scope: Skills including ECG, phlebotomy, suturing, sterilization, basic CPR, communication, and related competencies.
- Roles: ICP Coordinator: Planning and execution. Skills Instructors: Station-based training and assessment. Term Coordinators: Participant scheduling and absenteeism management.
- Responsible Authority: ICP Coordinator

- Process Steps: Identification of gaps → Individual remediation plan → 5-day block implementation → Checklist verification → Approval.
- Records: ODE-05/F1: Skills Checklists; ODE-05/F2: Remediation Plan
- Indicators: Skill completion rate, percentage of skills requiring repetition, student satisfaction.

6. ODE-06 – Flexible Planning and Remediation Procedure for Clinical Rotations

- Purpose: To implement flexible planning and remediation mechanisms in clinical education while preserving equivalence of learning outcomes.
- Scope: Clinical rotations for Terms IV–VI, including external institutional placements and simulation-supported learning activities.
- Roles: Clinical Term Coordinators: Planning and operational implementation of revised rotation schedules. Clinical Departments: Adaptation of capacity, content, and instructional methods. Clinical Education Coordinator: Coordination, oversight, and monitoring of inter-institutional protocols.
- Responsible Authority: Clinical Term Coordinators
- Process Steps: Capacity and risk analysis → Micro-rotation and/or external institution placement → Provision of equivalent learning opportunities → Structured remediation.
- Records: ODE-06/F1: Rotation Revision Schedule; ODE-06/F2: Remediation Evidence File
- Indicators: Rotation completion rate, learning outcome competency scores, time to remediation initiation.

7. ODE-07 – Student Access and Equity Support Procedure

- Purpose: To ensure equitable access to education by mitigating device, connectivity, and psychosocial barriers.
- Scope: Support mechanisms including device and internet access, study spaces, psychological counseling, and academic advising.
- Roles: Term Coordinators: Referral of applications and academic monitoring. Advisor Faculty Members: Individual counseling sessions and follow-up. Student Affairs / Psychological Support Units: Allocation of resources and documentation of processes.
- Responsible Authority: Term Coordinators and Advisor Faculty Members
- Process Steps: Application (single-page form) → Evaluation within 72 hours → Referral to relevant support unit → Ongoing monitoring.
- Records: ODE-07/F1: Support Application and Outcome Form
- Indicators: Application-to-decision time, rate of fulfilled support requests, impact on absenteeism and academic performance.

8. ODE-08 – Digital Platform Requirements

- Purpose: To ensure the continuity of educational platforms and the security and integrity of data.
- Scope: The Education Management System (EYS), Google Meet, and Google Classroom platforms; including backup systems and identity authentication mechanisms.

- Roles: Medical Education Secretary: Responsible for daily platform monitoring, and the logistics of content management and session coordination.
- Responsible Authority: Faculty Secretary and Medical Education Secretary, in coordination with the University Information Technologies Unit.
- Process Steps: Platform status check → Activation of backup lines/UPS → Access and recording backups.
- Records: ODE-08/F1: System Status Report; ODE-08/F2: Access Issue Log
- Indicators: Total downtime duration, number of access-related issues, rate of missing or delayed lecture recordings.

Note: The platforms specified herein are valid as of the effective date of this document and may be updated in accordance with institutional policy changes.

9. ODE-09 – Communication and Stakeholder Information Protocol

- Purpose: To provide rapid, consistent, and multi-channel communication with all stakeholders.
- Scope: Emergency notifications, mode transitions, exam policy updates, and weekly information bulletins.
- Roles: EYAK Secretariat: Transmission and timing of official decision documents. Student Representatives: Facilitation of feedback flow and support for information dissemination.
- Responsible Authority: Term Coordinators
- Process Steps: Emergency notice within 2 hours → Detailed plan within 24 hours → Weekly bulletin → Feedback collection.
- Records: ODE-09/S1–S3: Standardized Message Templates; Announcement Access Report
- Indicators: Announcement reach rate, time required to correct misinformation, feedback response rate

10. ODE-10 – PDÖ/SRCP and Small Group Activities Implementation Procedure

- Purpose: To ensure the uninterrupted delivery of Problem-Based Learning (PBL/PDÖ), Student-Centered Research Project (SRCP), and similar small group educational activities, while preserving intended learning outcomes.
- Scope: Primarily PDÖ/SRCP sessions in Terms I–III; relevant small group activities in Terms IV–VI; including both synchronous and asynchronous components.
- Roles: PDÖ/SRCP Coordinator: Planning, implementation oversight, and quality assurance. Department of Medical Education: Provision of online facilitation training for facilitators. Term Coordinator: Academic calendar alignment and student group allocation. Facilitator: Session moderation, learner engagement, and process/product evaluation. Medical Education Secretary: Google Meet session/room setup and online platform logistics.
- Responsible Authority: PDÖ/SRCP Coordinator
- Process Steps: Planning → Distribution of preparatory guidelines → Session delivery → Submission of learning products → Evaluation → Feedback provision → Continuous improvement actions.
- Records: ODE-10/F1: Group and Session Schedule; ODE-10/F2: Process Evaluation Form

- Indicators: Synchronous attendance rate, completion rate of learning products (learning tasks, assignments, reports, etc.), average process and product assessment scores, resolution time for access or connectivity issues, participant satisfaction score.