



Guidelines on the Conduct of Home-Based Alternative Learning Modalities (HBALMs) School Year 2020 – 2021

These guidelines are intended to provide comprehensive information on the teaching and learning processes within the GSMHS during the COVID-19 pandemic. However, this mode of learning and teaching is applicable to graduate education even beyond this pandemic.

What are Home Based Alternative Learning Modalities (HBALMs)?

HBALMs include on-line and non-on-line forms (e.g. printed and recorded materials) in teaching and learning at DLSMHSI. The on-line format requires every graduate student to have access to the internet to facilitate the on-line learning process. However, to maximize the learning process and minimize high bandwidth internet requirement, other non-on-line learning and asynchronous activities shall be designed.

What are the specific examples of learning modalities to be applied in GSMHS?

Students shall be required to produce academic outputs that highlight analytical thinking or outputs that involve assimilation of knowledge to new ideas. This may include writing well-referenced essays, journal article critique papers, case study reports, creating info-graphics, mind/concept mapping, among others. Student's oral presentation should be limited to topics that involve analysis or synthesis of certain subject matters. Reporting on topics that are 'nice to know', in the graduate level, should be minimized (e.g. extensive oral presentation of signs and symptoms, and management of certain diseases). These learning modalities also minimize high bandwidth internet requirement.

There will be several Webinars to be conducted that aim to supplement students' learning. Experts in a specific field will be invited to be the resource person on a subject matter. This may either be open to the public or exclusive for a particular class.

What are the available resources and support services for HBALMs for graduate students?

The Center for Innovative Educational and Technology Integration (CIETI) maintains a Learning Management System called Blackboard. This will be the primary LMS for graduate students. Students are required to learn on how to use this LMS. Registration to this LMS is necessary and possible only when enrolled. For enrollment and other technical support, you can contact CIETI through various ways, see this link: <https://www.dlshsi.edu.ph/academics/center-innovative-education-technology-integration/>

Lecturers shall maximize the available video conferencing platforms (Zoom, Google Hangouts, Google Meet, and Microsoft Teams). Blackboard has a built-in video conferencing function called Blackboard Collaborate. Students and lecturer can agree which videoconferencing platform to use in their on-line class.

Moreover, the Romeo P. Ariniego, MD, AFSC Library maintains various on-line databases that store journal articles, e-books, and other related on-line materials. To access this learning materials, an OpenAthens account is necessary. See this link on the available online resources from the library: <https://www.dlshsi.edu.ph/academics/romeo-p-ariniego-md-library/online-resources/>





How does GSMHS provide for appropriate and flexible interaction between faculty and students, and among students?

The primary platform for faculty-student interaction shall be the LMS Blackboard. Although there are other available video-conferencing platforms that can be maximized, students residing in other countries may be prohibited to access some of these platforms. This should be taken into consideration when identifying the platform to use in the class. The social media can also be maximized to facilitate faculty-student interactions.

Moreover, faculty members have flexibility of synchronous and asynchronous teaching depending on the course requirements. Students are also given the opportunity to consult on-line with their professors upon schedule with the individuals concerned.

Further, the GSMHS shall implement a mentoring program for graduate students. Each student upon entry into the graduate program shall be assigned a mentor. Some of the mentoring relationships include, sharing and updating of mentees academic status, and referral of related concerns of mentees to the specific unit in the institution. For foreign students, mentoring may also involve the provision of additional information about studying at DLSMHSI, e.g. students' accommodation, transportation and communication, services available for student's well-being. Communication in the mentoring program shall be primarily through on-line or telephone during this pandemic; in-person is possible when the situation warrants.

Lastly, the Student Council of the GSMHS shall also develop an avenue for students to interact to each other as well as interact with selected community members as part of students' community service. This includes on-line community education project, synchronous online interaction with selected community leaders and asynchronous video documentation of the community situation.

Are HBALMs differ from in-campus activities in terms of quality academic experiences?

GSMHS ensures the attainment of the academic objectives though HBALMs as the in-campus learning approaches. It must be assumed that the expectation of high quality academic experiences are similar for both HBALMs and in-campus activities.

Among the administrative measures of the DLSMHSI to ensure quality education include the use of the 360-degree evaluations or multi-raters feedback for faculty members and ensuring faculty development opportunities in the areas of teaching and research.

What are the expected outputs of students?

Student requirements vary depending on the course. This may include writing a well-referenced essay, writing an article critique, writing a reflection paper (ideally with some justification of claims especially citation) and other requirements. To be effective in developing these outputs, students are required to learn and develop a mastery of the process of academic writing. The GSMHS implements an Academic Writing Support Program (AWSP) through series of workshops that aim to enhance academic writing skills of graduate students.

An ultimate requirement of a masters degree program (academic track) is a masters thesis and a publication; for a masters degree by professional track (non-thesis) is a capstone project with several mini-research projects.





How is the conduct of student research activities?

During this period of pandemic, each student is encouraged to work on a research project that has a very limited or no face-face interaction with human participants. For primary research, data collection should utilize on-line methods, telephone or other remote approaches. Conducting experimental and quasi-experimental studies are still possible as long as the study population are non-human. For secondary research, students may conduct any of the evidence syntheses designs, either quantitative synthesis (systematic review, meta-analysis) or qualitative synthesis (meta-ethnography, scoping review, meta-synthesis, meta-aggregation). Desk or document reviews are also possible types of research to be conducted.

How about the assessment tools?

Faculty members carefully identify a tool for assessment that is aligned with learning outcomes and objectives of the specific course.

Depending on the specific course requirement (essay, journal article, etc.), each course lecturer shall develop a rubric, this shall be presented to the students at the first day of the class.

What are the policies on the submission of requirements?

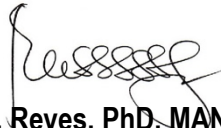
Submission through Blackboard always follow the deadline; corresponding deduction shall be imposed for late submissions. Other ways of submission of requirements shall be decided with the lecturer-in-charge.

What is the passing grade for the GSMHS?


The current passing grade in GSMHS is 90%. There are some discussions on lowering the passing grade to 85%. If 85% shall be the passing grade, it shall only be applied to the incoming first year graduate students.

For and on behalf of
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