

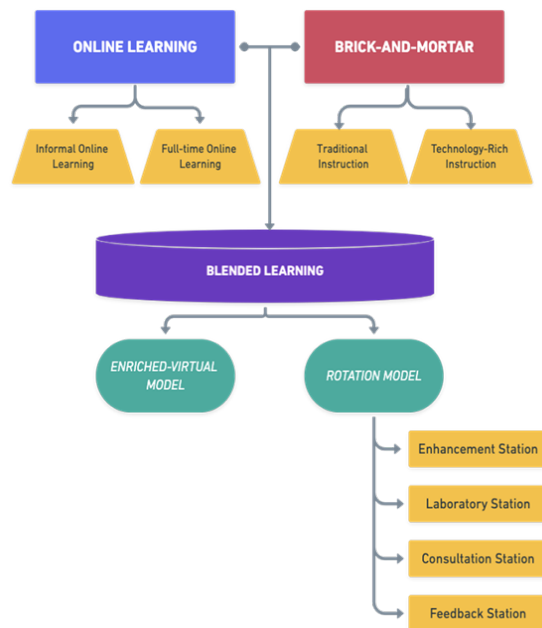


**Guidelines on the Conduct of Home-Based Alternative Learning Modalities
(HBALMs) SY 2020-2021**

Introduction:

The diagram below is the over-all educational model that the College of Pharmacy is adopting while the Institute is on blended learning or hybrid education. From August to October 2020, classes will be on virtual platform where the primary delivery of content and instruction is on-line. Students enrolling in the program must have guaranteed on-line access so they can participate fully in the enriched virtual world that may include on-line discussions, chat rooms and synchronous lectures and examinations.

In the second half of the semester students can go back to school or the Brick and Mortar Campus. In this model, students will have face-to-face engagement whilst maintaining social distancing. We will be using the rotation model so we can limit the number of students in each station when they come to school. Rotations will include enhancement station for 10-15 students aimed at addressing the gaps during the on-line learning. Here students can receive further instruction or didactic lectures. In the meantime a portion of the class (10-15 students) will be at the laboratory station performing actual hands-on experiment. The consultation station will address individual needs of students or a group of up to 5 students who have common interests or problems. This may include health and wellness advising or activities. The feedback station is where 10 to 15 students may give feedback on the course work through an assessment instrument and also ask for clarification and/or further discussion of certain topics. The College will be prepared for the possible opening of the brick and mortar campus by November 2020.



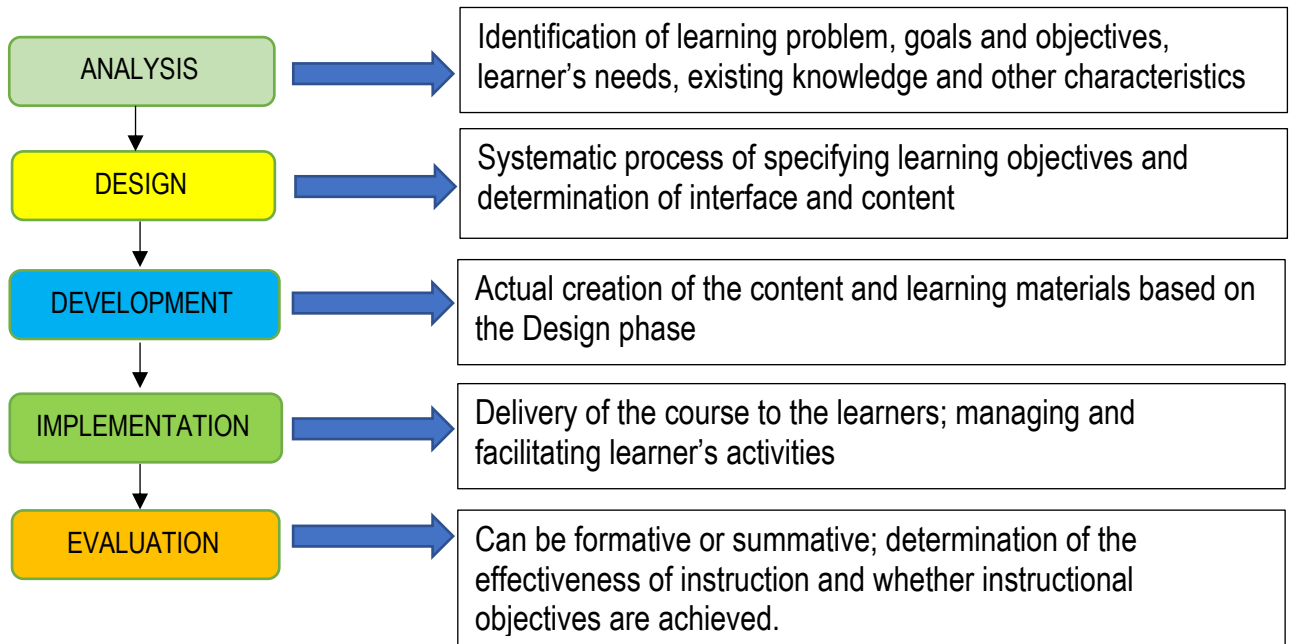
The College of Pharmacy Blended Learning Model for SY 2020-2021





A. Rationale

The College of Pharmacy will be adopting the ADDIE Instructional Design Model. In this model, 5 important stages namely *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation* are considered in the delivery of instruction. This model was chosen since a good instructional design should always begin with the analysis of the learners and their needs and clear descriptions of goals and objectives and should end with an evaluation in order to determine effectiveness of the instruction. A detailed description of the ADDIE Model is given below:



REFERENCE: PNU (2013). A Reviewer for the Licensure Examination for Teachers (Professional Education)

B. Specifications in the Implementation of Home-Based Alternative Learning Modalities:

I. Conduct of Lecture Classes:

1. Major* subjects (both pre-professional and professional courses) will be clustered depending on the similarities and inter-relatedness between the courses and be sequentially offered with regard to progressive acquisition of learner's skills. These will be delivered using a prescribed online platform. The courses under each cluster can be taken on a daily basis for six (6) consecutive weeks (equivalent to 1 semester) with maximum of **2 synchronous online sessions in a week**. The other clusters will be scheduled in the succeeding weeks with the same time duration.





"Phase"	Inclusive Date	No. of Major* Subjects/Courses		
		First Year	Second Year	Third Year
Phase 1	August 18 – Sept. 26	2	2	4
Phase 2	Sept. 28 – Nov. 9	1	2	4
Phase 3	Nov. 10 – Dec. 19	1	2	4

Suggested Clusters of Subjects per phase:

First Year Phase 1:

PH-PHR 111 (Perspectives of Pharmacy)
PH-PHR 113 (Pharmaceutical Calculations)

First Year Phase 2:

PH-PHR 112 (Pharmaceutical Botany with Taxonomy)

First Year Phase 3:

PH-PHR 115 (Pharmaceutical Organic Chemistry)

Second Year Phase 1:

PH-PHR 211 (Complementary and Alternative Medicine)
PH-PHR 212 (Dispensing 1)

Second Year Phase 2:

PH-PHR 215 (Pharmaceutical Microbiology and Parasitology)
PH-PHR 216 (Physical Pharmacy)

Second Year Phase 3:

PH-PHR 214 (Pharmaceutical Dosage Forms)
PH-PHR 217 (Pharmaceutical Analysis I)

Third Year Phase 1:

PH-PHR 311 (Biopharmaceutics and Pharmacokinetics)
PH-PHR 314 (Drug Discovery and Development)
GE-IPE 101 (Interprofessional Education)
PH-PHR 318 (Pharmacy Research Methods with Pharmaceutical Statistics)

Third Year Phase 2:

PH-PHR 315 (Hospital Pharmacy)
PH-PHR 313 (Dispensing II)
PH-PHR 316 (Pharmaceutical Manufacturing with Quality Assurance and cGMP)





PH-PHR 318 (Pharmacy Research Methods with Pharmaceutical Statistics)

Third Year Phase 3:

PH-PHR 312 (Clinical Pharmacy and Pharmacotherapeutics I)

PH-PHR 317 (Pharmacology II)

PH-PHR 318 (Pharmacy Research Methods with Pharmaceutical Statistics)

- The college may block in each year level **two (2) days in a week** to be declared as On-line Class days devoted for the synchronous online sessions. On these days, students need not come to school and no face-to-face classes will be held. For the remaining **3 days**, asynchronous activities may be implemented (see samples below; additional sample given as attachment). Asynchronous activities, such as pre-lecture videos and self-paced online learning materials, must be posted during the regular class schedule of the course.

Monday	Tuesday	Wednesday	Thursday	Friday
PRE-LECTURE	MONITORING	ON-LINE SESSION	POST LECTURE QUIZ	POST-QUIZ DISCUSSION AND FEED BACK
Asynchronous	Asynchronous	Synchronous	Asynchronous	Synchronous

Monday	Tuesday	Wednesday	Thursday	Friday
Asynchronous	Asynchronous	Asynchronous	Synchronous	Asynchronous + Synchronous
<ul style="list-style-type: none"> Giving of course introduction Giving of course objectives Preliminary Activities to diagnose learning needs, activate prior knowledge, and provide springboard for the topic/lesson to be introduced 	<ul style="list-style-type: none"> Enrichment Activities Reading Assignments/Learning Activity Sheets/Learning Modules Provide guide questions to highlight key points and important concepts 	<ul style="list-style-type: none"> Analysis of the activities done in the design part Discussion forum among students in the online platform (asynchronous) Uploading in the online platform of outputs from the analyze and design part for co-student evaluation and for exchange of insights Preparation for the Abstraction part (for the faculty member) based on the feedbacks and inputs given by the students on their works 	<ul style="list-style-type: none"> Abstraction Part (synchronous teaching/online instruction) Focus of the abstraction part will be based on the outputs given by the students (to polish learning, erase uncertainties, provide clearer explanation for the inputs generated by students on a certain topic) Question and Answer 	<ul style="list-style-type: none"> Giving of assessments Feedback (right after the quiz) + additional polishing if necessary

- The on-line lecture classes will be scheduled for a 2-4 months duration to have sufficient time for the delivery of courses within the 3 phases. All on-line lecture classes will





be conducted for six (6) consecutive week duration with mandatory two (2) synchronous online classes per week. Each synchronous on-line class shall be conducted for 1–3 hours depending on the subject’s credit units (i.e., 1 hour/class for 1-unit lecture, 3 hours/class for 3-unit lecture). The remaining hours will be devoted to asynchronous activities. The total hours of synchronous and asynchronous teaching at the end of the 6-week phase must be equal to the total number of hours to be delivered in the semester.

4. Once the Phase 1 is done, the students will now proceed with the Phase 2 with the second cluster of subjects following the same schedule for asynchronous and synchronous activities and assessments. The same will be observed for the Phase 3.

5. To ensure quality and adherence to the principles of instruction, all online teaching plans per course and modules for self-study will undergo validation prior to student use. These materials should be made available to the students prior to the start of the semester. A sample format for the online module is given below:

Description	Content
Module Title:	
Lesson Title:	
Intended Learning Outcomes:	
Description of the Lesson:	
Targets/Objectives:	
Lesson Proper:	<i>Activity:</i>
	<i>Analysis:</i>
	<i>Abstraction:</i>
	<i>Application:</i>

1. Depending on the nature and desired learning outcomes per course, faculty members may utilize any or a combination of the following teaching methodologies and strategies declared in the Creative Learning Plan of the college. These should address the desired learning objectives per topic. Expected outputs and assessment tools to be employed for each course should be aligned to the teaching methodologies applied based on the principle of constructive alignment.





Teaching Strategies	Activities	Expected Outputs	Assessment
Classroom flipping	<ul style="list-style-type: none"> Assignment of readings and instructional materials Real time on-line discussion with back and forth engagement regarding the lesson Teacher will employ scaffolding to bridge the gap in knowledge and learning of the students 	<ul style="list-style-type: none"> Participation in an online group with recorded feedbacks or transcripts of the discussion 	<ul style="list-style-type: none"> On-line quiz per lesson Feedback Portfolio assessment (Working portfolio)
Mind mapping	<ul style="list-style-type: none"> Students are asked to create mind maps to better understand the learning materials Sharing of the student's mind maps to classmates to integrate related ideas and concepts that can be used as aid for studying 	<ul style="list-style-type: none"> Student's individual mind maps Sharing sessions with a study group 	<ul style="list-style-type: none"> On-line quiz Portfolio assessment (Working portfolio) Peer evaluation
Self-learning	<ul style="list-style-type: none"> The students are asked to research on a special topic of interest out of the materials discussed and make an in-depth assessment The students will discuss in an on-line group (students with same interests), this topic of common interest. The students will accomplish KWLS chart (What I Know, What I Want to Know, What I Learned, and What I Still Want to Learn) 	<ul style="list-style-type: none"> Reflective journal KWLS Chart Chunking the data tabulation (Important Terms, Important Concepts, Important generalization, Insights Learned) 	<ul style="list-style-type: none"> Graded Journal Graded chunking the data tabulation On-line quiz
"Chunk the lesson"	<ul style="list-style-type: none"> Presentation of information in chunks, 	<ul style="list-style-type: none"> Video presentation or multimedia 	<ul style="list-style-type: none"> Quality and completeness of



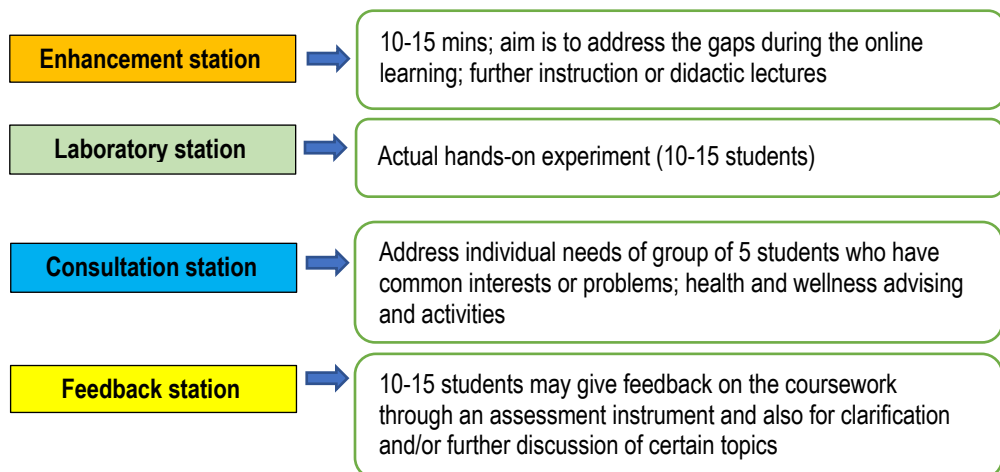


	like a 10 or 15-minute presentation that can be done by making a video or You tube presentations for students	presentation	presentation
Collaborative Teaching	<ul style="list-style-type: none"> Can be done through on-line guided discussions, discussion forums, collaborative work activities and on-line peer tutoring 	<ul style="list-style-type: none"> Reflective journal Group Presentation 	<ul style="list-style-type: none"> On-line quiz Graded Reflective journal Graded group presentation based on a rubric

*For a sample of a learning plan using specific teaching strategies and employing the ADDIE model of instructional design, kindly see attachment.

II. Conduct of Laboratory Classes:

- The laboratory classes will follow the type of delivery and schedule (*i.e.*, cluster, if on-line) of their respective lecture components.
- Each section may be divided into two equal laboratory classes to cut down the number of students inside the laboratory. Because of clustering, more laboratories will be available for these.
- As reflected in the Creative Learning Plans, the laboratory session will follow the rotation model of blended learning wherein students will be divided into 4 stations namely *enhancement station, laboratory session, consultation session, and feedback station*. These can be conducted within the months of October to December if face-to-face sessions will be allowed.





4. The total hours of synchronous and asynchronous teaching at the end of the 6-week phase must be equal to the total number of hours to be delivered in the semester.
 - a. For a 1-unit laboratory class, a total of 54 hours is needed to be delivered in the semester. Therefore, in the 6-week program, each class must be conducted for 9 hours per week. These hours can be divided into three days in the week as the other two days will have been dedicated to online classes.
 - b. For a 2-unit laboratory class, a total of 108 hours is needed to be delivered in the semester. Therefore, in the 6-week program, each class must be conducted for 18 hours per week. These hours can be divided into three days also.
5. Because laboratory classes will be conducted for more than once a week, only laboratory activities that need demonstration of skills and/or techniques will be allowed face-to-face delivery. Other days of the week may be devoted to guided laboratory report writing and integration for which the instructor/professor may choose alternative modalities.
6. Just like in the lecture part, learning materials to be used in the laboratory as part of the alternative modalities should undergo validation and should be made available to the students before the start of the semester. The sample format for on-line module suggested for lecture may also be used for laboratory alternative activities.
7. The on-line part of the laboratory component for each course can adopt these suggested strategies depending on applicability (see table below):

Teaching Strategies	Activities	Expected Outputs	Assessment
Dry Laboratory Station <i>Students are provided with laboratory procedures</i>	An on-line module can be prepared highlighting the following contents: <ul style="list-style-type: none">• Discussion of the principle involved in the experiment• Reasons for important steps in the procedure• Precautions during conduct of experiment• Analyzing previously obtained data and discussion on the results of the experiment	<ul style="list-style-type: none">• Post lab report or an on-line module	<ul style="list-style-type: none">• On-line quiz per lesson• Laboratory report portfolio





<p>Wet Laboratory Station</p> <p><i>Students are shown videos of actual laboratory performances of experiments</i></p>	<ul style="list-style-type: none"> • Demonstration using videos for actual wet laboratory procedures • Reasons for important steps in the procedure • Precautions during conduct of experiment • Analyzing obtained data and discussion on the results of the experiment 	<ul style="list-style-type: none"> • Post lab report • Feedback forms 	<ul style="list-style-type: none"> • On-line quiz •
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8. One to two experiments will be assigned per week depending on the number of units of the laboratory.
9. Minimal face-to-face instruction will be conducted in Phase 1. This will be based on the current safety protocols by the IATF, the Provincial Government of Cavite, and the Institution. For subjects with laboratory classes in Phase 2, the face-to-face instruction will begin not earlier than the second week of October or only when safety protocols allow. Biosafety and biorisk assessment will also be done prior to return to Brick and Mortar Campus.

III. Policies on the Submission of Requirements, Setting of Deadlines, Conduct of Assessments and Giving of Grades:

1. Following the sequence of activities as reflected on the conduct of lecture classes, submission of requirements should be done **prior to the abstraction part or the synchronous online session of the course**. This will give the faculty member an opportunity to diagnose students' learning prior to the conduct of on-line session and design the didactics part based on the learning needs of the students.
2. Students should be informed of the deadline of requirements, intended activities and assessments to be employed **during the first day of asynchronous activity for the week**.
3. Submission of on-line requirements should be made only through the prescribed on-line platform of the college.
4. To facilitate learning and diagnose learning needs immediately, formative evaluations can be given during the course of instruction. Summative evaluations are required to be given after every two weeks. In the 6-week program, each "term" is equivalent to two weeks.





(That is, Prelim and Midterm exam on the 2nd and 4th week, respectively and the Final examination towards the end of each phase).

5. Only final grades will be encoded in the School Automate. Nevertheless, the department chairs will be responsible for closely monitoring the faculty members in their respective departments to ensure timely feedback of performance of students are being observed after formative evaluations are given and every after long exams.

IV. Consultation and Mentoring Engagements:

1. For the lecture, faculty members may observe consultation and mentoring engagements on the 3rd day of asynchronous session wherein students are doing the assigned tasks, doing discussion forums and doing the analysis of the activities given to them. Mentoring and consultations can also be done on the 5th day of synchronous session during feedbacking since students can ask questions about the assignment and the faculty member can do polishing of topics discussed for clarifications and inquiries.
2. For the on-line laboratory session, consultation and mentoring can be done when the students are doing the on-line module and accomplishing their laboratory activities/reports. The faculty members may opt to put a discussion board on the on-line platform intended for some clarifications from the students. On-line real-time consultations can also be scheduled between the teacher and student during the feedback session.
3. For the rotational laboratory session (when face to face meeting is allowed), consultation and mentoring can be done during the enhancement and feedback session.
4. For the whole semester, each faculty will still maintain the required number of consultation hours over and above those on-line (synchronous or asynchronous) engagements included in their contact time per subject. The required number of consultation hours will be reflected in their OVCA Form 102 (Individual Faculty Schedule). The Office of the Dean will monitor the availability of the faculty during their consultation hours.

For the faculty of the College of Pharmacy:

Alicia P. Catabay, RPh, MS, PhD
Dean

Endorsed:

Juanito O. Cabanias, LPT, PhD
Vice Chancellor

Prepared: Reeva Ann L. Sumulong, Alicia P. Catabay and Sigfredo B. Mata, May 2020





ATTACHMENTS:

Sample Schedule of Classes based on Clusters:

PHASE 1: PH-PHR 318 (Pharmacy Research)**; GE-IPE 101 (Interprofessional Education); PH-PHR 311 (Biopharmaceutics and Pharmacokinetics); PH-PHR 314 (Drug Discovery and Development)

Pre-professional and professional subjects are purely online or blended (if with lab)

**Pharmacy Research Methods will be conducted as a regular class, i.e., full semester.

	S	M	T	W	TH	F
Period 1	PH-PHR 314 (PW) (2)	GE-IPE 101 (PW) (3)	PH-PHR 314 (AS) (2)	GE-IPE 101 (S) (3)	PH-PHR 314 (S) (2)	GE-IPE 101 (AS) (3)
Period 2		PH-PHR 311 (PW) (3)		PH-PHR 311 (S) (3)		PH-PHR 311 (AS) (3)
Period 3			PH-PHR 318** (3)			
Period 4						
Period 5						
Hours	2	6	5	6	2	6

- DEDICATED ON-LINE CLASS DAY
- On-line (asynchronous) Pharm subject or (*) Face-to-face
- On-line (synchronous) Pharm subject
- On-line GE
- Possibly face-to-face GE

- AS = Asynchronous on-line
- AS* = Asynchronous on-line or Face-to-face
- S = Synchronous
- PW = Post-Work / Feedback (May be Synchronous/Asynchronous)





SAMPLE LEARNING PLAN EMPLOYING ADDIE MODEL AND SELECTED TEACHING STRATEGIES:

Topic	Teaching Strategies	Analyze Asynchronous	Design Asynchronous	Develop Asynchronous	Implement Synchronous	Evaluate Asynchronous/Synchronous
Nervous System	<p>“Chunk” the lessons</p> <p>Mind Mapping</p>	<p>This topic will discuss the various components of the nervous tissue to help the students understand its structural and functional properties and how they are classified.</p> <p>This topic will also give emphasis in understanding the structure and function of the central and peripheral nervous system and how they communicate with and regulate most of the body tissues.</p> <p>This lesson is intended to last for a minimum of two weeks.</p> <p>The students will be assigned to watch a short video (15mins) on the divisions of the Nervous System and their basic function.</p> <p>Students are also instructed to complete an on-line quiz to test/assess their knowledge on the topic and identify learning gap.</p>	<p>An On-line Learning Module will be uploaded in <i>Schoology/Blackboard</i>.</p> <p>The objective of the on-line learning module is to guide the students in studying.</p> <p>At the end of the module, the students are expected to:</p> <ul style="list-style-type: none"> Describe the organization and functions of the nervous system Demonstrate understanding of the normal and abnormal functions of the nervous system. Describe the mechanism of disease, and identifying treatment and management of disease. <p>The students are assigned to precisely define terminologies used in the module in order to prevent confusion.</p> <p>Guide questions will be given and students are required to gather information.</p> <p>The students are asked to make a summary of The Nervous System using Mind Map. The students are instructed to upload this in the discussion section created in <i>Schoology/Blackboard</i></p> <p>Suggested readings/references that the students may use are also included in the module.</p>	<p>Based on the inputs of the students in the Mind Map, a picture or a question is uploaded in the online platform to start a discussion forum among the students.</p> <p>The faculty member will:</p> <ul style="list-style-type: none"> Prepare for the abstraction based on the input from students in the discussion platform. Evaluate all the student input. Plan the main teaching points for the lesson in order to close the learning gap identified in the analyze phase. 	<p>On-line face-to-face (synchronous) discussion.</p> <p>The focus of the discussion will be based on the result of the evaluation of the faculty in the develop phase.</p> <p>Clarifications and polishing of learnings.</p> <p>Question and answer</p>	<p>Case Study</p> <ul style="list-style-type: none"> Students will be given a case study and will be asked to answer related questions to test their understanding of the topic. <p>Online Quiz</p> <ul style="list-style-type: none"> Students will be given an online quiz to test their knowledge of the information gained.





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