YEDITEPE UNIVERSITY FACULTY OF MEDICINE
STRATEGY DOCUMENT FOR THE CONTINUITY OF EDUCATION IN EXTRAORDINARY CIRCUMSTANCES (EEC)*,**,***

* This document is an equivalent companion document to the Directive of the YUTF Education Management Emergency Board (EYAK).
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1. Purpose, Scope, Principles, and Standards

The purpose of this Directive is to ensure that pregraduate medical education at Yeditepe University Faculty of Medicine is maintained without interruption, in a safe manner, and in compliance with UYYB and TEPDAD standards during extraordinary circumstances. The extraordinary circumstances addressed within the scope of the implementation of this document include: Infectious disease outbreaks (pandemics, epidemics), Natural disasters (earthquakes, fires, floods), Infrastructure and energy disruptions, Security risks and social unrest.

- Scope: This document covers the following activities across Terms I–VI: All theoretical and practical educational activities, Assessment and evaluation processes, Internships and clinical rotations, Problem-Based Learning (PBL/PDÖ), SRCP, and other small-group activities, ICP (Introduction to Clinical Practice) skills training, Internship (intörnlük) training, Student support services, Academic and administrative processes.
- Principles: The implementation of this strategy document is guided by the following principles: Student and patient safety, Accessibility and equity, Flexibility while adhering to standards, Data-driven and evidence-based decision-making, Transparent communication, Continuous monitoring and improvement.
- Standards: The following standards and regulatory frameworks form the basis of this document: Directives and instructions of the Council of Higher Education (YÖK) and the Rectorate, TEPDAD / UTEAK accreditation standards, National Core Education Program (UÇEP), National Qualifications Framework for Higher Education in Türkiye (UYYB), Yeditepe University Faculty of Medicine program learning outcomes and other performance indicators.

2. Governance and Emergency Organization

In extraordinary circumstances, the following predefined and clearly described structure shall be activated to ensure coordination and rapid decision-making.

2.1. Education Management Emergency Board (EMEB)

- Chair: Dean
- Members: Vice Deans; Chair of the Department of Medical Education; Chair of the Curriculum Committee (CC); Chair of the Assessment and Evaluation Committee (AEC); Chair of the Program Evaluation Committee (PEC); Chair of the Council of Coordinators (Chief Coordinator); Term Coordinators; Faculty Secretary; Student Affairs Secretary; Correspondence Office Secretary; Medical Education Secretariat; Student Representatives (preclinical / clinical / intern)

- Duties and Authorities:
    - To officially declare an extraordinary circumstance and decide on transitions between Mode A / Mode B / Mode C.
    - To approve changes to the academic calendar and examination policies.
    - To approve revisions of internships/rotations and alternative clinical learning arrangements.
    - To determine measures related to examination security and data protection.
- Operating Procedures:
    - The first meeting shall be convened within 24 hours following the incident.
    - Regular weekly meetings shall be held; emergency meetings may be convened when necessary.
    - In urgent situations, preliminary approval decisions may be issued, followed by retrospective notification of the relevant boards and committees.
- Secretariat: Faculty Secretary (Responsible for agenda preparation, minutes, and dissemination of decisions)

2.2. Academic and Administrative Coordination Roles

- Chair of the Curriculum Committee (CC): Responsible for ensuring the alignment of learning outcomes with Extraordinary Circumstances (EEC) Mode transitions and for maintaining the continuity of curricular integration.
- Chair of the Assessment and Evaluation Committee (AEC): Responsible for ensuring the continuity of examination types, reliability, and standardization, as well as for planning the requirements necessary for adaptation to online examinations.
- Chair of the Program Evaluation Committee (PEC): Responsible for preparing rapid evaluation reports specific to extraordinary periods, including indicators related to access, learning outcomes, and student satisfaction.
- Chair of the Council of Coordinators (Chief Coordinator): Responsible for the publication of updated course plans, ensuring compliance with revised planning, and implementing measures related to the execution of educational activities.
- Faculty Secretary: Acts as the secretariat of the Education Management Emergency Board (EMEB/EYAK); responsible for coordinating and monitoring all correspondence related to decision documents, signature and approval processes, announcements, and archiving.
- Medical Education Secretariat: Responsible for the operation of Google Meet/Classroom sessions, planning of recordings, uploading of content, ensuring the functionality of the Education Management System (EMS) and the Online Examination Module, liaising with software developers when required, and providing technical support information to instructors and students.
- Student Affairs Secretary: Responsible for managing attendance records, excuse submissions, examination lists, make-up applications, and the dissemination of official notifications to students.
- Correspondence Office Secretary: Responsible for preparing official correspondence in compliance with institutional standards and for the filing and documentation of decisions.

- Student Representatives (Preclinical / Clinical / Intern): Responsible for regularly submitting status reports to the EMEB/EYAK regarding the student impact of EEC Mode transitions and for the rapid communication of equity and access issues (including device availability, data access, and psychosocial concerns).

2.3. Operational Modes and Transition Criteria

Depending on the severity of the incident, one of three operational modes shall be activated. Transitions between modes shall be made by decision of the Education Management Emergency Board (EMEB/EYAK).

- Mode A – Enhanced Face-to-Face
  - Scope: All educational activities are conducted face-to-face. Large-group (lecture hall) sessions are recorded.
  - Conditions: Low or localized risk. No restrictions imposed by health authorities. Adequate hospital capacity.
- Mode B – Hybrid
  - Scope: Theoretical courses delivered face-to-face with simultaneous online access and recording. ICP/laboratory/bedside teaching conducted face-to-face with reduced student numbers. PBL/PDÖ and SRCP sessions conducted face-to-face with online preparatory components.
  - Triggers: Increase in regional risk. Transportation or infrastructure disruptions. Short-term closures.
- Mode C – Fully Remote
  - Scope: Theoretical courses delivered synchronously with recordings. Asynchronous content provided. Remote alternatives for practical components, with accelerated compensatory plans implemented upon return to face-to-face education.
  - Triggers: National or societal lockdowns. High risk to clinical services or infrastructure.

Mode Transition Process

Authority: Chair of EMEB/EYAK Implementation: EMEB/EYAK Secretariat

1. Incident notification received: within 0–2 hours.
2. Risk and capacity analysis conducted: within 0–12 hours.
3. Mode decision and duration determined; announcement issued: within ≤24 hours.
4. Revisions to academic calendar, examinations, and rotations announced: within 24–72 hours.
5. Weekly review conducted to maintain or modify the operational mode as necessary.

2.4. Implementation of Program Components

A) Theoretical Courses

- Responsible Authority: Term Coordinator
- Implementation:
  - Platforms: Google Meet (synchronous delivery), Google Classroom (content sharing and announcements) and Integration with the Education Management System (EMS/EYS) Note: The platforms specified above are

valid as of the effective date of this document and may be updated in accordance with changes in institutional policies.

- Recording: Each lecture shall be uploaded to Google Classroom within 24 hours. PDF lecture notes shall be attached to the relevant course materials.
- Accessibility: Access to recordings shall be verified. Students experiencing access issues shall report them to the Medical Education Secretariat.
- Attendance: Flexibility shall be provided. Compensatory arrangements shall be implemented based on the National Qualifications Framework for Higher Education in Türkiye (UYYB) and defined learning outcomes.

B) PBL/PDÖ, SRCP, and Other Small-Group Activities
- Responsible Authority: Relevant Program Coordinator (PBL/PDÖ / SRCP)
- Implementation:
  - Platforms: Google Meet, Jamboard / Google Docs for collaborative work
  - Facilitator Training: Online facilitation training provided by the Department of Medical Education.
  - Assessment: Process score (performance within the small group) + Product score (learning tasks, assignments, reports, etc.)

C) Introduction to Clinical Practice (ICP)
- Responsible Authority: ICP Coordinator
- Implementation:
  - Remote Delivery: Simulated patient interviews, Video-based performance assignments, Peer and instructor feedback.
  - Face-to-Face Compensation: Individual gaps shall be addressed through an "Accelerated Skills Week".
  - Recording: Skills checklists, learning guides, and individual student compensation plans shall be formally documented and archived.

D) Clinical Education and Rotations (Terms IV–V)
- Responsible Authority: Term IV–V Coordinators
- Implementation:
  - Flexible Planning: Micro-rotations (fewer students, shorter durations), Utilization of external institution protocols, where applicable.
  - Alternative Learning Outcomes: Virtual case repositories, Evidence-based medicine projects, Simulation and telemedicine practices (subject to ethical approval).
  - Rural Medicine: Online community health sessions; Compensatory field visits to be conducted once on-site access becomes available.

E) Internship
- Responsible Authority: Term VI Coordinator
- Implementation:
  - Remote Task Sets: Real case conferences, Virtual case discussions, Evidence-based medicine practices, E-portfolio-based learning and assessment.
  - Block Compensation in Case of Clinical Restrictions: Intensified practical training to be implemented upon return to face-to-face education.

2.5. Assessment, Evaluation, and Examination Security

- Responsible Authority: Chair of the Assessment and Evaluation Committee (AEC / ÖDK)
- Theoretical Examinations:
  - Platforms: Education Management System (EMS/EYS) – Online Examination Module- Google Meet for invigilation
  - Standards: Use of a question bank, Question and time constraints, Identification of examination security vulnerabilities through item analyses.
  - Reference Documents: "YUTF Online Examination Guide for Invigilators", "YUTF Online Exam Information"
- Oral and Practical Assessments
  - Oral Examinations and OSPE: Conducted via Google Meet; Scoring recorded in the EYS.
  - OSCE (Hybrid): Communication stations conducted online; Skills stations conducted face-to-face; Use of behavioral checklists and learning guides is mandatory.
- Security and Ethics:
  - Identity verification procedures, Principles for screen and video recording via Google Meet, Violation reporting mechanisms and sanctions.
  - Accessibility: Accommodations for excused absences and students with disabilities, Connectivity interruption protocol.
- Indicators: Examination difficulty index, Internal consistency, Item discrimination indices, Violation (cheating) rates, Timelines for appeals, responses, and result publication.

2.6. Digital Infrastructure, Security, and Support

- Responsible Authority: Faculty Secretary and Medical Education Secretariat, in coordination with the University Information Technologies Office
- Infrastructure:
  - Target 99.5% system availability. Monitoring and control of university Wi-Fi infrastructure. UPS and generator support to ensure continuity.
  - 24/7 response via e-mail. WhatsApp support line activated during examination weeks.

2.7. Faculty Development and Student Preparedness

- Responsible Authority: Department of Medical Education - USA
- Andragogical approaches in e-learning, effective platform usage, examination security principles.
- Platform orientation sessions, academic integrity and honesty principles, examination rehearsal (mock exams).

2.8. Communication and Stakeholder Information

- Responsible Authority: Term Coordinators
- Levels and Timelines:
  - Urgent short announcements: within ≤2 hours.
  - Detailed plans: within ≤24 hours.

- Weekly status summaries: Provided regularly.
- Communication Channels: Faculty website,
- Feedback: Regular meetings with student representatives, rapid surveys when needed.
- Documentation: All announcements and responses shall be archived.

2.9. Equity, Accessibility, and Student Support Services
- Responsible Authority: Faculty Secretary and Academic Advisor Faculty Members
- Supports:
    - Provision of loaner devices and internet packages when necessary; Access to institutional Wi-Fi; Continued access to library services and computer laboratories.
    - Psychological counseling services, including online appointments and the establishment of crisis support hotlines.
    - Mobility: Implementation of flexible academic calendars for Erasmus and IFMSA.
- Traceability: Academic advising meetings shall be recorded in the Education Management System (EYS) and reported on a regular basis.

2.10. Clinical Partnerships and External Institution Protocols
- Responsible Authority: Chief Coordinator
- Implementation:
    - An "Extraordinary Circumstances Clause" shall be incorporated into cooperation protocols, covering student safety, vaccination and testing requirements, shift planning and capacity limits, alternative education packages, and compensation and remediation mechanisms.
    - Closure triggers and reopening criteria shall be clearly defined.

2.11. Monitoring, Indicators, and Continuous Improvement
- Responsible Authority: Chair of the Program Evaluation Committee (PEC / PDK)
- Indicators:
    - Access: Percentage of synchronous participation, rate of asynchronous access to recorded sessions, number of students receiving support services.
    - Learning: Committee and internship success rates, scores from PBL/PDÖ, ICP, and SRCP activities.
    - Practice Gap: Rate of missing skills or laboratory practice, time to completion of individual remediation plans.
    - Assessment Reliability: Examination difficulty and discrimination indices, Violation (academic misconduct) and appeal cycles.
    - System: Downtime and resolution times for eys, google meet, and google classroom, recorded security incidents, if any.
    - Accreditation: Gaps in compliance with TEPDAD Standards and UYYB, speed of corrective and compensatory actions.
- Reporting:

- A "Extraordinary Circumstances Evaluation Report" shall be prepared on a term basis and published in an integrated manner with the TEPDAD Development Report.
- Based on these indicators, the Education Management Emergency Board (EMEB/EYAK) shall initiate Corrective and Preventive Actions (CAPA / DÖF).

3. **Extraordinary Circumstances Policy and Procedure Appendices (ODE-01…ODE-10)**

Operational templates and procedures that render this document actionable are provided as separate appendices.

For each appendix, the following components are defined: "Owner," "Purpose," "Scope," "Steps," "Records," and "Indicators."

- ODE-01 – Extraordinary Circumstances Declaration and Mode Transition Procedure
- ODE-02 – Lecture Recording, Storage, and Access Policy
- ODE-03 – Remote Examination Security Guide and Violation Procedure
- ODE-04 – Hybrid OSCE Implementation Guide
- ODE-05 – ICP Skills Remediation "Accelerated Week" Procedure
- ODE-06 – Flexible Planning and Remediation Procedure for Clinical Rotations
- ODE-07 – Student Access and Equity Support Procedure (Devices–Data–Psychosocial)
- ODE-08 – Digital Platform Requirements
- ODE-09 – Communication and Stakeholder Information Protocol
- ODE-10 – Implementation Procedure for PBL/PDÖ, SRCP, and Small-Group Activities

4. **Implementation Scenario Adjusted to a 12-Month Timeline**

- Months 0–1 Formal establishment of the Education Management Emergency Board (EMEB/EYAK). Approval of ODE-01 / ODE-02 / ODE-03. Platform compatibility and readiness testing. Examination rehearsal (mock exam).
- Months 1–3 Establishment of online PBL/PDÖ session workflows. Hybrid OSCE implementation. Remote ICP modules. Faculty development programs for remote education. Revision of protocol addenda with external institutions for clinical periods. Pilot implementation of the Skills Acceleration Week. Collection of data related to performance indicators.
- Months 4–6 Analysis of the first indicator cycle and initiation of Corrective and Preventive Actions (CAPA / DÖF). Review of compliance with TEPDAD Standards and UYYB.
- Months 10–12: Internal stakeholder evaluation. Preparation of the annual report and document update.

Reference Documents Used in the Preparation of the Yeditepe University Faculty of Medicine Strategy Document for the Continuity of Education in Extraordinary Circumstances (EEC)

1. Yeditepe University Faculty of Medicine Development Report (2020). Yeditepe University Faculty of Medicine.
2. Yeditepe University Faculty of Medicine Development Report (2021).
3. Yeditepe University Faculty of Medicine Pregraduate Medical Education Program (English) Self-Evaluation Report (2019).
4. Yeditepe University Faculty of Medicine Pregraduate Medical Education Program Interim Self-Evaluation Report (2022).
5. UTEAK Pandemic Period Guidance Notes and Implementation Examples.
6. Quality Assurance Status Report on Distance/Hybrid Education Activities in Higher Education Institutions (2020).
7. Journal of Medical Education World (2021, January–April): Articles on medical education and distance/hybrid practices during the COVID-19 period.

Note: Relevant national standards and frameworks (Council of Higher Education directives, TEPDAD/UTEAK standards, UÇEP, UYYB) constitute the upper-level reference documents cited throughout the strategy text and have been taken as a basis together with the institutional and sectoral reports listed above.