

Unit Name and Abbreviation:* PBL Coordinatorship and Working Group; PBL-C, PBLWG

*Coordinatorship / Board / Committee / Working Group

Position within the Institutional Strategic Plan:

1. Target Indicators (see *Annex X); *to be added by the Medical Education Secretariat.

Authority and Duties:

2. Design of the PBL education program
3. Implementation of the PBL education program

Position within the Educational Organizational Chart (bkz. *EkY.)(see *Annex Y) and Other Primarily Related Units:

*Annex Y shall be added by the Medical Education Secretariat.

1. Upward Vertical Relationship
 - a. PDC (in terms of the design of the education program)
 - b. Chief Coordinatorship (in terms of implementation)
2. Lateral Relationship
 - a. Phase I and II Coordinatorship (in terms of implementation)
3. Downward Vertical Relationship
 - a. PBL Scenario Writing Commission (in terms of the design of the education program)

Unit Structure and Role Descriptions:

1. PBL Coordinator
2. PBL Vice Coordinators
3. PBL Secretariat
 - a. Arrangement of PBL rooms; ensuring that all equipment related to the method is kept ready; duplication of all required written materials, including scenarios; preparation of standard scenario envelopes for each room; collection of PBL student assessment forms; collection of PBL facilitator feedback forms.
4. Members

Appointment of Appointees and Terms of Office:

The Coordinator and Deputy Coordinators shall be appointed for a term of one year from among faculty members (on the condition that at least one is a member of DoME) by

* *To be added by the Medical Education Secretariat.

Unit Meeting / Interaction Formats and Procedures:

1. Regular meetings
 - a. Meetings related to design
 - i. PBL working group meeting (once a year – at the end of the academic year)

- ii. PBL curriculum setting meeting (once a year – at the beginning of the academic year)
- iii. PBL scenario writing commission meeting (at least one meeting for each scenario)
- b. Meetings related to implementation
 - i. PBL faculty feedback meeting (immediately after each PBL session)
 - ii. PBL faculty scenario briefing meeting (on the Friday before each scenario)
- 2. Information sharing and solicitation of opinions by email
 - a. Reminding faculty members of the PBL process (at the beginning of each academic year)
 - b. Introducing the scenario and session procedures to faculty members (on the Thursday before each scenario)
- 3. WhatsApp announcements
 - a. Announcing session days and times to faculty members
 - b. Announcing scenario briefing meetings to faculty members
 - c. Announcing feedback meetings to faculty members
- 4. Extraordinary meetings

Decision-Making Procedures*

**...in accordance with the relevant regulation... (voting, agenda, quorum, participation, minutes); the relevant article of the regulation shall be added by the Medical Education Secretariat.*

Unit Cyclical Activities and Frequencies:

1. PBL Facilitator Training (annually)
2. PBL Facilitator Competency Update (once every four years)
3. Theoretical introduction of PBL to students (at the beginning of each academic year)
4. Sample PBL Application for students (PBL Day) (at the beginning of each academic year)
5. Establishment, updating, and announcement of standards for PBL facilitators
6. Ensuring compliance with PBL facilitator standards
7. Preparation, updating, and announcement of the PBL facilitator guideline
8. Ensuring alignment of PBL scenarios with the curriculum
9. Writing of PBL scenarios
10. Establishment and maintenance of PBL infrastructure standards
11. Ensuring the assignment of faculty members to PBL sessions (before the start of each academic year)
12. Reservation of rooms required for PBL sessions (before the start of each academic year)
13. Ensuring that PBL sessions are conducted on the scheduled day and start on time

14. Ensuring that all required equipment is fully available during PBL sessions
15. Preparation and updating of the PBL Student In-Session Evaluation Form
16. Coordination of the process whereby questions to be used for PBL in committees are prepared by the relevant departments
17. Preparation and updating of PBL facilitator feedback forms
18. Preparation and updating of both student and faculty feedback forms for the evaluation of the PBL process
19. Preparation and updating of forms for faculty evaluation of PBL scenarios
20. Ensuring the collection of all PBL-related feedback forms (after each scenario and at the end of the academic year)
21. Reporting of feedback obtained from facilitator feedback meetings (at the end of each academic year)
22. Evaluation of all feedback, implementation of improvements, and submission of outcomes to the PDC (at the end of each academic year)
23. Ensuring that scores obtained from PBL in-session student evaluation forms are forwarded to the relevant coordinatorships to contribute to committee grades (after each scenario)
24. Preparation and updating of informational notes on PBL in the Academic Program Guide (before the start of each academic year)
25. Recording of meeting decisions in the master decision list ()

Tools (standards, forms, master decision lists, other documents, etc.):

1. Infrastructure standards:
 - a. PBL rooms shall be spaces suitable for 12 participants to work in a round-table arrangement.
 - b. Equipment: round table, chairs, whiteboard, flip chart stand, flip chart papers and markers, Medical Terminology Dictionary.
 - c. Rooms shall be determined through planning conducted by the Faculty Secretariat in coordination with the Faculties of Engineering and Architecture and Commercial Sciences at the beginning of each academic year.
2. Standards for PBL facilitators:
 - a. Completion of the YUFM (Yeditepe University Faculty of Medicine) PBL Facilitator Development Program
 - b. Participation as an observer in PBL sessions for at least three scenarios
3. PBL Scenario Standards:
 - a. English-language scenarios shall be used that are original to YUFM, up to date, and designed to support the achievement of committee learning objectives at

the molecular level.

- b. Preparation of PBL scenarios using clinical cases within the context of the learning objectives of the relevant committee
- c. Ensuring alignment between the PBL scenario and the curriculum
- d. Preparation of scenarios by the PBL Scenario Writing Commission under the leadership of the PBL Coordinatorship
- e. The PBL Scenario Writing Commission shall consist of:
 - a representative of the PBL Coordinatorship,
 - a representative of the relevant Clinical Sciences discipline within the context of the selected clinical case,
 - representatives of the Basic Medical Sciences within the context of learning objectives,
 - a representative of the ICP Coordinatorship,
 - a representative of the Department of Public Health,
 - Phase I and II Coordinators.

4. Position of PBL within the Curriculum:

- a. Implementation of one PBL scenario in each committee in Term I and II
- b. Scheduling of session days as the first Monday of the committee and the following Monday
- c. Designation of the half-day following the first session as independent study time
- d. Structuring of scenarios to consist of two or three sessions

5. PBL Student In-Session and Committee Examination Assessment and Weighting

- a. Use of the 20-Criterion PBL Student In-Session Evaluation Form to assess student PBL performance
- b. Assessment of students solely on the basis of criteria related to performance demonstrated during the sessions they attended
- c. Contribution of the score obtained from this form to the student's committee grade at a rate of 5%
- d. Ensuring inter-facilitator standardization of assessment

- e. Inclusion of at least one question related to PBL cases in each committee that includes a scenario.

6. Standards Related to the Evaluation of the PBL Education Program

- a. Reporting of feedback obtained from PBL facilitator feedback meetings
- b. PBL facilitator scenario feedback form
- c. End-of-year PBL facilitator feedback form
- d. End-of-year student PBL activity survey
- e. Analysis of grades awarded by PBL facilitators to students
- f. Annual review of the education program within the PDC and the PBL Working Group

7. Master Decision List

****Correspondence and Archiving:***

*...in accordance with the relevant regulation...; the relevant article of the regulation shall be added by the Medical Education Secretariat.