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REHABILITATION SCIENCES

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June 4, 2020

Juanito O. Cabanias, LPT, MAE, PhD
Vice Chancellor for Academics

Dear Dr. Cabanias,

Respectfully submitting the guidelines for the implementation of Home-Based Alternative Learning Modules from the departments of speech and language pathology, occupational therapy, and physical therapy for SY 2020-2021.

As a general guideline to be followed at the start of implementation of HBALMs, faculty members are to rationalize online learning with students to increase chances of success. This is done through an orientation to achieve three (3) objectives---1. acknowledge how the pandemic due to COVID-19 has affected the lives of everyone probably causing emotional and psychological stress; 2. acknowledge that it is best for them to continue learning online with transition to face-to-face mode if allowed following safety precautions to avoid transmission; and 3. stress the importance of students giving feedback to the faculty.

Thank you.

Sincerely in Saint La Salle,

Ma. Elizabeth V. Rey-Matias, MD, PTRP, MHPEd, PhD
Dean





I. Guidelines for Development and Conduct of Asynchronous On-line Courses for the Physical Therapy Department

A Context

In response to the Coronavirus Disease 2019 (COVID-19) pandemic, the Physical Therapy (PT) Department has created a learning delivery plan¹ focused on flexible learning delivery by providing multiple learning tracks among PT students to accommodate varying circumstances. Asynchronous course instruction enables any-time, any-pace and any place learning². On-line asynchronous course instruction delivery is a key strategic component of the different learning tracks for flexible learning and directly relates to the objectives and strategies of the PT department learning delivery plan. The department plans to deliver online asynchronous course instruction delivery via the institutional Learning Management System (LMS) platform—Blackboard OpenLMS.

To ensure sound implementation of the asynchronous online course instruction in the PT department, this document has been developed.

B Objectives and Structure

The objective of this document is to provide guidance for PT Department faculty members who will be designing and implementing fully asynchronous on-line courses. This will also serve as reference for students to set expectations as to how the department plans the implementation of these fully asynchronous courses.

Section C provides the three main standards and guiding principles where all guidelines and suggestions in this document are hinged on.

Section D layouts the specific guidelines, suggestions, examples and resources as advised by the department in the development and conduct of asynchronous online courses.

Section E provides the guidelines on administrator monitoring and student evaluation of the asynchronous online courses.

All references are cited within the text and listed in the reference section and are available for access using this [link](#).

¹ Physical Therapy Department, DLSMHSI-CRS, “Learning Delivery Plan for 1st Semester of A.Y. 2020-2021.”

² Kaur and Sidhu, “Learner Autonomy via Asynchronous Online Interactions: A Malaysian Perspective.”





C Standards and Guiding Principles (SGP)

1. SGP1: Courses will be designed to be of high quality, pedagogically sound, meaningful and authentic using DLSMSHI institutional Learning Management System (LMS) platform
While learning delivery doesn't have to mirror learning as it normally does in school³, quality should still be considered paramount and it must still be pedagogically sound to ensure learning⁴. The department does not want an online environment wherein the LMS platform will serve just as a repository of resources and materials and which instruction will be content-centered.
2. SGP2: Sufficient, timely learner guidance should be provided by course instructors
The amount, timing and quality of guidance provided in online courses will induce learner engagement, achievement, and mastery, as well as overall satisfaction⁵. On the other hand, inadequate or unclear guidance can lead to frustration, uncertainty, and disengagement⁶. In online learning, guidance, prompts, hints, and redirection can be used to encourage higher order thinking skills, to help learners be "on track," and to contribute to efficiency of the learning process.⁷
3. SGP3: Course instructors should provide an architecture of active learner engagement
Ensuring student engagement in online courses results to increased student satisfaction, improves student motivation to learn, reduces the sense of isolation, and is highly associated with improvements in student performance.⁸ Student engagement as used in this document is defined as a "psychological process involving attention, interest, investment and effort students expend in the work of learning"⁹.

In an on-line learning environment, there are three engagement inherent as pictured in the framework presented in figure 1. Learner-to-Learner Engagement, 2. Learner-to-Instructor Engagement 3. Learner-to- Content Engagement. Course instructors should be able to facilitate and optimize these engagements to create a meaningful learning experience.

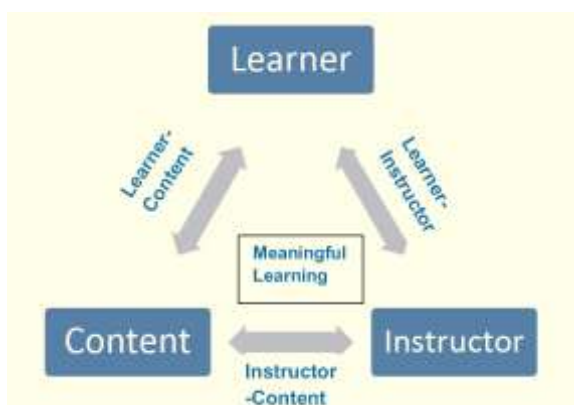


Figure 1. Moore's Framework of Online Learning Interaction (adapted from Martin and Bolliger, "Engagement Matters.")

Even with some limitations brought about by absence of face-to-face physical interactions, an architecture of engagement using digital architectural elements is feasible and will enable asynchronous online courses to employ active learning strategies. This creates a student-centered environment where meaningful actions can be taken by students, and where course instructors can guide and respond to those meaningful actions, educating student reflection on learning. Without a learner space designed to have an architecture of





- 3 Doucet et al., "Thinking about Pedagogy in an Unfolding Pandemic: An Independent Report on Approaches to Distance Learning During COVID19 School Closures."
- 4 Sinclair et al., "High Engagement, High Quality."
- 5 Palmer and Holt, "Examining Student Satisfaction with Wholly Online Learning."
- 6 Boling et al., "Cutting the Distance in Distance Education."
- 7 Sinclair et al., "High Engagement, High Quality."
- 8 Martin and Bolliger, "Engagement Matters."
- 9 Marks, "Student Engagement in Instructional Activity."





engagement, course instructors are running the risk of an instructor- or content-centered course, where most of the learning is passive.¹⁰

D Specific Guidelines

1. Guidelines related to SGP1: “courses will be designed to be of high quality, pedagogically sound, meaningful and authentic using DLSMHSI institutional Learning Management System (LMS) platform”

1.1. Course instructors should adhere to principles of outcomes-based instructional design. Instructional design is defined as “the systematic and reflective process of translating the principles of learning and instructional into plans for instructional materials, activities, information resources and evaluation.”¹¹ Just like planning for a usual campus-based delivery of a course, course instructors are expected to create an outcomes based instructional design considering change in learner space from campus (physical) to online (digital). Learning outcomes serve as framework to guarantee that the development of the online learning course remains focused and is not merely a compiled repository of resources.¹² Learning outcomes clearly outlines the expectations, purpose and rationale for the learning experience.

1.1.1. Course instructors should begin designing asynchronous course with the achievement of course learning outcomes in mind

- Learning outcomes should be clear, specific and clearly communicated to learners.
- Online learning resources should be developed to ensure outcomes are achieved (alignment). Faculty are advised to focus on “how to achieve outcomes” rather than “what content should I include”.

1.1.2. Course instructors should consider learner capabilities and existing knowledge in designing the online asynchronous course

- Course instructors should recognize that learners may possess prerequisite knowledge and repeating what is already known content for them will create a barrier to engaging with new content¹³
 - o Course instructors can provide initial assessment at the beginning of the course and depending on the results and feedback, can be directed to foundational courses or more advanced learning modules (adaptive module release).

¹⁰ Sinclair et al., “High Engagement, High Quality.”

¹¹ Smith and Ragan, Instructional Design.

¹² Sinclair et al., “High Engagement, High Quality.”

¹³ Sinclair et al.





- 1.1.3. Course instructors should author or choose content that will be meaningful and engaging
- Course instructors authoring/choosing content should balance interactivity, entertainment, quality and pedagogy to which it facilitates learning. (Refer to Figure 2 below for a framework in differentiating different forms of online learning content.)
 - Authored/chosen content should be constructively aligned towards achievement of learning outcomes

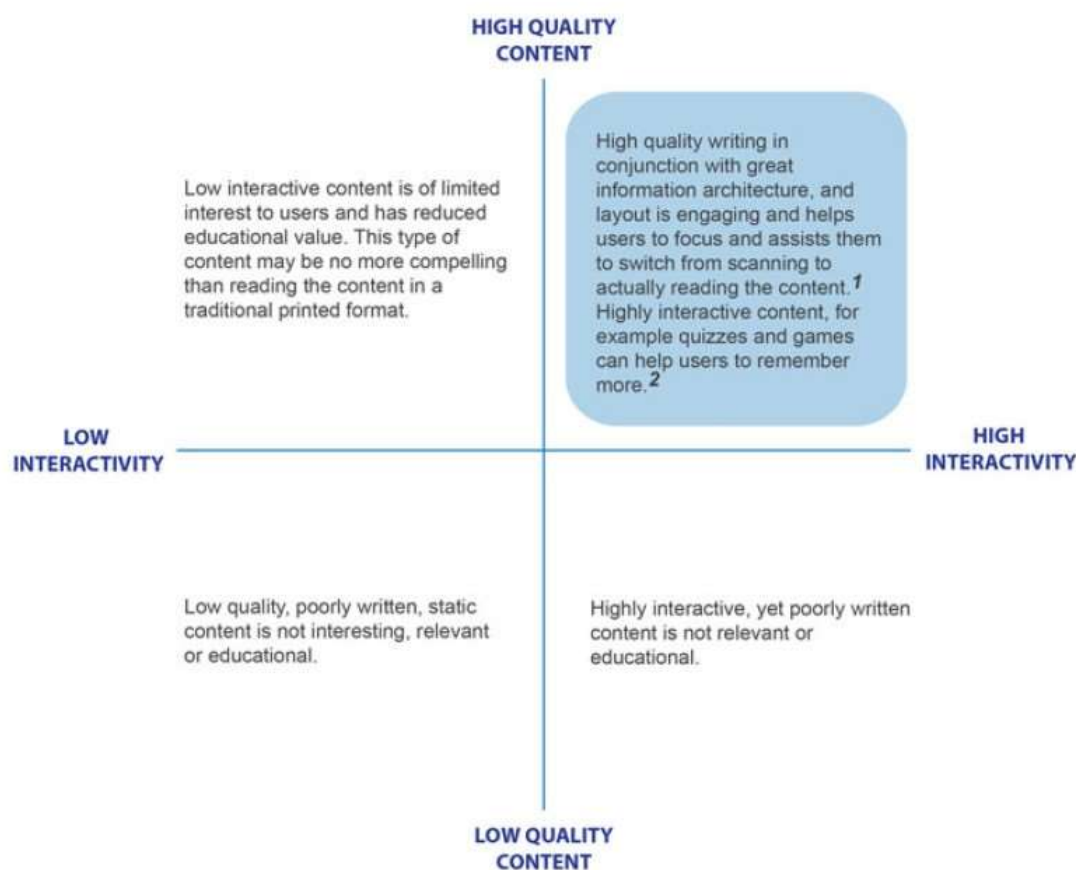


Figure 2. Framework of meaningful e-learning resources adapted from Sinclair et al., “High Engagement, High Quality.”

- o Suggested content forms:
 - Screencasts and educational videos
 - Video and audio content should can include a written transcript to alleviate any possible audio playback problems or for learners who have no headphones/speakers.
 - Recorded lectures
 - Course instructors are advised to keep recorded lectures and videos short; a maximum of 20 minutes and of high audio and video quality with plenty of worked examples and minimal use of multimedia. Faculty are also advised to shift focus from lecture being central element of the course to focusing more on examples and experiments.¹⁴
 - Recorded PowerPoint presentations with voiceover
 - Podcasts





Tip: Faculty can seek assistance from the Center for Innovative Education and Technology Integration (CIETI) in development and authoring of content.

14 “Chapter 4: Key Elements of Asynchronous Online Learning,” 4.





- 1.1.4. Course instructors are advised to favor authentic and collaborative, active learning activities that promote learner-to-learner engagement
- Course instructors can create smaller groups of students for the course duration
 - Course instructors can facilitate dynamic online discussions thru use of discussion forum
 - Utilize peer evaluation and feedback (use workshop activity in Blackboard LMS)
 - Course instructors are advised to utilize methods that promote student interaction and prompt the integration of knowledge and theory by authentic, real-world scenarios¹⁵.
 - o Authentic learning is achieved thru learning activities that are either carried out in real-world contexts or have high transfer to a real-world setting.¹⁶
 - o Suggested activities:
 - Collaborative report
 - Evaluating another team's report
 - Discussion forum
 - Reflection paper
 - Problem-solving
- 1.1.5. Course instructors should incorporate numerous formative assessments and opportunities for feedback
- Course instructors should use a range of methods designed to assess the learner's achievement of the learning outcomes and to provide timely feedback.
 - Course instructors should design formative assessments that will serve as checkpoints for students to check-in and gauge how well or not they understood the lesson.¹⁷
 - o feedback that comes from formative assessments inform both the teacher and the students to make necessary actions directed towards improvement of teaching and learning.
 - Feedback should be timely, tangible, transparent, actionable, user-friendly, timely, ongoing and consistent
 - Course instructors should structure a feedback system that will encourage student inquiry, collaboration and metacognitive feedback and self-assessment strategies.¹⁸
 - When providing feedback in online learning, course instructors should consider all possible answers and should be delivered to provide guidance, direction, encouragement and further information. (For example, when providing feedback for a Multiple-Choice Quiz, all choices must have explanation why they are wrong/correct).
 - o The provision of feedback allows learners to gauge their performance; it also reinforces learning, corrects misconceptions, and inspires confidence in the learners understanding of the content.
 - o Table 1 shows sample formative assessments that can be utilized by course instructors.





Table 1. Sample formative assessments (adapted from Doucet et al., “Thinking about Pedagogy in an Unfolding Pandemic: An Independent Report on Approaches to Distance Learning During COVID-19 School Closures.”)

Sample Formative Assessment	Web-based tools to support formative assessment
Online quizzes with automated feedback	Embedded in the learning management system
Discussion Threads/Boards	Embedded in the learning management system
Recorded explanation	Screen recording feature of Apple Devices, OBS studio screen recording
Sharing of checklist/rubrics	Any document-based app that shows rubrics or checklist
Synchronous video conference sessions	MS Teams, Google Meet, Zoom

¹⁵ Unge et al., “Learning Spaces for Health Sciences – What Is the Role of e-Learning in Physiotherapy and Occupational Therapy Education?”

¹⁶ “Authentic Learning (Simulations, Lab, Field).”

¹⁷ Doucet et al., “Thinking about Pedagogy in an Unfolding Pandemic: An Independent Report on Approaches to Distance Learning During COVID19 School Closures.”

¹⁸ Vonderwell, Liang, and Alderman, “Asynchronous Discussions and Assessment in Online Learning.”





1.1.6. Course instructors are advised to favor authentic performance-based summative assessments that target higher tiers in Bloom’s taxonomy rather than recall-based assessments.¹⁹

- Authentic assessment should allow students to rehearse skills, consult resources, and acquire feedback that can help them improve their performances and outputs
 - o In an online learning space, information is simply a click away from students.

This availability of information makes it challenging for faculty to use simple recall-based assessments as means to gauge mastery in student learning. (Refer to table 2 for some samples of authentic assessment in online instruction)

Table 2. Sample Authentic Summative Assessments (adapted from Doucet et al., “Thinking about Pedagogy in an Unfolding Pandemic: An Independent Report on Approaches to Distance Learning During COVID-19 School Closures.”)

Sample Authentic Assessments	Web-based tools or apps
Synthesis papers	Text processing software – Word, Google Docs, Pages
Research papers	Slideshow Presentation software
Collaborative Inquiry Projects	- PowerPoint, Google Slides, Keynote
Learning Logs	Spreadsheet - Excel
Showcase or Project Portfolios	Digital web-based portfolio/journal – Google sites, Sharepoint, WordPress, OneNote
Peer Reviews	Digital Posters - Canva, Photoshop
Case Studies	eBooks - Book Creator, Pages, iBooks Author
Multimedia or Digital Products as evidences of authentic learning	Video/Film-Making software - Clips, iMovie, Adobe Spark Video Podcasting - Anchor, GarageBand

2. Guidelines related to SGP2: “sufficient, timely learner guidance should be provided by course instructors”

2.1. The asynchronous online course should have a dedicated section for syllabus communication and engagement policy

The asynchronous online course syllabus is similar to what a face-to-face course syllabus does, however, setting of communication policies and expectations for online engagement are paramount to success of asynchronous course delivery. A course schedule that outlines the frequent and meaningful engagement and reflection required for students should also be present.

- A copy of the course syllabus should be uploaded to the course page to be given and presented to the students at the beginning of the course

2.1.1. Course instructors should declare at the beginning of the course the instructor-learner engagement policy

- Manage student expectations for faculty availability
 - o Online asynchronous courses are accessible twenty-four hours per day, seven days per week, including holidays. Given the immediately responsive nature of some contemporary online activities like online shopping, students in online classes, unless provided with a plan for instructor engagement and availability, can sometimes harbor unfounded expectations that online instructors will be responsive 24/7.
 - o In the absence of scheduled synchronous meeting times when students know they can ask a question and get an immediate answer, a definite instructor- learner plan can generally ease anxiety among learners and help manage faculty schedule.
 - o Refer to table 3 on what are the suggested basic composition of the engagement policy and





19 Doucet et al., "Thinking about Pedagogy in an Unfolding Pandemic: An Independent Report on Approaches to Distance Learning During COVID-19 School Closures."





Table 3. (Adapted from Riggs, Shannon A, and Kathryn E Linder. "Actively Engaging Students in Asynchronous On-line Classes," n.d., 10.)

Suggested basic composition of an instructor-learner engagement policy
1. A time frame for replies to email communications and questions posted on discussion forums, with encouragement to ask questions in advance of assignment due dates
2. A time frame for providing feedback on assignments
3. Commentary on how the instructor plans to participate in online asynchronous discussions (e.g., I do read every post, but will not reply to every post so as not to dominate the conversation; I will post a summary of discussion highlights at the conclusion of each unit.)
4. Commentary on other ways the instructor plans to remain actively involved throughout the course and how urgent or timely information will be

Figure 3. Sample engagement policy from a course instructor (Adapted from Riggs, Shannon A, and Kathryn E Linder. "Actively Engaging Students in Asynchronous Online Classes," n.d., 10.)

"I typically log in to monitor course activities five to six days per week, usually in the early morning hours. Expect responses to questions posted in the class or sent by email within 48 hours, though I usually respond within 24 hours. I am rarely online on Saturdays due to other commitments. Do your best to plan the timing of your questions accordingly.

I know students are eager to receive grades after submitting assignments. I put a lot of effort into providing detailed feedback on most assignments in this course, and this takes time. I strive to return all assignments within seven days of submission.

If something comes up and I need to deviate from this schedule, I will let you know. I don't keep scheduled office hours, because my students' schedules vary so greatly. I am, however, available for phone calls or MS Team conversations by appointment."

- 2.1. The asynchronous on-line course should have a dedicated section for course orientation
 - 2.1.1. An orientation for an online asynchronous course should introduce students to the structure of the course and should address the following questions:





Table 4. (Adapted from Riggs, Shannon A, and Kathryn E Linder. "Actively Engaging Students in Asynchronous On-line Classes,"n.d., 10.)

Common questions that should be answered by the course orientation
1. How often do students need to log in to participate?
2. How much time should they set aside weekly to spend on coursework?
3. Is the course entirely asynchronous, or are there synchronous activities? If there are synchronous activities, are they optional or required?
4. Which tools in the learning management system (LMS) will be used?
5. Where should students look for updates and breaking news about the course (e.g., announcements, email messages, discussion forums)?
6. How is the course structured (e.g., by week or module, by project milestone)?
7. What does a typical week's or unit's work entail in the course?
8. Are any external tools or digital courseware required? If so, how should students register?
9. What are the major assessments in the course, and when during the semester do they take place? If there are papers or long-term projects, what are the major milestones?
10. Where can students find important due dates?
11. If there are exams, are there proctoring requirements?
12. Are there any unusual requirements that require advance coordination or travel, such as group work, field trips, observations, or interviews?





Figure 4. Sample orientation statement (Adapted from Riggs, Shannon A, and Kathryn E Linder. "Actively Engaging Students in Asynchronous On-line Classes," n.d., 10.)

"Our class is organized week by week, with each week starting on Sunday morning and ending at the close of the next weekend. Every Sunday morning, a new weekly module will open automatically. Once open, the weeks remain open so that you may go back and review content in previous weeks.

To ensure that you receive a high quality and hopefully transformative educational experience, regular participation is a requirement of this class. Typical weeks include required reading, viewing some video content, participating in discussion forums, and completing an assignment or an exam. To be successful in this class, you will need to log in at least three times per week to access course materials and to participate actively in the class."

- Course instructors could provide a video presentation of themselves for the course orientation to add a personal and engaging touch
- 2.2. Students should explicitly declare receipt and acceptance of the syllabus, engagement policy and course orientation
- Course instructors should provide a mechanism within the LMS that will allow for explicit declaration of acceptance
 - Course instructors can require submission of a learner contract from the student at the beginning of the course.
 - o "A learning contract is an agreement negotiated between learners and instructors to ensure that certain activities will be undertaken in order to achieve a learning outcome and that specific evidence will be produced to demonstrate that goal has been reached. In return, formal recognition (typically in the form of academic credit) is given for the work produced."²⁰
 - o For more information about development of learner contracts, please see external link:
<http://www.ion.uillinois.edu/Resources/OTAI/Examples/LearningContract1.asp>
- 2.3. Faculty are advised to use a modular course structure for their asynchronous course (chunking)
- 2.3.1. Course instructors should organize their on-line course chronologically—with multiple units, and with each module containing all of the learning materials, activities, assignments, and assessments for that unit.²¹
- This provides much more guidance for the online asynchronous learner. Each modular section of the course contains everything the student needs for that unit of study, and students can feel more assured that they are not unintentionally missing something critical. This is known as "chunking" and this helps ensure that that the learner will be able to read, process and absorb content presented.²²
 - Using a modular structure also enables course instructors to reinforce the course learning outcomes with shorter-term modular learning outcomes that help students connect the work they are doing each day with the overarching course learning outcomes.





2.4. Course instructor's guidance for learning should be supported by "scaffolding" Scaffolding is a strategy that refers to the course instructor providing adequate support and coaching to promote learning when concepts and skills are first introduced, followed by a gradual scaling and withdrawal of support as the learner progresses and begins to become more independent.²³

²⁰ Anderson and Boud, "Introducing Learning Contracts."

²¹ Riggs and Linder, "Actively Engaging Students in Asynchronous On-line Classes."

²² Sinclair et al., "High Engagement, High Quality."

²³ Sinclair et al.





3. SGP3: Course instructors should provide an architecture of active learner engagement and collaboration
Real-world application of projects that enhances subject mastery and All LMS courses should have a supplemental Microsoft team
 - 3.1. All online course should have a supplemental Microsoft teams where learners and faculty can engage and collaborate
 - 3.1.1. The link and instruction on how to access the MS team should be part of the on-line course orientation
 - The MS team provides a venue for increased learner-to-learner and learner-to-instructor engagement
 - Provides opportunity for optional synchronous (real-time) online meetings outside the online classroom.
 - 3.2. Faculty should intently capture and maintain learner attention, and should check-in with students often
Adult learners need explicit reason or motivation for undertaking a learning activity
 - Course instructors can use providing contemporary-real world application that shows how their learning is transferable to real-world situations. This promotes critical thinking skills and is one strategy related to fostering learner-to content engagement.
 - o Begin with relevant COVID-19 facts/statistics
 - o Introduction of the “person” who will be the recipient of care thru text, audio or video that will promote person-oriented approach
 - o A BRIEF 60–90 s video from a prominent authority figure can also be effective in gaining learner attention and establishing the context and benefits of the resource.²⁴
 - Course instructors should continually “check in” on students and intently monitor student pacing, completion of activities and engagement.
 - o Course instructors can refer to the agreed learning contract if they are on track to fulfilling it.
 - o Course instructors can utilize different declared platforms of communication like MS Teams, phone, email to communicate with students.
 - Identify and support struggling students²⁵, those who are not on pace with their learning contract and provide action plans on how to help them remediate poor performance.

E Administration and governance-related guidelines

1. Academic chairs will monitor all delivery of fully asynchronous courses
 - 1.1. All academic chairs shall be enrolled in the Blackboard OpenLMS course sites and shall be part of all the course MS Teams for monitoring and oversight purposes
2. All courses will be evaluated by students

At the end of course delivery, to capture student feedback that will be insightful for continuous quality improvement, students will be asked to evaluate their learning experience thru online asynchronous courses by answering the evaluation tool presented in Table 5.

These inputs will be utilized later on for curriculum review and planning.

²⁴ Sinclair et al.

²⁵ Gewin, “Five Tips for Moving Teaching Online as COVID-19 Takes Hold.”





Table 5. Proposed Evaluation Tool for Asynchronous Online Course (to be accomplished by students)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Course instructors should adhere to principles of outcomes-based instructional design					
2	Online instruction delivery is obviously guided and geared towards achievement of learning outcomes set for the course					
3	Learning outcomes and expectations set were clear from the beginning					
4	Course instructors provided ways to measure learner's existing knowledge					
5	Course content and learning materials were highly engaging					
6	Course content and learning materials were of high quality					
7	Content were focused and knowledge gained contributes to achievement of learning outcomes					
8	Activities were interactive and allowed for engagement with peers					
9	Activities were authentic and learning can be easily translatable to real-world scenarios					
10	Course instructors provided sufficient number of formative assessments and opportunities for feedback					
11	Feedback given were timely and sufficient					
12	Feedback given were and insightful and reinforces learning					
13	Assessments were clearly aligned with the set outcomes and were meaningful					
The asynchronous online course should have a dedicated section for syllabus communication and engagement policy						
14	Course syllabus was communicated in the beginning of the course					
15	Instructor-learner engagement policy was clearly declared in the beginning of the course					
The asynchronous online course should have a dedicated section for course orientation						
16	A comprehensive course orientation was presented at the beginning of the course					
Faculty are advised to use a modular course structure for their asynchronous course (chunking)						
17	The course is appropriately arranged in modules					
18	Organization of modules was clear and did not cause confusion					
All online course should have a supplemental Microsoft teams where learners and faculty can engage and collaborate						
19	A Microsoft team was developed by the course instructors					
Faculty should intently capture and maintain learner attention, and should check-in with students often						
20	The course instructors exerted deliberate effort to maintain learner attention					
21	The course instructors constantly routinely checked in on the students and monitored their activity					
22	The course instructors were faithful to their engagement policy declared in the beginning of the course and were accessible for consultation					



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Prepared for the Department:

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02 June 2020

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**DEPARTMENT OF OCCUPATIONAL THERAPY
 CURRICULAR PLATFORM
 SY 2020-2021**

**BSOT CURRICULAR
 PLATFORM
 SY 2020-2021**



The curricular platforms that will be presented for SY 2020-2021 are stipulated under the OBE curriculum of the BSOT program, approved by the Commission on Higher Education effective SY 2018-2019 and revised OBE-BSOT curriculum for SY 2019-2020 (Figure 1)

Figure 1: BSOT curricular platform

At a First Year level, the first semester's instructional platform will use facilitators' Guided Instructions and slowly transitions to a Flipped Classroom by the second semester. At the Second-Year and Third year level, the concepts will be delivered through the modified Blended learning, where students are provided content information in any forms ahead of time, and with technology, will engage in mastering content through various online resources (e.g. videos, simulations) before attending a student-centered, active learning face-to-face class (Figure 2)

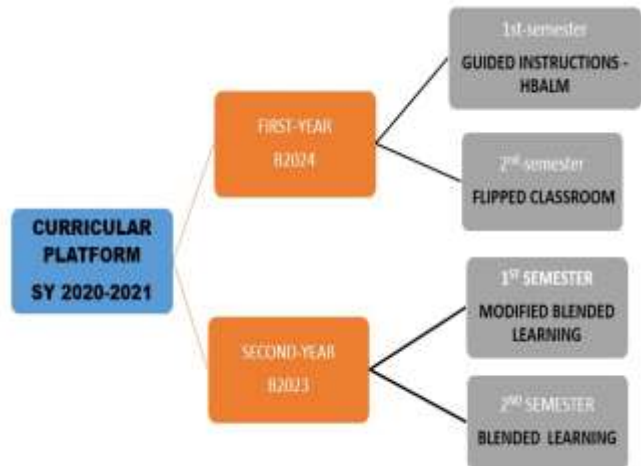


Figure 2: 1st & 2nd year curricular platform

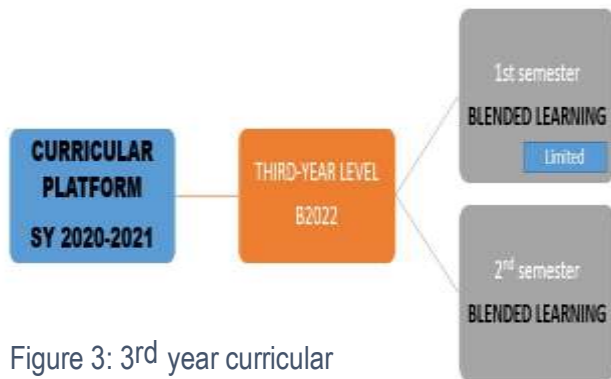


Figure 3: 3rd year curricular platform

Note that there are modifications per curricular platform in response to the feedback on SY 2019-2020 HBALMs implementation. Do note that even if BLENDED LEARNING is designed for the 1st and 2nd semester at the 3rd year level, the implementation methods are different on the premise:

1. That there are expected limitations for on-site laboratory sessions for the 1st semester compared to the 2nd semester
2. That online sessions are prioritized at the start of the semester (Figure 3)





FIRST YEAR, SY 2020-2021



First Semester

SUBJECT CODE	SUBJECT NAME/DESCRIPTION
OT-IOT 111	Introduction to OT
RS-CRS 101	Human Anatomy
RS-CRS 102	Applied Physiology and Exercise Physiology
RS-CRS 103	Personal Effectiveness and Mentoring 1 (with RLE)
RS-CRS 104	Art and Music as Complimentary Therapies
GE-ETH 121	Philosophy and Ethics
GE-HIS 101	Readings in Philippine History
GE-ST5 101	Science, Technology and Society
GE-RED 100	Code Green: In the Footsteps of De La Salle: On Becoming a Lasallian
GE-NST 101	National Service Training Program 1
GE-PED 101	Contemporary Dances

Figure 4: 1st year courses & schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
07:30 - 07:55						
07:55 - 08:20						
08:20 - 08:45						
08:45 - 09:10						
09:10 - 09:35						
09:35 - 10:00						
10:00 - 10:25						
10:25 - 10:50						
10:50 - 11:15						
11:15 - 11:40						
11:40 - 12:05						
12:05 - 12:30						
12:30 - 01:00						
01:00 - 01:25						
01:25 - 01:50						
01:50 - 02:15						
02:15 - 02:40						
02:40 - 03:05						
03:05 - 03:30						
03:30 - 03:55						
03:55 - 04:20						
04:20 - 04:45						
04:45 - 05:10						
05:10 - 05:35						
05:35 - 06:00						
06:00 - 06:25						
06:25 - 06:50						
06:50 - 07:00						

For incoming B2024, at a pre-professional level, the courses offered for the 1st semester of SY 2020-2021 totals 26 units, primarily lecture-based. The courses OT-IOT, RS-CRS101-103 are facilitated by the OT and medical faculty, and the rest are facilitated by the General Education and the NSTP servicing units. For the 1st semester SY 2020-2021, the OT department will be retrieving the RS-CRS104 course from the GE-unit to enable the freshmen to embed the use of evidence-based practice (EBP) as early as the 1st semester. Evidence based practices are primary source of discussions across major courses of the BSOT program and exposing the students at the earliest time possible will be advantageous for the students.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
07:30 - 07:55						
07:55 - 08:20						
08:20 - 08:45						
08:45 - 09:10						
09:10 - 09:35						
09:35 - 10:00						
10:00 - 10:25						
10:25 - 10:50						
10:50 - 11:15						
11:15 - 11:40						
11:40 - 12:05						
12:05 - 12:30						
12:30 - 01:00						
01:00 - 01:25						
01:25 - 01:50						
01:50 - 02:15						
02:15 - 02:40						
02:40 - 03:05						
03:05 - 03:30						
03:30 - 03:55						
03:55 - 04:20						
04:20 - 04:45						
04:45 - 05:10						
05:10 - 05:35						
05:35 - 06:00						
06:00 - 06:25						
06:25 - 06:50						
06:50 - 07:00						

Using the logistic sent by LASO, the department is preempting 2 sections and these are the proposed schedules for OT1-1 and OT1-2. If the logistic changes, the department prepared a schedule for OT1-3. The





proposed schedules are subject to the approval of the Registrar's office (RO), and designed under the premise:

1. Considering the feedback of the faculty and students, a minimum 90-minute break between subjects shall be provided to minimize eye strain due to prolong computer use.
2. For courses under the CRS-OT and medical unit, except for OT-IOT, RS-CRS101-104 will simultaneously run for all sections to improve mechanism for academic requirements and faculty feedback
3. Saturday as rest-day

The terminal learning outcome at the 1st year level is for the students to infer a general picture of the professional work of a Lasallian occupational therapist. This will allow students to reflect on continuing the program if he/she sees himself/herself as an OT practitioner on a long-term basis.

To infer a general picture of the work of a Lasallian OT, students need to correlate or link concepts studied from different courses. Correlating concepts is challenging for a freshman even for on-site classes, and given restrictions brought by COVID, addressing health and maximizing students' learning are factored

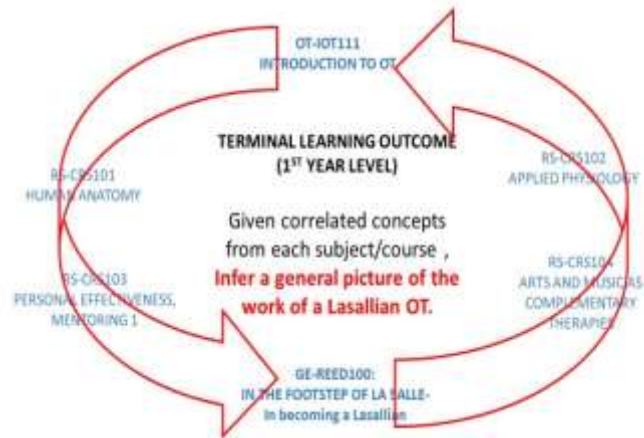


Figure 5: Correlating Course Concepts

for the platform that will be used for the 1st semester. The major courses (in blue) are courses from which important concepts need to be correlated by the students to better understand the work of a Lasallian OT (Figure 5).

GENERAL GUIDELINES

To provide an overview of how the sessions of the courses will commence to aide students in inferring the work of a Lasallian occupational therapist,

1. Course organizers will determine a specific activity or occupation commonly engage by a person, and use 1 step/procedure of the activity/occupation to apply concepts of the particular session of the day.
2. Steps/procedures 2-3 of the activity/occupation will be a formative assessment facilitated by the faculty to determine if students understood application – which may be in written (chat-board) or online discussion. The activity or occupation has to be consistently used

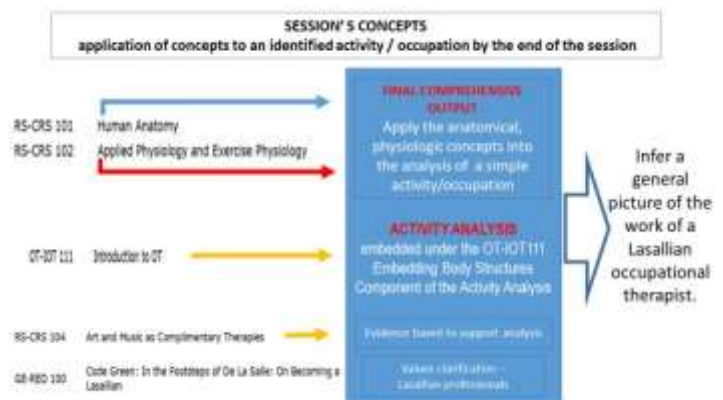


Figure 6: Overview of session - application of concepts





across the topics, and organizer will add another activity, only upon diagnostic analysis on how fast students can apply concepts.

3. A final comprehensive application of concepts by the end of the semester shall constitute the final examination for Anatomy, Physiology, Introduction to OT, Arts and Music as complimentary therapies
4. Values clarification in GE-REED100 will be embedded under the therapeutic approach – hypothetical patient handling



The video-conference orientation for freshmen on August 12, linking and correlating will be discussed thoroughly. Likewise, vertical and horizontal alignment of courses will be discussed from one semester to the other, from one-year level to the other to enable students to understand on why and how courses in the program are correlated (Figure 7).

Figure 7: Vertical & Horizontal Alignment

For major courses, most of the concepts are unfamiliar to students. Being unfamiliar, students need to be guided by facilitators and therefore for the first year, GUIDED INSTRUCTIONS will be the curricular platform. Guided instructions will also provide smooth transition from the K12 teaching learning system to the OT department's objective on developing self-directed learners. By the end of the first year level, the department hope to observe beginners self-directed practices among the freshmen (Figure 8)

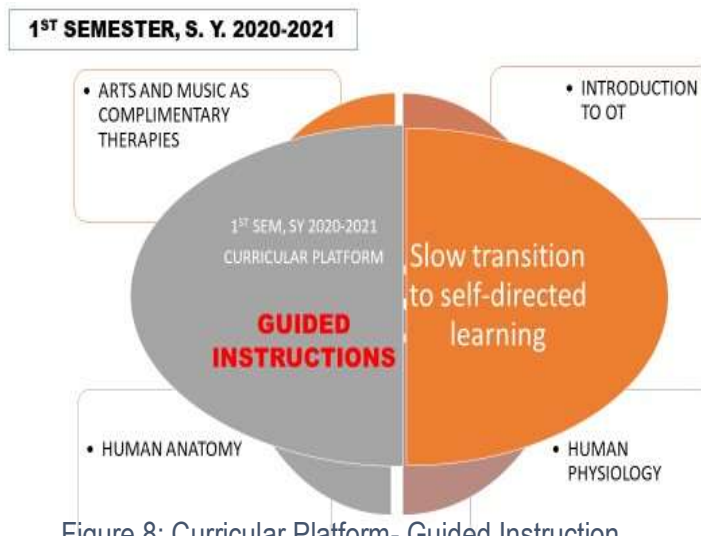


Figure 8: Curricular Platform- Guided Instruction

To develop self-directed attitude,

indoctrination will be used to monitor attitude towards retrieval of learning at a 1st year. Indoctrination would mean that proper guidance must be in place to include validation of a good work to correcting an unproductive behavior.



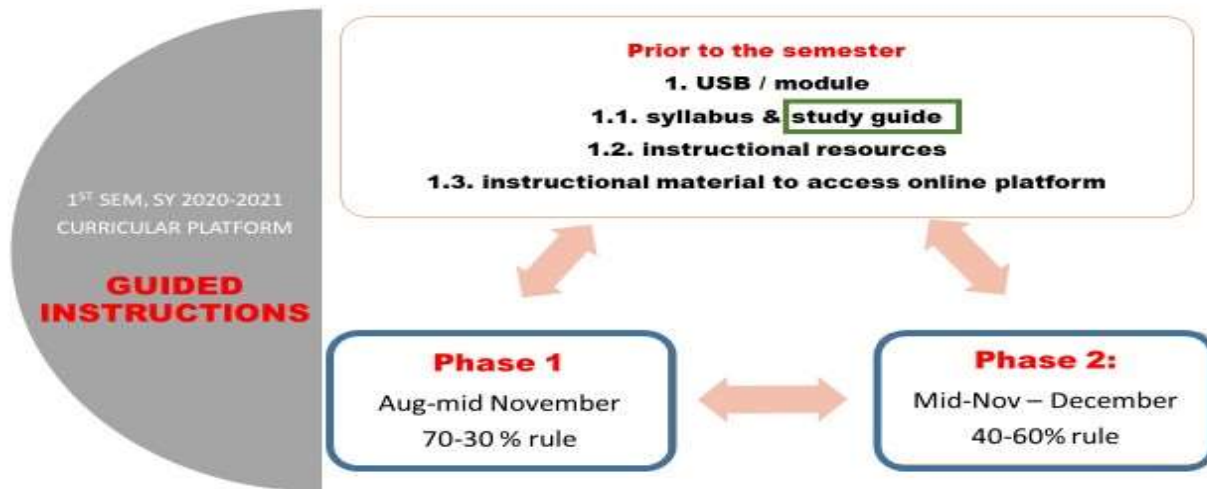


Figure 9: Guided Instruction

By GUIDED INSTRUCTIONS, prior to the start of the 1st - semester, instructional materials will be provided, which includes a USB and a module. Likewise, the content of the USB and module will be uploaded in 2 identified online platform (Blackboard and Moodle).

1. Providing USB and module will aide students who will encounter internet issues, and those who are still adjusting to using online instructional platform.
2. Delivery is scheduled on August 3. Options for retrieving are through courier, through a designated pick-up area, or retrieving the instructional materials from a designated area in the institution.

The 1st semester is divided into two phases:

Phase 1 - by August to November, a 70-30% ratio will be followed for on-line and offsite study. 70% of the students' time for course total hours will be devoted to online didactics and collaborative discussion, mostly synchronous. 30% will be devoted to completing an output or requirement, offline. The worksheets will serve as an output requirement.

Phase 2 - by mid-November to December, a 40-60% ratio will be followed. At this time, students are expected to master important concepts for OT-IOT111, RS-CRS101-104 courses and therefore will be working on an integrated output on the 60% of the total course hours, offline. The 40% of the total course hours will be devoted to feedback of the facilitators on students' accomplishment and the quality of the accomplished section of the final output.



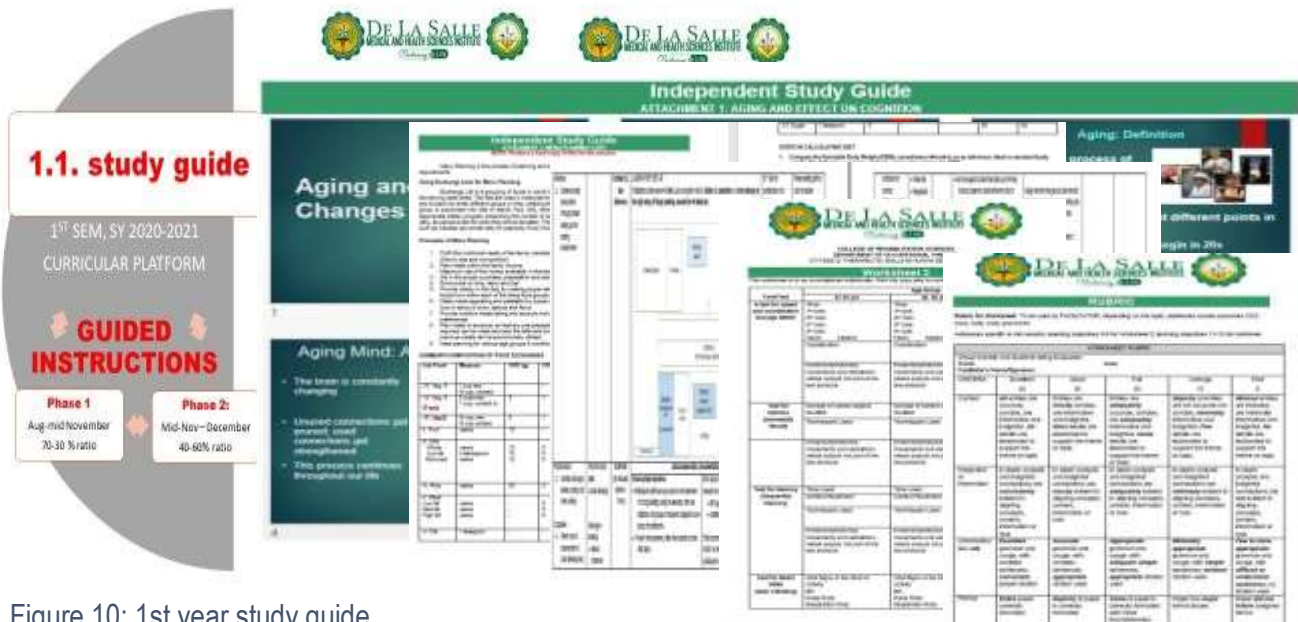


Figure 10: 1st year study guide

A study guide will provide better understanding of what are expected of the students for each session and contains the following.

1. An instructional design (ID) to guide students of what will transpire for each session
2. An independent study guide is a handout which may be a PPT, a detailed instruction on calculation, a detailed instruction on how to set the student's home or any study environment for an experiment. It may also be a sample case or activity analysis
3. Worksheets to answer and submit online on a scheduled time
4. A grading rubric to guide student on how he/she will be graded (Figure 10)

Instructional resources will include any of the following:

1. Supplementary 3D interactive media for medical courses
2. E-books as references
3. Access to OpenAthens to derive EBP, research studies
4. Other uploaded resources deemed necessary by the subject organizer/s (Figure 11)

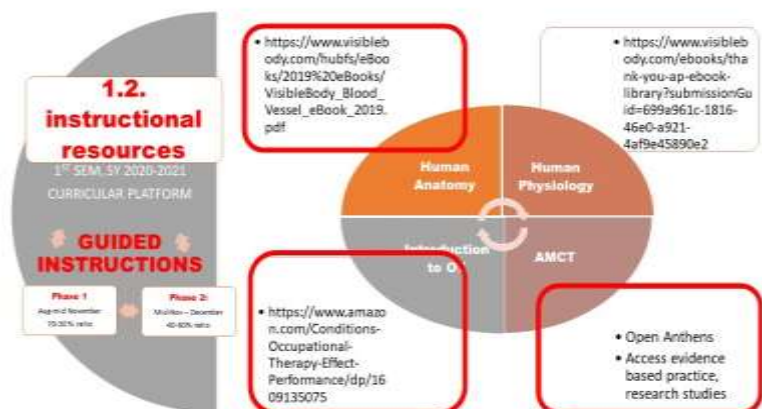


Figure 11: Instructional Resources



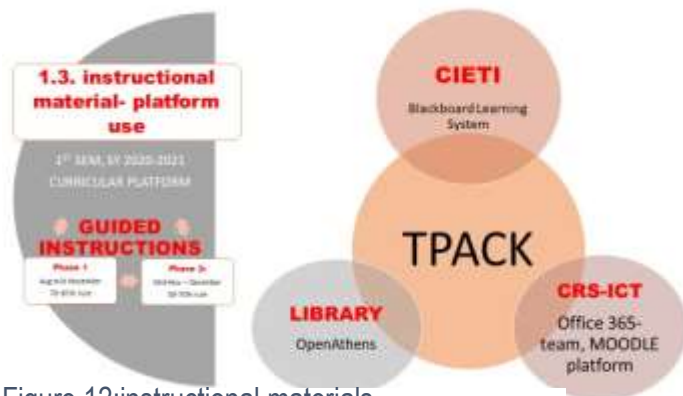


Figure 12: instructional materials

An instructional material or guide to assist students on how to access the online platform from the following **will be requested from:**

1. CIETI for blackboard use and contact person CRS-ICT for Office 365 primarily Microsoft teams
3. Library for E-books and access to OpenAthens and contact persons (Figure 12)

Depending on the flexibility of the guideline in response to COVID, the teaching-learning environment might possibly change as to identifying the safest time to allow students to go to school for laboratory sessions. Should the situation allow, November and December are identified months for once a week laboratory session per group of 8 students.

Total laboratory hours will be distributed among the total number of students/group in a class (Figure 13). For example, if the

PROBABLE ONSITE SESSION

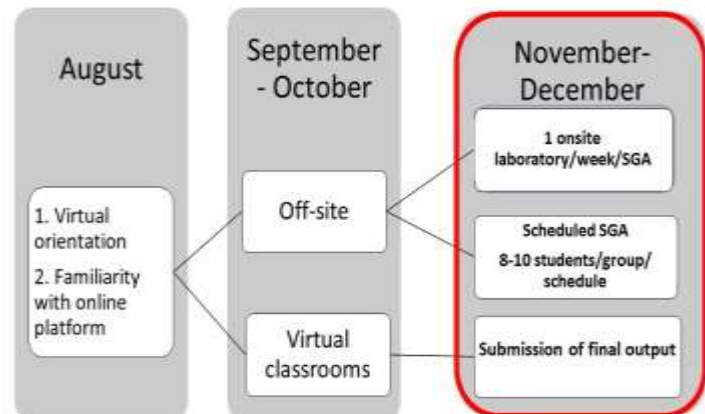


Figure 13: Probable on-site session

laboratory sessions are from 8am to 5pm, 8-10am will be allotted for group 1, 10:15-12:15 will be for group 2 and so on. No group is allowed to go in until the group occupying the laboratory room are dismissed and the resources used for the laboratory have been disinfected. COVID health guidelines shall be strictly monitored.

Major examinations are scheduled by the Registrar's office.

1. To provide ample time for adjustment to the online/HBALM, prelim scheduled on September 21- 25 might be waived off for the courses under the OT and medical units.

EXAMINATION SCHEDULE

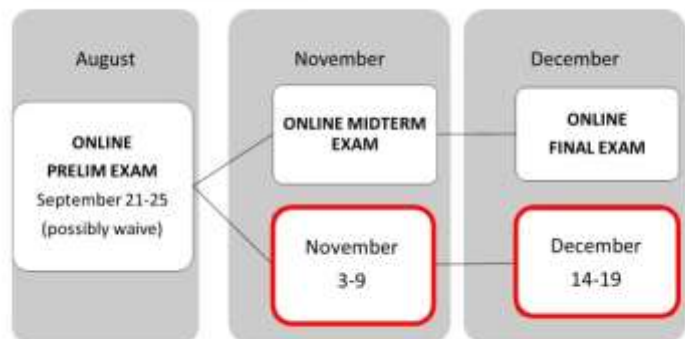


Figure 14: Examination Schedule





2. The department will be including only 2 major examinations which are the midterm and finals both ONLINE on November 3-9 and December 14-19 (Figure 14)
3. All worksheets shall be submitted on time, as reflected in the ID either online or the USB or manual will be turned-over by the end of the semester if the internet will not allow submission.

Additional guideline (Figure 15)

1. Schedule of Delivery or pick-up of instructional materials – August 3, 2020
2. OT general orientation – videoconference August 12, 2020, 9:00 – 11:00 AM
3. 1st week of class will focus on familiarity in using online platform.

SCHEDULE OF DELIVERY AND ORIENTATION

AUGUST 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3 DELIVERY OF INSTRUCTIONAL MATERIALS 1ST-YEAR	4	5 DELIVERY OF INSTRUCTIONAL MATERIALS 2ND-YEAR	6	7 DELIVERY OF INSTRUCTIONAL MATERIALS 3RD-YEAR	8
9	10	11	12 1st-YEAR ORIENTATION	13 LATE ENROLLMENT 2ND-3RD YEAR 2ND-YEAR ORIENTATION	14 LATE ENROLLMENT 2ND-3RD YEAR 3RD-YEAR ORIENTATION	15
16	17	18 DLSMHSI ANNUAL ASSEMBLY START OF CLASS	19	20 FAMILIARITY IN USING ONLINE PLATFORM	21 BIBOY AGONIO HOLIDAY	22

Figure 15: Schedule of Delivery and Orientation



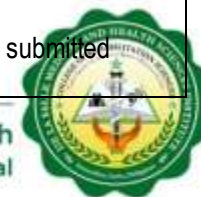


SPECIFIC GUIDELINES – SAMPLE OF THE SESSION

Year level outcome: Infer a general picture of the work of a Lasallian occupational therapist.

Final output: compilation of the analysis of an activity/task commonly engaged by a person

Course	Learning Outcome	Task of Faculty	Task of Students	Asses
RS-CRS101: Human Anatomy	Given commonly engaged activity/task, discuss the parts and function of the body system that enables the person to perform the activity/task effectively.	Asynchronous		
		<u>1st hour: Video upload</u> Faculty discussing the topic system for the session – primarily parts and functions	<u>1st hour: Independent study</u> Study the video/materials for the topic system uploaded in BLM or USB	Formative- Answer pre-quiz uploaded in the blackboard
RS-CRS102: Applied Physiology	Given commonly engaged activity/task, discuss the performance skill (motor, process, social skills) demand of the activity/task	Synchronous		
		<u>2nd-hour:</u> Faculty will show a video of a person performing a specific activity/task and facilitate interactive discussion/analysis on specific parts and function of the parts of the system critical for the performance of the activity/task	2 nd -hour: Performance Analysis Critical analysis of the part of the body system enabling the person to function fully well	Formative – quality of students' discussion faculty will gauge how the students interlinking the parts and function with an activity/task students
OT-IOT: Introduction to OT	Given commonly engaged activity/task, discuss the performance skill (motor, process, social skills) demand of the activity/task	Synchronous /Synchronous		
		<u>3 hours</u> Faculty will discuss topic (activity analysis) and the performance skills demand using a video of a person performing a specific activity/task.		Formative- Answer pre or post-quiz uploaded in the blackboard
			<u>1 hour-30 minutes Offline</u> Students will be assigned to a specific procedure of the activity and will determine the performance skills demand of the person engaging in the activity	Formative: Answer worksheet; 1 st draft is for feedback and discussion
		Synchronous		
	<u>2 hours: Plenary session</u> Faculty and student will discuss performance skills	Students will get an opportunity to correct worksheet entries	Summative: 2 nd draft of worksheet submitted weekly	





CURRICULAR PLATFORM FIRST YEAR, 2nd SEMESTER, SY 2020-2021



Second Semester

OT-TFO 122	Theoretical Foundations in OT
RS-IMR 121	Introduction to Medical Rehabilitation, Patient Care, Emergency Management
GE-RED 101	Creating Space and Time to Experience God in Self, Creation
GE-COM 101	Purposive Communication
GE-WOR 101	The Contemporary World
GE-MAT 101	Mathematics in the Modern World
GE-PSY 101	Understanding the Self
GE-RIZ 101	Life, Works and Writings of Rizal
GE-CHM 101	Chemistry for Allied Health Professionals
GE-NST 102	National Service Training Program 2
GE-PED 102	Fitness Exercises (Dance Aerobics/Zumba and Yoga)

CLASS SCHEDULE Second Term, AY 2020-2021 OT1-2						CLASS SCHEDULE Second Term, AY 2020-2021 OT1-1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:00 - 07:30						07:00 - 07:30					
07:30 - 08:00						07:30 - 08:00					
08:00 - 08:30						08:00 - 08:30	OT1-1 OT1-2FO 122	OT1-1 GE-PHYS 101 PHYS 101 PHYS 100	OT1-1 GE-REH 101 REH 100	OT1-1 GE-PED 101 PED 100	OT1-1 GE-PSY 101 PSY 100
08:30 - 09:00	OT1-2 GE-RED 101 RPANDL RM 10503	OT1-2 GE-CHM 101 RPANDL RM 10504	OT1-2 OT1-TFO 122 FLIPPED CLASSROOM	OT1-2 GE-CHM 101L LEC 5212-13	OT1-2 GE-PSY 101 RPANDL RM 10503	08:30 - 09:00	OT1-1 OT1-2FO 122				
09:00 - 09:30						09:00 - 09:30	OT1-1 OT1-2FO 122 FLIPPED CLASSROOM				
09:30 - 10:00						09:30 - 10:00					
10:00 - 10:30						10:00 - 10:30					
10:30 - 11:00						10:30 - 11:00		OT1-1 RS-IMR 121 FLIPPED CLASSROOM			
11:00 - 11:30		OT1-2 RS-IMR 121 FLIPPED CLASSROOM				11:00 - 11:30			OT1-1 GE-MAT 101 MAT 100		
11:30 - 12:00						11:30 - 12:00					
12:00 - 12:30						12:00 - 12:30	OT1-1 OT1-2FO 122 FLIPPED CLASSROOM		OT1-1 GE-REH 101 REH 100		OT1-1 GE-COM 101 COM 100
12:30 - 01:00			OT1-2 OT1-TFO 122L FLIPPED CLASSROOM	OT1-2 GE-MAT 101 MAT 100	OT1-2 GE-PED 102 ANMO	01:00 - 01:30					
01:00 - 01:30	OT1-2 GE-WOR 101 CHAPEL RM3					01:00 - 01:30			OT1-1 GE-REH 101 REH 100		OT1-1 GE-COM 101 COM 100
01:30 - 02:00						01:30 - 02:00					
02:00 - 02:30						02:00 - 02:30					
02:30 - 03:00		OT1-2 GE-NST 102 NS03	OT1-2 OT1-TFO 122L FLIPPED CLASSROOM	OT1-2 GE-REH 101 REH 100	OT1-2 GE-COM 101 RPANDL RM 10003	02:30 - 03:00	OT1-1 OT1-2FO 122L FLIPPED CLASSROOM				
03:00 - 03:30						03:00 - 03:30					
03:30 - 04:00						03:30 - 04:00					
04:00 - 04:30	OT1-2 GE-MAT 101 MAT 100					04:00 - 04:30					OT1-1 GE-CHM 101 CHM 100
04:30 - 05:00						04:30 - 05:00		OT1-1 GE-CHM 101L LEC 5212-13			
05:00 - 05:30						05:00 - 05:30					
05:30 - 06:00						05:30 - 06:00					

Figure 16: Courses and Class Schedule)

It is expected that by the 2nd semester, the students are already familiar with the teaching –learning system of the OT department and are already demonstrating beginners self-directed practices. For the 2nd semester, the courses offered, total 31 units, 28 hours for lecture, 9 hours are devoted for laboratory sessions. Following the recommendatory guidelines from the 1st semester schedule of classes, these are the possible schedule of OT1-1 and OT1-2 for the 2nd semester, SY 2020-2021(Figure 16).

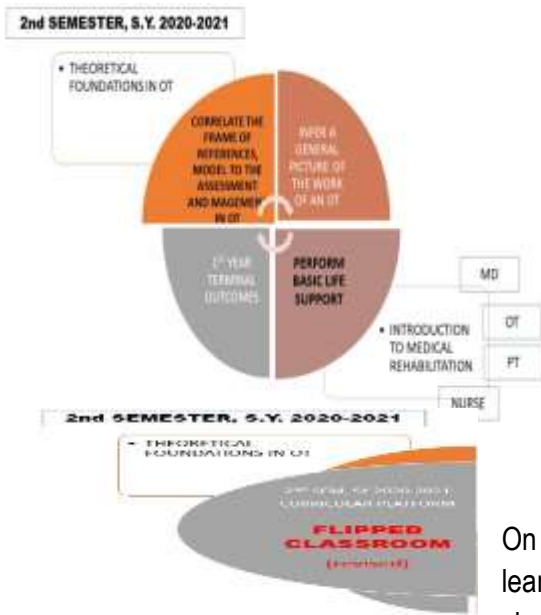


Figure 17: Learning outcomes for 2nd semester

OT-TFO and RS-IMR 121 will be facilitated by the OT and medical faculty. The 2nd - semester is already introductory to patient handling. At this particular time, Inter-Professional Education will already be introduced and guest lecturers from other health professionals will alternatively deliver sessions. At the end of the 2nd semester of the 1st-year, the students will be able to correlate the frame of reference (FOR) models and theories in OT to the professional work of an OT in the evaluation and management of patient. Under the RS-IMR course, the students are expected to perform Basic Life Support (BLS) and teach BLS to an identified household or community.

On the premise that students are already familiar with the teaching – learning system of the department, from guided instructions, flipped classroom will be the curricular platform by the 2nd-semester (Figure 17).





Flipped classroom is considered under the premise that on-site sessions can already be held in school on a regular scheduled basis. Flipped classroom requires that students master content or lessons ahead of time before the face to face interaction.

By **FLIPPED CLASSROOM**, prior to the start of the 2nd semester, students will be provided instructional materials similar to that of the 1st semester, however only a USB will be provided and only upon the students' request by

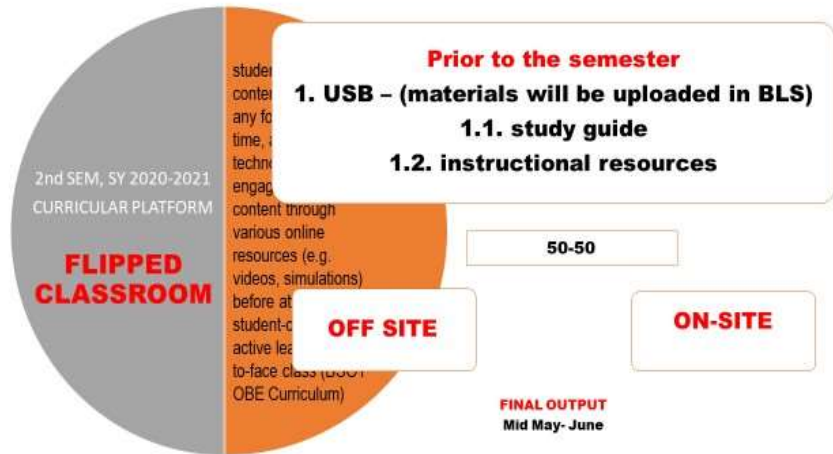
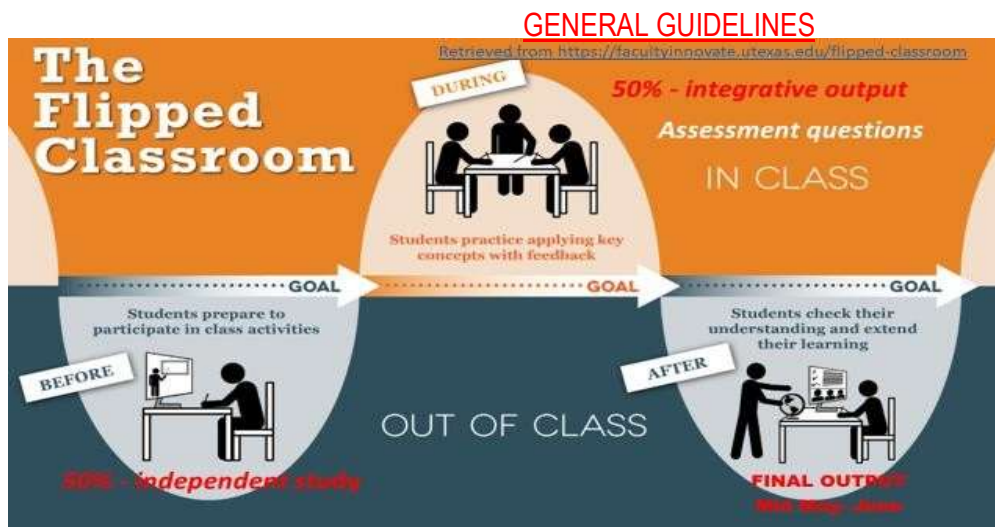


Figure 18: Flipped Classroom

the end of the 1st semester. Students will be responsible for printing hard copies should print copies are better replacement for studying than online resources. Likewise, the content of the USB will be uploaded to an identified 2 online platforms, Blackboard will be a primary platform and Moodle as a secondary platform. The study guide shall include the items similar to that of the 1st semester, only that the independent study guide will contain mostly references and links students will access for studying and mastering content for the session. This will also maximize moderate transition towards becoming self-directed learners rather than being dependent on provided hand-outs. Being COVID and learners sensitive, flipped classroom will utilize phases to include schedules that students will be in school and will follow the 50-50 ratio for both offsite-on-site session or in the worst scenario will follow the ratio for offline and online session (Figure 16).



Flipped classroom inverts the typical cycle of content acquisition and application. As compared to traditional classroom setting where a student will do an output or assignment AFTER face to face lectures or discussions, at this time student will have to devote





1. 50% of the course hours devoted to independent study, prior to face to face discussions. For example, in a 7-hour session, students will study on his own the first 3.5. hours (asynchronous), after which the student will be in class for the remaining 3.5 hours to apply concepts with feedback from facilitators. Assuming that there are students who are fast learners, the student can either choose to be dismissed earlier or stay behind to help other students and become co-facilitators
2. If a student chooses early dismissal, he/she needs to provide correct answers to randomly selected questions from a pool of assessment questions prior to dismissal. If the answers are not satisfactory, the student will be requested to stay and apply concepts.
3. By mid-May to June, students will be tasked to work on a final integrated output where the student gets to contribute what he has learned which may be a form of teaching basic life support to his/her own community or household (Figure 18).

Figure 19: Flipped Classroom

EXAMINATION SCHEDULE

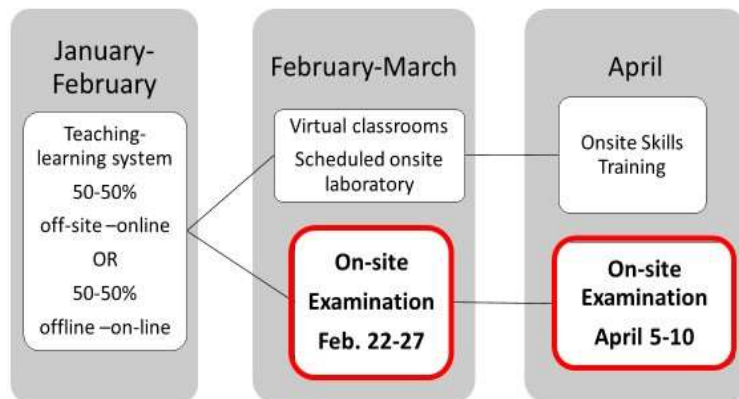


Figure 20: Examination Schedule

Major examinations as scheduled by the Registrar's office will be followed. Adjustment to testing shall be made as the need arises.

An integrated final output shall be determined in the form of a community service as the need arises as a substitute for the final written examination, collaborated with the faculty organizers, documented in an integrated E-portfolio (Figure 20).





SPECIFIC GUIDELINES – SAMPLE OF THE SESSION

Year level outcome: Correlate the frame of reference (FOR) models and theories in OT to the professional work of an OT in the evaluation and management of patient

Final output: Compilation of sample assessment tools and goal setting per FOR, model or theory in OT
 Teach members of the family a type of basic life support or a group of community

Course	Learning Outcome	Task of Faculty	Task of Students	Assessment
OT-TFO122: Theoretical Foundation in OT	Given a specific frame of reference, model or theory, discuss the assumptions in assessing the person, task and environment context	Asynchronous		
		<u>3 hours: Video upload</u> Faculty discussing a specific FOR. Model or theory <u>Demonstration/Simulation</u> Faculty will demonstrate how to use an example assessment tool used by a specific FOR, model or theory Faculty will present a hypothetical case and will show how goal setting is formulated based on the FOR assumption	<u>3 hours: Independent study</u> Study the video/materials for the topic uploaded in BLM or USB	Formative- Answer post-quiz uploaded in the blackboard, identifying important concepts of the FOR topic
		Synchronous / Onsite Session – Self Pacing		
		Room capacity – 12 students for 6 tables; a class will be distributed in 3 rooms with one facilitator each. One pair will use a table (white table) social distancing practice	<u>Self- pacing</u> Students will work with a pair to brainstorm the hypothetical case, identify areas of concern using an assessment tool; identify simple problem and formulate simple goals	Formative – 1 st draft of the worksheet for feedback if entries are correct Summative: Correct answers to the assessment questions prior to dismissal





		Faculty will present a hypothetical scenario for students to work with a pair; goes around check and provide feedback	If a pair is done, will request to answer assessment questions – validation if concepts have been applied in	2 nd draft – corrected entries submitted by the end of the week
RS-IMR: Introduction to medical rehabilitation	Given hypothetical scenario, perform basic life support.	Asynchronous		
		<u>1st week: 1st hour</u> Faculty will upload instructional video for students to study	Students will <u>independently study</u> and upload a video-return demonstration at home	Formative- Answers post quiz before the synchronous
		Synchronous /Online		
	<u>1st week: 1st hour didactics</u> Demonstrate how to perform a type of basic life support Provides feedback on the quality of return demonstration, correct wrong procedures/steps; requires student to perform another return demonstration	Perform a <u>return demonstration</u> . Faculty and students will feedback return demonstration For low connection: upload a video- return demonstration at home	Formative- quality of return demonstration	
Given identified group population, teach a type of basic life support	Synchronous			
	<u>2nd week:</u> Faculty will set a schedule for students to go online and check on how basic life support is demonstrated or taught to an identified family or group in the community	Teach / demonstrate basic life support, and allow family to return demonstration guided by the faculty watching online	Summative: Group community protocol	



CURRICULAR PLATFORM
SECOND YEAR, 1st SEMESTER, SY 2020-2021

The 2nd year is considered as the professional level of the BSOT program. The curricular platform is designed under the premise that although the students are adjusted to the pre-professional level teaching learning system, however the academic demand at a 2nd year level is different:

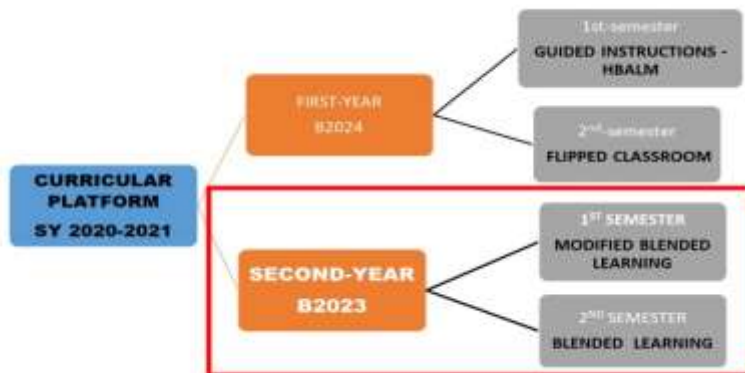


Figure 21: 2nd year Curricular Design Platform SY 2020-2021

That being LEARNER sensitive:

1. that feedback from stakeholders on the implementation of HBALMs during the quarantine period for the 2nd semester SY 2019-2020, were considered to minimize the barriers affecting the new teaching-learning system for SY 2020-2021
2. level of difficulty will be closely-monitored and testing analysis will be conducted to evaluate students' response to learning
3. Based on the TOEIC result, the students' learners' profile is leaning towards being auditory learners, thus learning occurs when they are in direct contact and discussing with a lecturer or facilitator.

That being COVID sensitive:

1. it means that the restrictions imposed upon the institution and department are all considered to ensure that students are protected while learning. These include:
 - 1.1.1. identifying specific month when students can do on-site laboratory sessions
 - 1.1.2. scheduling required onsite laboratory sessions for small group of students
 - 1.2. strict compliance to social distancing and the use of PPE



First Semester

OT-PHY212	Clinical Neuro and Organ System Anatomy and Physiology
OT-DOT 211	Foundations of Universal Designs in Occupational Therapy
OT-TSD 211	Therapeutic Skills in Human Development 1
OT-TSD 212	Therapeutic Skills in Human Development 2
RS-ANA 212	Clinical Anatomy, Kinesiology and Biomechanics
OT-RES 211	Introduction to Research and Evidence-Based Practice
GE-PED 103	Aquatics (Advanced Swimming)

Second Year

CLASS SCHEDULE						
First Term, AY 2020-2021						
OT2-2						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
07:00 - 07:30						
07:30 - 08:00						
08:00 - 08:30						
08:30 - 09:00						
09:00 - 09:30	OT2-2 RS-ANA 212 ONLINE	OT2-2 OT-PHY212 ONLINE	OT2-2 OT-TSD 211 ONLINE	OT2-2 OT-TSD 211 ONLINE	OT2-2 OT-RES 211 ONLINE	OT2-2 GE-PED103
09:30 - 10:00						
10:00 - 10:30						
10:30 - 11:00						
11:00 - 11:30						
11:30 - 12:00						
12:00 - 12:30						
12:30 - 01:00						
01:00 - 01:30	OT2-2 RS-ANA 212L HEALB		OT2-2 OT-TSD 211L ONLINE HEALB	OT2-2 OT-TSD 212L ONLINE HEALB	OT2-2 OT-RES 211L ONLINE HEALB	
01:30 - 02:00						
02:00 - 02:30						
02:30 - 03:00						
03:00 - 03:30						
03:30 - 04:00						
04:00 - 04:30						
04:30 - 05:00						
05:00 - 05:30						
05:30 - 06:00	OT2-2 RS-ANA 212L ONLINE HEALB		OT2-2 OT-TSD 212L ONLINE HEALB	OT2-2 OT-TSD 213L ONLINE HEALB	OT2-2 OT-DOT 211 ONLINE	
06:00 - 06:30						
06:30 - 07:00						
07:00 - 07:30						

TOTAL 17 27 17.0 9.0 0.0

TOTAL UNIT(S): 26.0

Revised BSOT OBE Curriculum, August 2019





The courses offered at the 2nd-year, 1st semester of SY 2020-2021 total 26 units, with more laboratories than lecture units. This means that the semester is highly focused on skill- based training. It is therefore expected that students will be applying the concepts learned across the courses into 1 integrated output by the end of the semester.

OT DOT 211- Foundations in universal designs in OT is a specialized course offered only in DLSMHSI to produce innovative driven Lasallian occupational therapists. It includes designing and fabricating 3D assistive / adaptive devices from prototype designed by the students. For the incoming school year, the department aims that students will be knowledgeable on PPE prototype. This course is prerequisite to the course fundamental designs in the OT 3rd-year, 2nd semester and to post-graduate certification program by SY 2022-2023 or 2023-2024.

Except for PE 103, courses are facilitated by the OT and medical faculty, to include guest lecturers; researchers, other health professions such as nurses, nutritionist, 3D designers to culinary chef (Figure 22) to integrate interprofessional team teaching.

CLASS SCHEDULE First Term, AY 2020-2021 OT2-1						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
07:00 - 07:30						
07:30 - 08:00						
08:00 - 08:30			OT-3-1 OT-RES 211 ONLINE			
08:30 - 09:00	OT2-1 OT-TSD 211 H Skills Lab	OT2-1 OT-TSD 212 H Skills Lab		OT2-1 RS-ANA 212 ONLINE	OT2-1 OT-PHY212 SBIS	OT2-1 GE-PED104
09:00 - 09:30						
09:30 - 10:00			OT-3-1 OT-RES 211L ONLINE/HEALM			
10:00 - 10:30						
10:30 - 11:00						
11:00 - 11:30	OT2-1 OT-TSD 211L H Skills Lab	OT2-1 OT-TSD 212L H Skills Lab				
11:30 - 12:00						
12:00 - 12:30						
12:30 - 01:00			Invitational	OT2-1 RS-ANA 212L ONLINE/HEALM		
01:00 - 01:30						
01:30 - 02:00						
02:00 - 02:30						
02:30 - 03:00			OT2-1 OT-DOT 211 ONLINE		OT2-1 OT-PHY212L SBIS	
03:00 - 03:30	OT2-1 OT-TSD 211L H Skills Lab	OT2-1 OT-TSD 212L H Skills Lab				
03:30 - 04:00						
04:00 - 04:30						
04:30 - 05:00			OT2-1 OT-DOT 211L ONLINE/HEALM	OT2-1 RS-ANA 212L ONLINE/HEALM		
05:00 - 05:30						
05:30 - 06:00						
06:00 - 06:30						
06:30 - 07:00						

CLASS SCHEDULE First Term, AY 2020-2021 OT2-2						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
07:00 - 07:30						
07:30 - 08:00						
08:00 - 08:30						
08:30 - 09:00	OT2-2 RS-ANA 212 ONLINE		OT2-2 OT-TSD 211 ONLINE	OT2-2 OT-TSD 212 ONLINE	OT-3-2 OT-RES 211 ONLINE	
09:00 - 09:30						OT2-2 GE-PED104
09:30 - 10:00						
10:00 - 10:30						
10:30 - 11:00		OT2-2 OT-PHY212 ONLINE				
11:00 - 11:30						OT-3-2 OT-RES 211L ONLINE / HEALM
11:30 - 12:00						
12:00 - 12:30			OT2-2 OT-TSD 211L ONLINE / HEALM	OT2-2 OT-TSD 212L ONLINE / HEALM		
12:30 - 01:00						
01:00 - 01:30	OT2-2 RS-ANA 212L HEALM					
01:30 - 02:00						
02:00 - 02:30						
02:30 - 03:00		OT2-2 OT-PHY212L ONLINE / HEALM				OT2-2 OT-DOT 211 ONLINE
03:00 - 03:30						
03:30 - 04:00						
04:00 - 04:30			OT2-2 OT-TSD 212L ONLINE / HEALM	OT2-2 OT-TSD 212L ONLINE / HEALM		OT2-2 OT-DOT 211L ONLINE / HEALM
04:30 - 05:00	OT2-2 RS-ANA 212L ONLINE / HEALM					
05:00 - 05:30						
05:30 - 06:00						
06:00 - 06:30						
06:30 - 07:00						

Figure 22: 2nd year Courses and Class Schedules

Using the CIETI survey, the department is preempting 2 sections for the 2nd- year. These are the proposed schedule for OT2-1 and OT2-2. If the logistic changes, the department prepared a schedule for OT2-3 (Figure 22).





GENERAL GUIDELINES

For the 1st semester and 2nd semester at the 2nd- year level, do note that the Blended Learning will be using different methods in implementing the teaching learning system between the 2 semesters on the premise:

1. That there are expected limitations still for on-site laboratory sessions at the 1st semester compared to the 2nd semester
2. That off-site and on-line sessions are prioritized at the start of the semester
3. That virtual classroom sessions held in school are alternatives to enable students to virtually observe how to manipulate laboratory equipment and tools and to familiarize with the resources in the OT department and CRS.

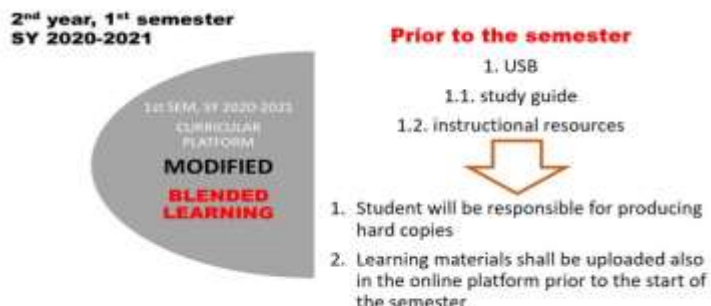


Figure 23: Start of the 1st semester

Prior to the semester:

1. USB will be provided containing study guide, similar to the first years. The study will include the syllabus, ID, independent study guide- worksheets and rubrics. Content will also be uploaded in Blackboard and other platform identified for those with poor internet connections
2. Instructional resources will include laboratory kit that will be used for the laboratory testing, manual for prototyping and 3D printing (Figure 23)

For the 2nd-year, 1st semester SY 2020-2021, the total number of sessions shall be divided into 4 phases (Figure 24):

Phase 1 – around August to September, students will engage in 70% online didactics primarily touching on foundational topics and 30% off-site worksheet output. This will allow students to develop the cognitive component at home prior to on-site laboratory sessions at a later time. Faculty course organizer shall determine if online is synchronous or asynchronous. Synchronous type will be

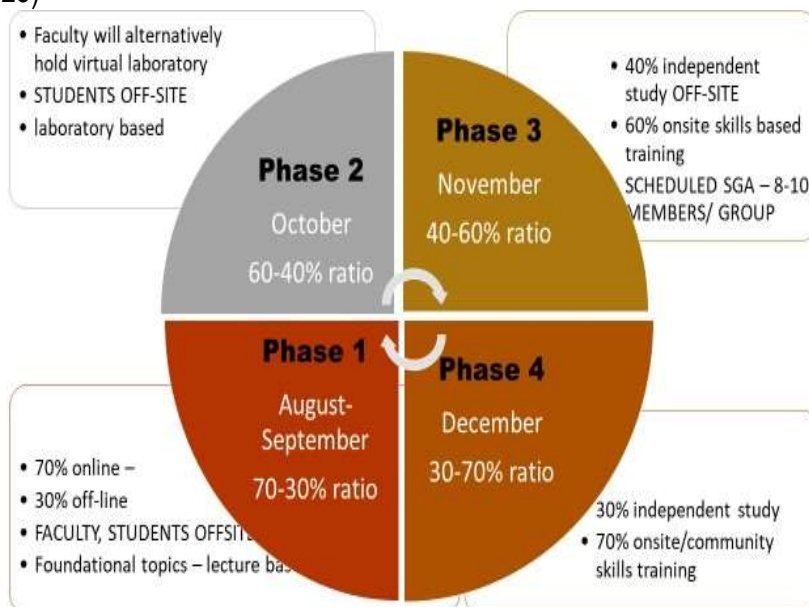


Figure 24: Phases of the teaching-learning Environment





used for sessions for which the topic involves introductory activity analysis and analysis of behavior/attitude of a hypothetical person in a video.

Phase 2 – by October, the faculty will alternatively hold virtual laboratory sessions in school and at home to allow students to observe manipulation of equipment, tools and materials that are in school. This practice will also allow students to be familiar with the classroom/ laboratory setting and students will be expected to be familiar on the areas and placement of equipment, tools and materials during the time for on-site laboratory session as not to waste time on orientation during precious on-site laboratory time. The practice will also make the students feel that they are inside the laboratory or classroom. If, however circumstances will not allow, instructional video will be uploaded for students viewing and materials will be sent to the students prior to the laboratory session. 60% will be online didactics (synchronous, recorded for those who has poor internet connection) and 40% will be independently working on an output for the session, off-line.

Phase 3- by November, students will undergo skills-based training in school, however, the total hours for laboratory sessions will be scheduled, dividing the class into smaller groups of 8-10 members. November is devoted to extensive skills based training. Either of the following will be implemented:

- 3.1. If the laboratory sessions are from 8am to 5pm, 8-10am will be allotted for group 1, 10:15-12:15 will be for group 2 and so on. No group is allowed to go in until the group occupying the laboratory room are dismissed and the resources used for the laboratory have been disinfected.
- 3.2. Small groups will be distributed to different rooms to maximize laboratory hours, however COVID health guideline shall be strictly monitored.

Phase 4 – depending on the result of risk analysis, students shall be allowed to stay longer in school as needed for skills training, testing and finalizing output.

Given the bulk of laboratories for this semester, a digital portfolio for 2 major subjects which are OT-TSD211 and OT-TSD212 will constitute the major assessment indicators for grading. The digital portfolio will include:

1. Activity proposals - group protocol for an identified household or group population in one's community
2. Activity analysis of the proposed activity that will be facilitated by the student for the identified household or group population
3. Given risk analysis by September, if the condition is in favor of the students, students will conduct the protocol in mid-November and December and will include in the digital portfolio, photos of the facilitated protocol in the community



At the end of the semester, the integrated E-portfolio will demonstrate the integration of the concepts in:

1. RS-ANA212, Clinical Anatomy, Kinesiology and Biomechanics are applied under the Motor and Movement Analysis component of the activity analysis (AA)
2. OT-PHY212 Clinical Neuro and Organ System Anatomy and Physiology are applied under the Body structure and function component of the activity analysis (AA)
3. RS-RES211 Introduction to Research and Evidence-Based Practice are applied in proper use of references, citation and use of evidence-based studies to support rationale in the analysis of an activity or occupation.
4. PE- Swimming will likewise be used as an activity that students will infer formative analysis in one of the didactics.
5. OT-DOT211 – Foundations in universal designs. For the incoming school year, the department aims that students will be knowledgeable on designing PPE prototype. In preparation for junior internship for the 2nd semester, student will fabricate own face shield as their final output.



Figure 25: Integrated Final Output

EXAMINATION / TESTING SCHEDULE

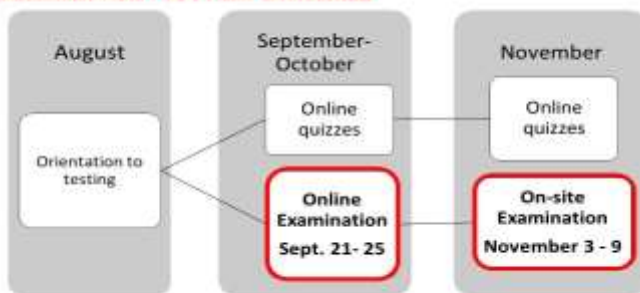


Figure 26: Examination / Testing Guideline

- Major examinations are scheduled by the Registrar's office. The department will be including:
1. 2 major examinations an ONLINE prelim and an ON-SITE midterm, for finals- a final output will be a community protocol – documented in a per group E-portfolio
 2. Quizzes will all be ONLINE



To monitor the level of learning, a testing analysis will be made transparent to students and parents. To the program director, testing analysis is diagnostic to monitor the extent of students' learning to provide mentoring for students who are having difficulty, coping.

Based on the result, students whose percentile score falls within the 85-100 range can already independently work on their final output without the need for full monitoring and feedback, while those under 85 will be monitored by the faculty and provided feedback on the quality of output for revision.

Figure 27: Testing Analysis

MODIFIED PPE UNIFORM FOR LABORATORY



Designer: B2023 Jamie Bienne E. Wy, OT-1

Figure 28: Modified PPE Laboratory Uniform

Designed by Jamie Bienne from OT1-1, at least one modified PPE uniform shall be required for laboratory on-site sessions which may be one of these designs, design subject to the approval of the batch.

This will serve as 1 mandatory PPE uniform for OT-OJI110 junior immersion during the 2nd semester (Figure 28).

Additional guideline:

1. Schedule of Delivery or pick-up of instructional materials – August 5, 2020
2. OT general orientation – videoconference August 13, 2020
 OT2-1: 10:00 -12:00 Noon
 OT2-2: 2:00 - 4:00 PM
3. 1st week of class will focus on familiarity in using online platform

SCHEDULE OF DELIVERY AND ORIENTATION

AUGUST 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	DELIVERY OF INSTRUCTIONAL MATERIALS 1ST-YEAR		DELIVERY OF INSTRUCTIONAL MATERIALS 2ND-YEAR		DELIVERY OF INSTRUCTIONAL MATERIALS 3RD-YEAR	
			1st-YEAR ORIENTATION	LATE ENROLLMENT 2ND-YEAR ORIENTATION	LATE ENROLLMENT 3RD-YEAR ORIENTATION	
		LABELLIAN GENERAL ASSEMBLY START OF CLASS		FAMILIARITY IN USING ONLINE PLATFORM		

Figure 29: Schedule of Delivery and Orientation





SPECIFIC GUIDELINES – SAMPLE OF THE SESSION

Course	Learning Outcome	Task of Faculty	Task of Students	Assessment
OT-TSD211 OT-TSD212	Given an identified group population, 1. Infer the type of activity appropriate for the profile of the population. 2. Conduct a thorough activity analysis of the demand of the proposed activity.	Asynchronous- on-line for August to September		
<u>On-line didactics – 70% of the total hours</u> <u>Video upload:</u> Faculty will discuss theoretical concepts related to human growth and development across the group population <u>Laboratory</u> Faculty will provide specific guideline for experiments that will be conducted at home.		<u>Independent study</u> Review all uploaded materials for the session and answer the post-quiz at the end of the session Student will perform experiment and answer worksheet for the session	<u>Formative – assess students</u> <u>theoretical understanding</u> <u>of the topic/s</u> <ul style="list-style-type: none"> • Post quiz • 1st draft of the worksheet 	
Synchronous - on-line				
		Faculty will schedule specific time for online interactive discussion and facilitates how students derive conclusions based on the result of the experiment	Students will share the results in class, discussing differences and similarities of result. EBP will be used to support analysis of the result of the experiment.	<u>Summative:</u> <ul style="list-style-type: none"> • Analysis of the differences and similarities of the result (2nd draft of the
	Given an identified group population, conduct the proposed group protocol.	Synchronous /Asynchronous–On-line November to December		
		Faculty will schedule time for groups of students to conduct a group of protocol for a specific community or family. Monitor group-students' preparation for the protocol from preparation to actual conduct online; monitor safety and COVID guideline	Identify group population/family in the community to work with Goes on-line for faculty to assess performance report	<u>Formative: scheduled sessions</u> Feedback on performance report <u>Summative: end of the semester</u> Actual group protocol





RS-ANA212 OT-PHY212	Given activity analysis, 1. perform movement analysis – muscular demand of the activity per procedure. 2. determine the neurophysiological demand required by the activity per procedure.	Synchronous/Asynchronous - online		
		<u>Didactics</u> - Video uploads- facilitate discussion of the theoretical topics/concepts <u>Demonstration</u> - uploads videos of MMT demonstration	<u>Independent study</u> and answer post-quiz by the end of each independent study Return demonstration - uploads videos of return demonstration	Formative: per session □ post-quiz –recall □ feedback on MMT procedures □ discussion on the 1 st draft of movement analysis
		Synchronous – online or onsite		
		Using an actual activity or video uploads <u>Plenary - Activity analysis</u> - facilitate critical movement analysis of the procedures of the activity - faculty initiated discussion of the neurophysiological demand of the activity procedures	Writing analysis- Worksheet completion - Practice inferring movement analysis and neurophysiological demand of the rest of the procedures of the activity	<u>Summative – end of the semester</u> final draft of the analysis included in the portfolio by the end of the semester (online or hard copies)





CURRICULAR PLATFORM
SECOND YEAR, 2ND- SEMESTER, SY 2020-2021

The courses offered for the 2nd semester of the 2nd year level have more laboratory than lecture hours. This means that skills training will be highly prioritized at the 2nd - semester. This semester also includes actual patient handling of patients diagnosed with psychiatric disorder and/or with psychosocial issues. The schedule of classes for OT2-1 AND OT2-2 (Figure 30). If logistic changes, there is a designed OT2-3 schedule.



Second Semester

OT-EAD 221	OT Evaluation, Assessment and Documentation in Mental Health Conditions	Health	2.0	6.0
OT-MMH 222	OT Management in Mental Health Conditions Across the Lifespan	Health	2.0	6.0
OT-OJI 220	Junior Internship 1: OT in Psychosocial Practice		0.0	6.0
OT-AOP 220	Foundations of Adaptive-Assistive-Orthotic and Prosthetic Applications		2.0	3.0
RS-PAM 220	Foundations of Physical Agents and Modalities		1.0	3.0
OT-MES 201	Foundations in Psychiatry and Human Behavior in Mental Rehabilitation	Health	3.0	0.0
RS-ORM 220	Professional Development, Organization/ Administration and Cultural Competence in Medical Rehabilitation		3.0	0.0
OT-ETH 222	Data Privacy, Professional Ethics and Jurisprudence in Occupational Therapy		3.0	0.0
GE-PED 104	Self-Defense (Martial Arts)		2.0	0.0
TOTAL			18	24

Time	CLASS SCHEDULE SECOND TERM, A. Y. 2020-2021 OT2-1					CLASS SCHEDULE SECOND TERM, A. Y. 2020-2021 OT2-2				
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
	07:00 - 07:30									
07:30 - 08:00										
08:00 - 08:30										
08:30 - 09:00	OT1-1 RS-MES 201 BLKDED	OT1-1 OT-EAD 221	OT2-1 RS-AOP 220 BLKDED		OT1-1 RS-ORM 220 BLKDED	OT1-1 RS-MES 201 BLKDED	OT1-1 OT-EAD 221	OT1-1 RS-AOP 220 BLKDED	OT1-1 RS-ORM 220 BLKDED	OT1-1 OT-ETH 222 BLKDED
09:00 - 09:30										
09:30 - 10:00										
10:00 - 10:30										
10:30 - 11:00										
11:00 - 11:30										
11:30 - 12:00										
12:00 - 12:30										
12:30 - 01:00										
01:00 - 01:30	OT1-1 OT-EAD 221 BLKDED	OT2-1 OT-ETH 222 BLKDED	RS-AOP 220		OT1-1 OT-ETH 222 BLKDED	OT1-1 RS-MES 201 BLKDED	OT2-1 OT-EAD 221 BLKDED	RS-AOP 220		OT1-1 OT-ETH 222 BLKDED
01:30 - 02:00										
02:00 - 02:30										
02:30 - 03:00										
03:00 - 03:30										
03:30 - 04:00										
04:00 - 04:30										
04:30 - 05:00										
05:00 - 05:30	OT1-1 OT-EAD 220 BLKDED	OT1-1 OT-EAD 220 BLKDED	OT2-1 RS-PAM 220 BLKDED		OT1-1 GE-PED 104 AMAY	OT1-1 OT-EAD 221 BLKDED	OT2-1 OT-EAD 221 BLKDED	RS-PAM 220 BLKDED	OT1-1 OT-ETH 222 BLKDED	OT1-1 GE-PED 104 AMAY
05:30 - 06:00										
06:00 - 06:30										
06:30 - 07:00										
07:00 - 07:30										

Revised BSOT OBE Curriculum, August 2019

Figure 30: Courses and Schedule of Classes

For the 2nd semester, the curricular platform will run under this premise:

1. That on-line sessions are prioritized at the start of the semester mostly lecture-based
2. That there are more on-site laboratory sessions

Prior to the semester:

1. All study guide will be uploaded in Blackboard and other platform (Moodle) identified for those with poor internet connections
2. Students will be responsible for printing hard copies should print copies are better replacement for studying.

2nd year, 2nd semester SY 2020-2021

Syllabi and Study Guide will be uploaded in Blackboard and Moodle and USB will no longer be provided



Figure 31: Application of Method Learning





Second Semester

OT-EAD 221	OT Evaluation, Assessment and Documentation in Mental Health Conditions
OT-MMH 222	OT Management in Mental Health Conditions Across the
OT-OJI 220	Junior Internship 1: OT in Psychosocial Practice
OT-AOP 220	Foundations of Adaptive-Assistive-Orthotic and Prosthetic Applications
RS-PAM 220	Foundations of Physical Agents and Modalities
OT-MES 201	Foundations in Psychiatry and Human Behavior in Mental Health Rehabilitation
RS-ORM 220	Professional Development, Organization/ Administration Cultural Competence in Medical Rehabilitation
OT-ETH 222	Data Privacy, Professional Ethics and Jurisprudence in Clinical Practice
GE-PED 104	Self-Defense (Martial Arts)

ASSESSMENT INDICATOR FOR GRADING PSYCHOSOCIAL CLUSTER – OT OJI220

- INTEGRATIVE PORTFOLIO**
- 1. Evaluation, management and other reports**
 - 2. Direct and indirect patient contact**
 - 3. reflections**

Figure 32: Integrated Output and Assessment Indicators

For this semester, the terminal learning outcome is for the students to conduct OT evaluation and management of actual patient under the psycho-social dysfunction. Under the psychosocial clusters are courses OT-MES201, OT-EAD, OT MMH, and OT-OJI - junior internship 1 and the major assessment indicator for grading the psychosocial cluster is a comprehensive integrated E-portfolio containing details of patient contact.

Embedded as assessment indicator for values clarification is the application of OT-ETH222, data privacy and OT professional ethics during patient handling in junior internship.

GENERAL GUIDELINES

For the 2nd -year, 2nd semester SY 2020-2021, the department will operate under the premise that there will be more on-site sessions than the 1st semester, BLENDED LEARNING is divided into 4 phases: (Figure 33)

1. Phase 1 – around January to February, 50% online didactics will take place primarily touching on foundational topics after 50% of the course hours have been devoted to independent study of the topic or mastering the content for the session. The sessions are partially synchronous and

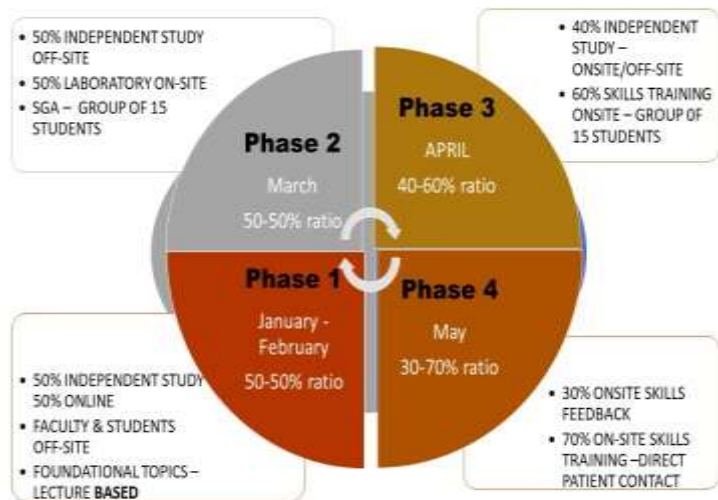


Figure 33: Phase of Blended Learning





- asynchronous, synchronous will be prioritized for new concepts such as the evaluation and management in psychiatry and junior internship.
- Phase 2 – around March, students need to study content independently off-site (asynchronous) and will attend scheduled laboratory sessions on-site with fewer number of members per group (See phase 2)
 - Phase 3- by April, students will attend to more skills-based training in school with at least 15 students scheduled at a specific time to enforce social distancing. Groups will be distributed to available rooms.
 - Phase 4 – by May depending on risk analysis, students shall be allowed to stay longer in school as needed for skills training, testing and finalizing output

OT-OJ1220 JUNIOR INTERNSHIP

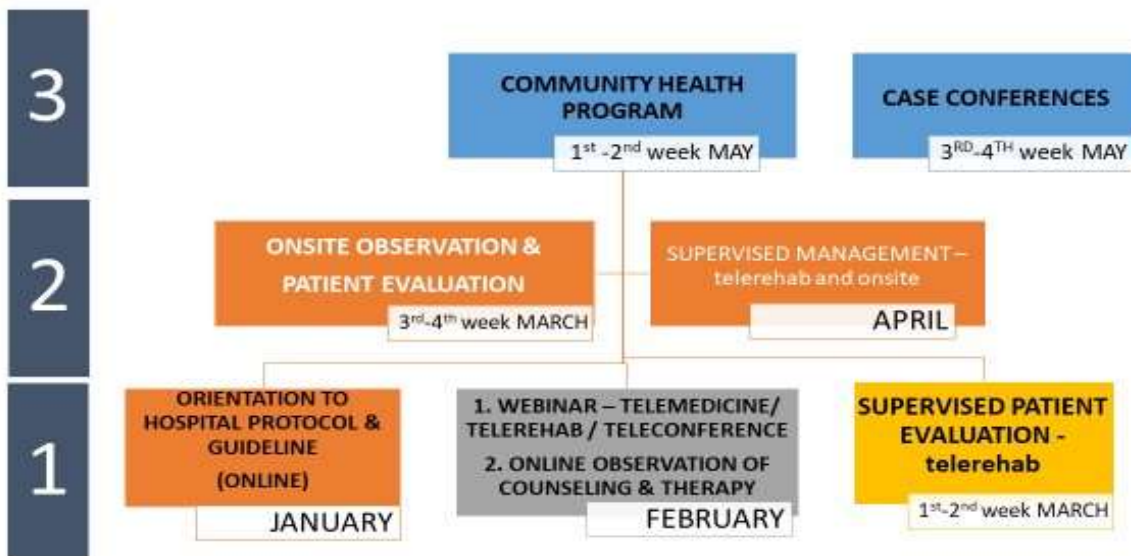


Figure 34:OT-OJ1220 Phases of Junior Internship

The OT-OJ1220 – junior internship 1 psychosocial dysfunction will be implemented under the premise: (Figure 34)

- Strictly monitored in compliance with the COVID-19 safety guidelines. A junior intern needs to have at least 1 modified PPE uniform in the event the on-site will be permitted by March
- Exposure to patients will be monitored in phases
 - 2.1. An on-line orientation to hospital protocol and guideline coordinated with the staff in the hospital/center.
 - 2.2. Orientation shall include type of records used in the hospital, documentation, referral system, internship manual and grading system for students
- OT Telehealth /Telerehab exposure by February with psychiatrist, OT and other mental healthcare professionals.





CURRICULAR PLATFORM THIRD YEAR, 1st SEMESTER, SY 2020-2021



First Semester/Term					
COURSE CODE	COURSE TITLE	UNITS			
		Lec	Lab	RLE	Total
OT-BES312	Prevent, Wound and Dehiscence (PRP Treatment)	1	1		2
RS-MES302	MES2 Integumentary, Metabolic, Cardiopulmonary and Geriatric Rehabilitation	3			3
OT-EAD311	OT Evaluation and Assessment in Integumentary, Metabolic, Cardiopulmonary and Geriatric Care	2	1		3
OT-MGC312	OT Management in Integumentary, Metabolic, Cardiopulmonary and Geriatric Care	1	2		3
RS-MES303	MES3 Orthopedic, Rheumatologic, Industrial and Sports Rehabilitation	4			4
OT-EAD313	OT Evaluation and Assessment in Orthopedic, Rheumatologic and Sports Medicine	2	1		3
OT-MGC314	OT Management in Orthopedic, Rheumatologic and Industrial Rehabilitation	1	2		3
OT-CBR301	CBR Framework, Community Health and Evaluation	1	1		2
OT-OJG310	Junior Internship II: OT in Physical Dysfunction Practice		3		3
Total Units		15	11		26

BSCU OBE Curriculum

PHYSICAL DYSFUNCTION CLUSTER FOCUSING ON INTEGUMENTARY, METABOLIC, CARDIOPULMONARY, ORTHOPAEDIC, RHEUMATOLOGIC AND INDUSTRIAL CASES

At a 3rd year level, The OT department is operating under the assumption that the students are already self-directed learners. The semester aims to immerse students in the practice of OT in physical dysfunction. Totalling 26 units, the courses are heavy with laboratories.

Figure 37: 3rd-year Courses

OPTION A - 2										
	PHASE 1	PHASE 2	PHASE 1	PHASE 2	PHASE 1	PHASE 2	PHASE 1 & 2	PHASE 1 & 2	PHASE 1	PHASE 2
	Week 1-9	Week 10-18	Week 1-9	Week 10-18	Week 1-9	Week 10-18	Week 1-18	Week 1-18	Week 1-9	Week 10-18
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Saturday	Saturday	Saturday	Saturday
07:00 - 07:30										
07:30 - 08:00										
08:00 - 08:30										
08:30 - 09:00										
09:00 - 09:30										
09:30 - 10:00	OT3-1 RS-MES302 BLNDED	OT3-1 RS-MES302 BLNDED	OT3-1 OT-EAD311 BLNDED	OT3-1 OT-EAD311 BLNDED	OT3-1 OT-MGC312 BLNDED	OT3-1 OT-MGC312 BLNDED	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE
10:00 - 10:30										
10:30 - 11:00										
11:00 - 11:30										
11:30 - 12:00										
12:00 - 12:30										
12:30 - 01:00										
01:00 - 01:30										
01:30 - 02:00										
02:00 - 02:30	OT3-1 RS-MES302 BLNDED	OT3-1 RS-MES302 BLNDED	OT3-1 OT-EAD311 BLNDED	OT3-1 OT-EAD311 BLNDED	OT3-1 OT-MGC312 BLNDED	OT3-1 OT-MGC312 BLNDED	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE
02:30 - 03:00										
03:00 - 03:30										
03:30 - 04:00										
04:00 - 04:30										
04:30 - 05:00										
05:00 - 05:30										
05:30 - 06:00										
06:00 - 06:30										
06:30 - 07:00										
07:00 - 08:00										
08:00 - 09:00										

OPTION A-2										
	PHASE 1	PHASE 2	PHASE 1	PHASE 2	PHASE 1	PHASE 2	PHASE 1 & 2	PHASE 1 & 2	PHASE 1	PHASE 2
	Week 1-9	Week 10-18	Week 1-9	Week 10-18	Week 1-9	Week 10-18	Week 1-18	Week 1-18	Week 1-9	Week 10-18
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Saturday	Saturday	Saturday	Saturday
07:00 - 07:30										
07:30 - 08:00										
08:00 - 08:30										
08:30 - 09:00										
09:00 - 09:30										
09:30 - 10:00										
10:00 - 10:30	OT3-1 RS-MES302 BLNDED	OT3-1 RS-MES302 BLNDED	OT3-1 OT-EAD311 BLNDED	OT3-1 OT-EAD311 BLNDED	OT3-1 OT-MGC312 BLNDED	OT3-1 OT-MGC312 BLNDED	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE
10:30 - 11:00										
11:00 - 11:30										
11:30 - 12:00										
12:00 - 12:30										
12:30 - 01:00										
01:00 - 01:30										
01:30 - 02:00										
02:00 - 02:30	OT3-1 RS-MES302 BLNDED	OT3-1 RS-MES302 BLNDED	OT3-1 OT-EAD311 BLNDED	OT3-1 OT-EAD311 BLNDED	OT3-1 OT-MGC312 BLNDED	OT3-1 OT-MGC312 BLNDED	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE	OT3-1 OT-CBR301 ONLINE
02:30 - 03:00										
03:00 - 03:30										
03:30 - 04:00										
04:00 - 04:30										
04:30 - 05:00										
05:00 - 05:30										
05:30 - 06:00										
06:00 - 06:30										
06:30 - 07:00										
07:00 - 08:00										
08:00 - 09:00										

Figure 38: 3rd year, 1st semester Schedules

All courses except under the physical dysfunction cluster will run simultaneously. In the proposed schedule for OT3-1, 2 options will be considered, one with a Saturday and one Saturday-free class. The final schedule will be agreed upon by both the students and faculty. The samples show schedule with Saturday classes.

There are 2 physical dysfunction clusters which will run successively. Phase 1 is implemented from week 1-9 and phase 2, week 10 to 18:

1. Phase 1 physical dysfunction cluster courses include RS-MES302, OT-EAD311, OT-MGC312 which will focus on the evaluation, assessment and management of integumentary, metabolic, cardiopulmonary and geriatric cases from August to mid-October.





- Phase 2 physical dysfunction cluster courses include RS-MES303, OT-EAD313, OT-MOR314 which will focus on orthopedic, rheumatologic, industrial and sports rehab.
- Junior Internship 310 is immersion to cases mentioned above, collaboratively supervised by physiatrists and OT practitioners during direct and indirect patient contact

In lieu of the disrupted skills training during the 2nd semester of SY-2019-2020 which are prerequisites to the management of cases under the physical dysfunction, laboratory sessions will be prioritized to embed extensive skills training at the 3rd-year level.

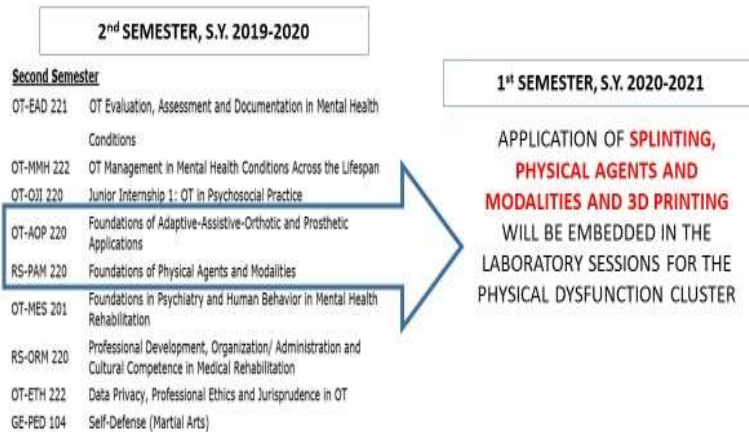


Figure 39: Embedding skills training

Following vertical and horizontal alignment of outcomes, to cope with the disrupted skills training due to COVID during their 2nd year, 2nd-semester, extensive skills training primarily splinting, application of physical agents and modalities and prototype printing will be prioritized on the first month of OT-MGC31. This will ensure that students are efficient to conduct management of patient by time of the immersion scheduled at the 3rd week of the semester. Modified IPE uniform will be strictly the uniform for the laboratory sessions when and if needed. Students-Small groups will be distributed in available rooms.

For the 1st semester of the 3rd- year, the BLENDED LEARNING will be utilized as the curriculum platform, the methods of implementing are under the premise:

- That there are expected limitations still for on-site laboratory sessions for the 1st semester
- That online sessions are prioritized at the start of the semester
- That virtual classroom sessions held in school are alternatives to enable students to virtually observe how to manipulate laboratory equipment and tools

**3rd year, 1st semester
 SY 2020-2021**

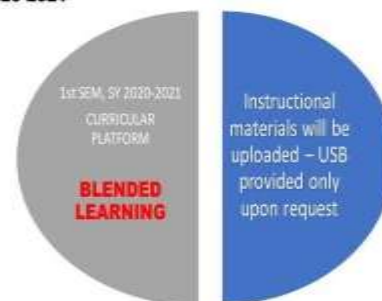


Figure 40: Phases of Blended Learning





Prior to the semester:

1. Syllabus, study guide and instructional materials will be uploaded in Blackboard and Moodle, USB and module will not be provided unless the students request. Students will be responsible to print own copies.
2. If circumstances will not allow on-site session for extensive skills training in splinting, application of PAMS and prototype printing around August to September, thermoplastic sheets and other laboratory materials shall be provided, delivered by courier or designated pick-up centers.

GENERAL GUIDELINES

For the 3rd-year, 1st semester SY 2020-2021, the total number of sessions shall be divided into 4 phases:

Phase 1 – around August to September, full on-line didactics will take place primarily touching on foundational topics. Both faculty and students are off-site, and mostly synchronous recorded for those who cannot join the session to allow flow of questions and feedback. Depending on the design of the faculty organizer, the 70-30% of the total course hours can be any of the following:

- 1.1. 70% didactics and 30% will be devoted to accomplishing output or application of concept, offline
- 1.2. 70% will be devoted to independent study to accomplished practice worksheet before on-line discussions. Processing of the answers of the worksheet shall be extensively discussed in the 30% through on-line, faculty- initiated.

Note: If, however circumstances will allow earlier on-site laboratory sessions, OT-MGC312 laboratory sessions will be maximized to compensate for the disrupted skills training (splinting, AOP, prototype designing). Only MGC312 laboratory sessions will be on-site by August and September. Small group activities will be used (7-8 members) distributed among available OT rooms for skills-training.

Phase 2 – the 1st and 2nd week of October, the faculty will hold virtual laboratory sessions in school (on-site) to allow students to observe manipulation of equipment, tools and materials for other courses with laboratory sessions (EAD, CBR and among others). If, however circumstances will not allow, instructional video will be uploaded for students viewing and materials will be sent to the students. The 3rd-4th week is devoted to scheduled onsite laboratory sessions for small group with 6-8 members. Learning

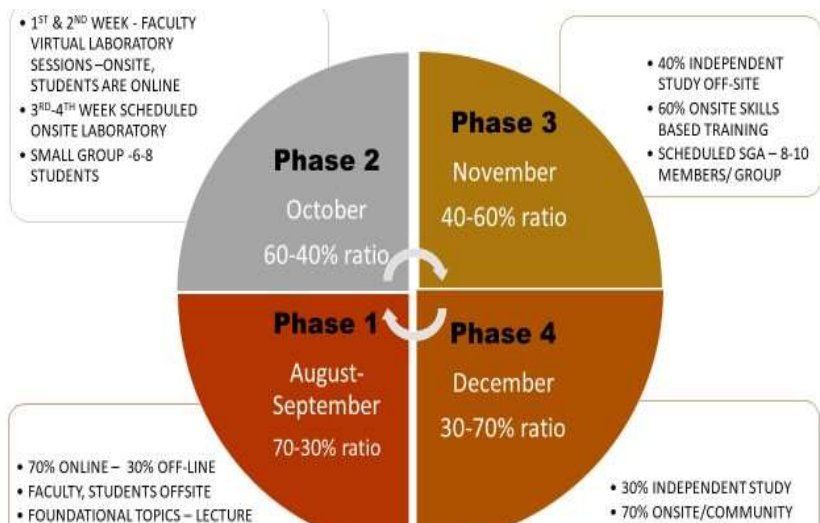


Figure 41: Phases of Blended





2.1. 60% will be devoted to independent study to accomplished practice worksheet before online discussions. Answers of the worksheet shall be extensively discussed in the 40% through online, faculty-initiated. All accomplished worksheets both the 1st and final draft shall be included in the E-portfolio for the course. Contents of the E-portfolio shall be monitored.

Note: If, however circumstances will allow earlier on-site laboratory sessions for OT-EAD311, October will be utilized for on-site laboratory sessions following 60% independent study and 40% of the total course hours on-site face to face interaction.

Phase 3- by November, students will undergo skills-based training in school, with more hours allotted for laboratory-skills training. The total hours for laboratory sessions will be scheduled, dividing the class into smaller groups of 8-10 members. No group is allowed to go in until the group occupying the laboratory room are dismissed and the resources used for the laboratory have been disinfected. Social distancing shall be strictly monitored and so will the use of face masks.

Phase 4 – depending on risk analysis, students shall be allowed to stay longer in school as needed for skills training, testing and finalizing output. This will be students initiated, consultations with faculty will be scheduled- seeking consultations for final integrated output.

OT-OJI311 JUNIOR INTERNSHIP 2

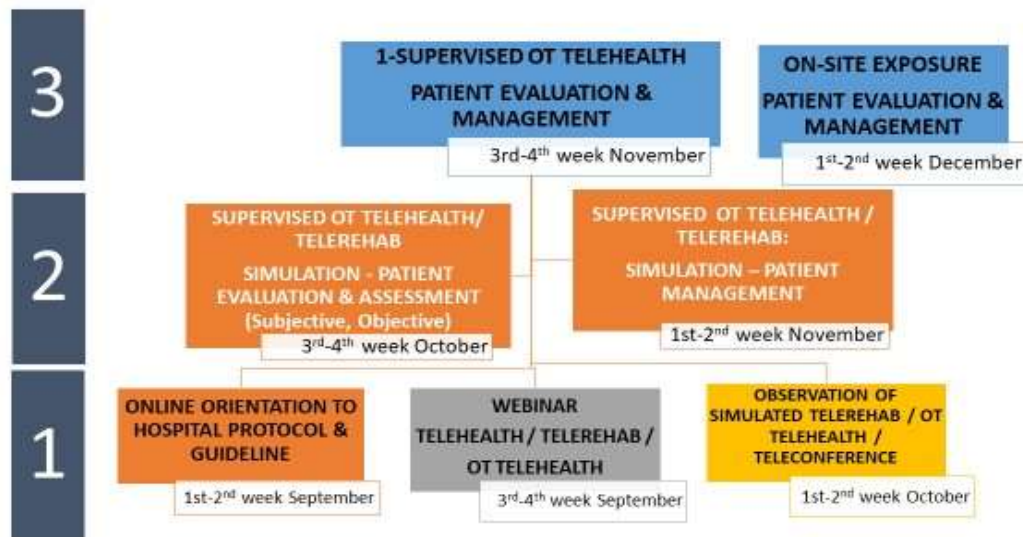


Figure 42: Junior Internship 2





The OT-OJI220 – junior internship 1 physical dysfunction will focus on cases related to integumentary, metabolic, cardiopulmonary geriatric, to include orthopedic, rheumatologic, industrial and sports related cases. Junior internship will be implemented under the premise:

1. Strict monitoring to comply with the COVID safety guideline. A junior intern needs to have at least 1 modified PPE uniform in the event the on-site will be permitted by mid-October or November. On-site sessions are scheduled strictly adhering to the hospital or center protocol
2. Exposure to patients will be monitored in 3 phases
 - 2.1. An on-line orientation to hospital protocol and guideline coordinated with the staff in the hospital/center. Orientation shall include type of records used in the hospital, documentation, referral system, internship manual and grading system for junior-interns.
 - 2.2. As collaborative practice is embedded at the 3rd-year level, exposure to collaborative telerehab and teleconference will be requested from affiliating hospital and centers for junior interns to observe online (synchronous or asynchronous)
 - 2.3. A supervised telehealth and an on-site session direct patient might be possible by November subject to changes depending on mandatory guideline and restrictions. On-site sessions are scheduled strictly adhering to the hospital or center COVID- protocol

Junior internship 2 course organizers shall identify centers or hospitals to affiliate for junior internship. Instructional designs shall be provided by the OT department to the affiliated hospital/center in collaboration with the in-house physiatrists as the clinical competencies of the junior interns are different from that of the senior interns at the internship level.

1. Clinical training at phase 1 shall include:
 - Phase 1.1. using hypothetical or standardized patient, junior interns will practice the process of telepresentation (developing rapport and establishing therapeutic relationship, history taking, virtual examination, assessment). Emphasis shall be place on the use of tone and therapeutic approach to establish therapeutic relationship.
 - Phase 1.2. communicating teledisposition equivalent to the OT discussion of strength and weakness, prioritized problem list and potential for occupational performance and plan of intervention.
2. At phase 2 students will be provided with 1 charity patient to conduct OT Telehealth primarily evaluation and assessment. Patient will be provided with an informed consent to be clear on the objective of the evaluation and assessment.
 - Phase 2.1. junior interns shall conduct OT evaluation and assessment which will be monitored by the OT clinical supervisor with a physiatrist and session will be recorded for review and for feedback in a teleconference. Given feedback, junior interns are expected to simulate evaluation and assessment embedding the feedback provided.
 - Phase 2.2. the first week of November will be devoted to the simulation of the plan of intervention or management based on prioritized list of problems with assigned OT clinical supervisor and assigned





physiatrist. The junior interns are also expected to facilitate virtual measurements with a hypothetical or standardized patient and fabricate according to measurements provided. The 2nd week of November will be simulation of the plan of intervention to an actual patient closely monitored by the clinical supervisor and/or with physiatrist. Patient will be provided with an informed consent to be clear on the objective of the therapy and session will be recorded. Feedback will be provided through the teleconference.

3. At phase 3, junior interns are graded:

Phase 3.1. conduct a supervised OT telehealth with an actual patient (new patient) by the 3rd and 4th week of November

Phase 3.2. if feasible, exposure to an onsite evaluation and management

Modified PPE uniform mandatory for the 3rd-year students

1. Laboratory primarily September and October on-site session
2. On-site junior immersion

MODIFIED PPE UNIFORM - ON-SITE LABORATORY AND OT-OJ1311

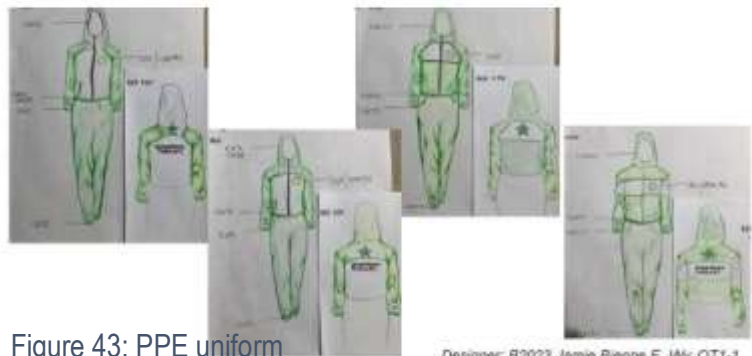


Figure 43: PPE uniform

Designer: B2023 Jamie Bienne E. Wy, OT1-1

1. The department will be including only 2 ON-SITE major examinations which are the prelim and midterm
2. All outputs are application based, finals will focus on patient contact and research proposal

EXAMINATION SCHEDULE

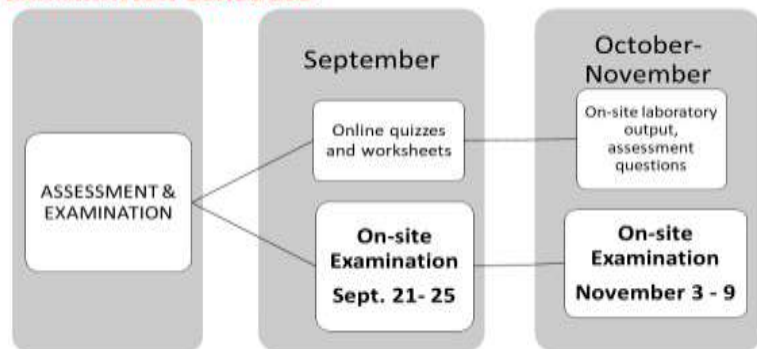


Figure 44: Examination, Testing Schedule





Additional guideline:

1. Schedule of Delivery or pick-up of instructional materials – August 7, 2020

2. OT general orientation –
 videoconference August 14, 2020
 OT3-1: 10:00 -12:00 Noon
 OT3-2: 2:00 - 4:00 PM

Orientation

- 2.1. Curriculum and instructions
- 2.2. Platform for junior internship
- 2.3. Policies and guideline – COVID

SCHEDULE OF DELIVERY AND ORIENTATION

AUGUST 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3 DELIVERY OF INSTRUCTIONAL MATERIALS 1ST-YEAR	4	5 DELIVERY OF INSTRUCTIONAL MATERIALS 2ND-YEAR	6	7 DELIVERY OF INSTRUCTIONAL MATERIALS 3RD-YEAR	8
9	10	11	12 1st-YEAR ORIENTATION	13 LATE ENROLLMENT 2ND-3RD YEAR	14 LATE ENROLLMENT 2ND-3RD YEAR 3RD-YEAR ORIENTATION	15
16	17	18 LASALLIAN ANNUAL ASSEMBLY START OF CLASS	19	20-21 FAMILIARITY IN USING ONLINE PLATFORM		22
					21 WINDY AQUNG	

Figure 45: Delivery Schedule and Online Orientation

3. 1st week of class will focus on familiarity in using online platform





CURRICULAR PLATFORM
THIRD YEAR, 2nd - SEMESTER, SY 2020-2021

Third-year, 2nd semester
 S.Y. 2020-2021



At 3rd-year, 2nd semester, the students are expected to be self-directed learners and only need minimal supervision to complete requirements by the end of the semester. At this level, the students are expected to engage in asynchronous sessions and will go on-line consultation when and if only needed. the students will engage in Problem-Based Learning where students are expected to collaboratively process expected output together in a pre-designated group assigned from the start of the semester until the completion of

the courses. These groups of students will be assigned to 1 faculty member who will monitor progress through the accomplishment reports. Faculty members are expected to be available on-line for group consultation.

All course contents selected for the integrated cluster, are relevant to the Philippines setting, selected from current references. Given needs assessment, students at this level are expected to identify a PWD group in a community to work with an integrated final output. Chosen community of their own choice will be subject to the approval as not to compromise the health of students. Exposure to community aims to promote a realistic view of the local needs and will expose students to the realistic role and responsibilities one will be doing in

the workplace. Students are expected to come up with a sustainable PWD program in the community applying all the training provided during the 1st year to the 3rd year, highly integrating all concepts with minimal monitoring.

BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY
ACADEMIC YEAR 2020-2021
THIRD YEAR

Second Semester/Term					
COURSE CODE	COURSE TITLE	UNITS			
		Lec	Lab	RLE	Total
OT-RES313	OT Research Implementation and Defense RS	2	1		3
RS-MES304	MES4 Pediatric and Adult Neuro-Rehabilitation	4			4
OT-EAD321	OT Evaluation and Assessment in Pediatric and Adult Neurologic Conditions	2	2		4
OT-MPN322	OT Management in Pediatric Neurologic Conditions	1	2		3
OT-MAN324	OT Management in Adult Neurologic Condition	2	1		3
OT-OJ320	Junior Internship III: OT in Neuro Pediatric and Adult Practice		3		3
OT-DOT322	Universal and Interior Designing in OT		3		3
Total Units		11	12		23

CLASS SCHEDULE							
Second Term, SY 2020-2021							
Time	PHASE 1		PHASE 2		PHASE 3		Saturday
	Week 1-8	Week 10-18	Week 1-18	Week 2-18	Week 3-18	Week 4-18	
	Monday	Tuesday	Wednesday	Thursday	Friday		
07:00 - 07:30							
07:30 - 08:00							
08:00 - 08:30							
08:30 - 09:00							
09:00 - 09:30							
09:30 - 10:00	OT3-1 RS-MES303 BLENDED	OT3-1 OT-RES313 BLENDED	OT3-1 EAD321 BLENDED	OT OT-MPN322 FABRICATION STATIONS	OT3-1 OT-OJ320 TELEREHAB ONSITE	OT3-1 OT-DOT322 BLENDED	
10:00 - 10:30							
10:30 - 11:00							
11:00 - 11:30							
11:30 - 12:00							
12:00 - 12:30							
12:30 - 01:00							
01:00 - 01:30							
01:30 - 02:00							
02:00 - 02:30							
02:30 - 03:00	OT3-1 RS-MES303 BLENDED	OT3-1 OT-RES313 BLENDED	OT3-1 OT-EAD321 BLENDED		OT3-1 OT-OJ320 TELEREHAB ONSITE	OT3-1 OT-DOT322 BLENDED	
03:00 - 03:30							
03:30 - 04:00							
04:00 - 04:30							
04:30 - 05:00							
05:00 - 05:30							
05:30 - 06:00							
06:00 - 06:30							
06:30 - 07:00							
07:00 - 08:00							
08:30 - 09:00							

Courses will simultaneously run for OT 3-1 and 3-2 except for OT-OJ220 and OT-DOT322. OT3-2 will hold OT-DOT322 on a Thursday and OT-OJ320 on a Friday. The courses being highly integrated and delivered through asynchronous method, students are expected to determine how to





best maximize his/her time as the student is no longer expected to report to school unless necessary.

GENERAL GUIDELINES

Final output is integrated under the junior internship 320. Students will be provided options for junior internship 320:

1. Community integration- at the start of the semester, the students will be grouped into 5 and will be provided instructions to go about accomplishing final requirements. These groups of students will be assigned to 1 faculty member who will monitor progress through the accomplishment reports. Faculty member are expected to be available online for group consultation. Prerequisite to the accomplishment are studying the neurologic cases under RS-MES 303. RS-MES instructional materials to include the evaluation and management of neurologic cases will be uploaded to a platform. As students are expected self-directed learners, students will then monitor own learning by studying independently and submit accomplishment reports on a scheduled basis with their assigned faculty adviser.

The group will identify a group of 3 PWD in a community to work with. A comprehensive output has to be accomplished by the group of students by the end of the semester which includes:

- 1.1. Sustainable community program for the PWD in the community. PWD will involve clients with neurologic conditions (pediatric and adult). Collaboration can either be through the OT telerehab or direct physical contact with the PWD group or family. A community program shall include:
 - 1.1.1. Evaluation and management of patient with neurologic conditions in the community
 - 1.1.2. Training community health workers – on handling clients with neurologic conditions
 - 1.1.3. Universal design of home and work environment of the PWD group (PWD group maximum of 3 clients)
 - 1.1.4. The universal design either for the home or work will be fabricated by the group in school collaborated with the carpenters, engineer or an architect, for donation by the end of the semester to the PWD.
2. Hospital training- students will immerse in a hospital/ center setting following the schedule for OT3-1 and OT3-2. Students will also be assigned in a group of 5 and will be delegated to a specific hospital and center. Just like community integration, students are expected to independently study neurologic medical conditions, OT evaluation and management of neurologic patients to work with own faculty adviser on areas that need clarity pertaining patient handling. Hospital training will involve both OT telehealth/telerehab and direct physical contact. A comprehensive output shall include:
 - 2.1.1. Evaluation and management and other reports required by the hospital/center
 - 2.1.2. Providing home program for the family – junior interns are expected to teach caregivers and follow through caregivers' progress
 - 2.1.3. Universal design of home and work environment for the patients





- 2.1.4. The universal design either for the home or work will be fabricated by the group in school collaborated with the carpenters, engineer or an architect, for donation by the end of the semester to a chosen charity patient.

As the final output is the determinant of passing and failing the semester, students/group are to work at their own pace, and can choose to finish the semester ahead of time, upon final validation and approval of faculty adviser, and the OT admin.

Students research proposal and implementation shall be derived from perceived needs during the immersion or exposure.

Prepared for the OT department for SY 2020-2021.

Alma M. Flores
OT Program Director
SY 2019-2020





SPEECH-LANGUAGE PATHOLOGY DEPARTMENT
GUIDELINES IN THE IMPLEMENTATION OF HOME-BASED ALTERNATIVE LEARNING MODALITIES
FOR SY 2020-2021

I. BACKGROUND

The emergence of the global pandemic COVID-19 has put constraints in the daily lives of not only the Filipinos but everyone in the world. Universities all over the world have no other option but to shift to on-line learning in order to protect the students from the pandemic but ensure learning as well. The Department of Speech-Language Pathology (SLP) of De La Salle Medical and Health Sciences institute (DLSMHSI), in our quest to continue providing quality education to our students, has opted to utilize online learning during the second semester of SY 2019-2020. With the sudden shift to online learning both the department and students faced obstacles. Issues and concerns were all taken into consideration thus, this current guideline was generated.

The department has been doing blended-learning since 2017. On-line lectures both synchronous and asynchronous manners were utilized when the current program director was in the United States. The proponent batch has reported that it has helped their education and enriched experience in learning. In the department's aim to comply with government restrictions, rules and regulations as well as ensuring high quality education for our students, the Department of Speech-Language Pathology has modified sequence of course delivery, mode of delivery, content and manner of implementation for SY 20-21. Currently, the Department has taken the following guidelines as benchmarks for the implementation of On-line-Class

- CHED CMO 29 series of 2011
- CHED CMO 59 series of 2017
- CHED advisory 3 (March 2020): Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease 2019 (COVID-19) in Higher Education Institutions (HEIs)



- CHED advisory 4 (March 2020): Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease 2019 (COVID-19) in Higher Education Institutions (HEIs)
- 2018 Learning and Benchmarking results from Seton Hall University and La Salle Philadelphia
- Philippine Association of Speech Pathologists (PASP) Telepractice Framework
- Philippine Association of Speech Pathologists (PASP) standards of Practice
- Philippine Association of Speech Pathologists (PASP) Code of Ethics
- American Speech-Language Hearing Association (ASHA) evidence-based practice guidelines
- American Speech-Language Hearing Association (ASHA) supervision guidelines
- Institutional Guideline from VCA: Strategic Management Framework in Response to Covid-19 Pandemic. Reference No.: OVCA-19-20-067
- Institutional Guideline from VCA: Conduct of Home-Based Alternative Learning Modalities. Reference No.: OVCA-19-20-061
- Harden, R. M. (2007). Learning outcomes as a tool to assess progression. *Medical Teacher*, 29(7), 678–682. <https://doi.org/10.1080/01421590701729955>
- Butler, Mollie. OUTCOMES BASED/ OUTCOMES FOCUSED EDUCATION: OVERVIEW

II. PROGRAM OUTCOMES

- A. Evaluate patients/clients across the lifespan using appropriate, valid, reliable, and currently available tests and measures for speech/language/communication functions and limitations
- B. Design, implement, evaluate, and adjust an evidence-based plan of care for patients/clients across the lifespan within a broad continuum of care
- C. Seek continuous professional growth through initiation of feedback, research, critical analysis of information, and vigilant assessment and implementation of evidence-based practice
- D. Demonstrate effective and adept verbal and nonverbal communication skills as well as reading and listening skills
- E. Practice beginning administrative, management, and leadership skills in the delivery of rehabilitation services and within the entire health care continuum



- F. Participate in research process to support the sustainability and advancement of the SLP Profession
- G. Work collaboratively with patients, family members, caregiver, and other members of the team to provide holistic health-care program
- H. Demonstrate social responsibility by actively participating in community-based habilitation- rehabilitation approaches, inclusive development programs and other related activities
- I. Engage in activities that aim for the advancement and improvement of SLP practice via academic teaching and/or transference of expertise and skills of other SP practitioners and/or other professionals
- J. Effectively use information and innovative technology to develop knowledge, skills, and abilities to manage knowledge, mitigate error, and support decision-making in the different SLP practice settings
- K. Exhibit actions that reflect honesty, perseverance, mercy, with everyday interaction with peers, authority, and other members of the community
- L. Emphasize the need to spend time with God through prayer as well as emphasis on seeing God's hand in daily interaction with peers, authority, and other members of the community

III. YEAR LEVEL OUTCOMES

Program Outcomes (Indicate a code #)	Performance Indicators (Indicate a code #)	Year 1 Level Outcome	Year2 Level Outcome	Year 3 Level Outcome	Year 4 Level Outcome
Evaluate patients/ clients across the lifespan using appropriate, valid,	CMO 59 s 2017 Sec 7.A.1-10	Explain the different speech,	Practice the evaluation process of	Execute evaluation process of	Evaluate clients using disorder-



<p>reliable, and currently available tests and measures for speech/language/communication functions and limitations</p>	<p>+11. Assess the conduct of the evaluation by identifying the strengths and weaknesses of the diagnostic process</p>	<p>language, swallowing, communication disorders that a speech pathologist sees in the clinics</p> <p>Pay attention with presented framework for evaluation of thinking, performance, behavior and well-being after classes</p>	<p>selecting evidence- based assessment tools and techniques</p> <p>Comply with presented framework for evaluation of thinking, performance, behavior and well-being after classes</p>	<p>clients using evidence- based assessment tools and techniques</p> <p>Adopt a framework for evaluation of thinking, performance, behavior and well-being after clinical observations</p>	<p>specific evidence- based assessment tools and techniques across life span</p> <p>Evaluates own thinking, performance, behavior and well-being after patient care</p>
<p>Design, implement, evaluate, and adjust an evidence-based plan of care for patients/clients</p>	<p>CMO 59 s 2017 Sec 7.B.1-11</p>	<p>Explain the role of the SLP in addressing</p>	<p>Imitate the various principles and</p>	<p>Design, implement, an evidence- based plan</p>	<p>Design, implement, evaluate, and adjust</p>



<p>across the lifespan within a broad continuum of care</p>	<p>+12. Improve patient management by enumerating the action plans for each identified weakness of the intervention process after self-assessment.</p>	<p>speech, language, swallowing, communication disorders of patients/clients seen by SLPs in the clinics</p> <p>Create a reflection on the importance of SLP from an observed intervention session</p>	<p>techniques used in designing and implementing an evidence-based plan of care</p> <p>Assess own performance when practicing intervention planning and during demonstration of intervention techniques.</p>	<p>of care for patients/clients across the lifespan within a broad continuum of care</p> <p>Assess patient management by identifying strengths and weaknesses of the intervention process.</p>	<p>an evidence-based plan of care for patients/clients across the lifespan within a broad continuum of care</p> <p>Improve patient management by enumerating the action plans for each identified weakness of the intervention process.</p>
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<p>Seek continuous professional growth through initiation of feedback, research, critical analysis of information, and vigilant assessment and implementation of evidence-based practice</p>	<p>CMO 59 s 2017 Sec 7.C.1-6</p>	<p>Recognize ethical guidelines and standards in conducting evaluation and intervention as well as other SLP roles</p> <p>Identify knowledge gaps and arguments that need support/ clarification and possible ways of addressing such during</p>	<p>Practice ethical guidelines and standards in conducting evaluation and intervention as well as other SLP roles</p> <p>Cite evidence that answer knowledge gaps, support arguments, and improve practice During classroom discussion</p>	<p>Act on ethical guidelines and standards in conducting evaluation and intervention as well as other SLP roles</p> <p>Practice critiquing evidence cited and/or objectively evaluating own/other's performance During classroom discussion and</p>	<p>Adapt ethical guidelines and standards in conducting evaluation and intervention as well as other SLP roles</p> <p>Adjust practice based on results of self-assessment as well as critical appraisal of pieces of evidence seen prior to and after</p>
--	--	--	--	---	---



		classroom discussion	and hypothetical case scenarios	hypothetical case scenarios	incorporation to clinical and non- clinical SLP tasks
Demonstrate effective and adept verbal and nonverbal communication skills as well as reading and listening skills	CMO 59 s 2017 Sec 7.D.1-6	Execute proper modifications and adjustment in the communication skills relative to settings, culture, socio-economics, communication partners, purpose and other relevant areas	Perform proper modifications and adjustment in the communication skills relative to settings, culture, socio-economics, communication partners, purpose and other relevant areas	Adapt proper modifications and adjustment in the communication skills relative to settings, culture, socio-economics, communication partners, purpose and other relevant areas	Create proper modifications and adjustment in the communication skills relative to settings, culture, socio-economics, communication partners, purpose and other relevant areas



<p>Practice beginning administrative, management, and leadership skills in the delivery of rehabilitation services and within the entire health care continuum</p>	<p>CMO 59 s 2017 Sec 7.E.1-8</p>	<p>recognize basic administrative role by incorporating knowledge of policies, ethical guidelines and cultural/religious sensitivity to work settings</p>	<p>Practice basic administrative role by incorporating knowledge of policies, ethical guidelines and cultural/religious sensitivity to work settings</p>	<p>execute basic administrative role by incorporating knowledge of policies, ethical guidelines and cultural/religious sensitivity to work settings</p>	<p>Perform basic administrative role by incorporating knowledge of policies, ethical guidelines and cultural/religious sensitivity to work settings</p>
<p>Participate in research process to support the sustainability and advancement of the SLP Profession</p>	<p>CMO 59 s 2017 Sec 7.F.1-5</p>	<p>Describe case study, qualitative, systematic review during class discussions using relevant real world topics</p>	<p>associate case study, qualitative, systematic review during class discussion when given relevant real world topics</p>	<p>Appraise case study, qualitative, systematic reviews using relevant real world topics SLP profession and clientele</p>	<p>Create a case study, qualitative or systematic review using relevant real world topics that affects SLP profession and clientele</p>



		Effectively describing outcomes of a given journal during journal club discussion	Fluently associating findings of research to an audience during class discussions	Effectively Communicating appraisal of journals to an audience	Effectively Communicating findings to an audience through oral and poster presentation
Work collaboratively with patients, family members, caregiver, and other members of the team to provide holistic health-care program	CMO 59 s 2017 Sec 7.G.1-6	Read different collaboration model for health-care team members of patients and their families by ensuring patient centered care	Adopt collaboration model for health-care team members of patients and their families by ensuring patient centered care	Conceptualize collaboration model for health-care team members of patients and their families by ensuring patient centered care	Act on conceptualized model for patients and family by collaborating with team members and ensuring patient centered care
Demonstrate social responsibility by actively participating in community- based habilitation-	CMO 59 s 2017 Sec 7.H.1-8	recognize roles in institutional CBR model	Identify role in institutional CBR model	Practice institutional CBR model by	Execute institutional CBR model by



<p>rehabilitation approaches, inclusive development programs and other related activities</p>	<p>7. Observes cultural sensitivity by demonstrating social and professional responsibility and behaviors, collaboration in multicultural settings and scenarios in all aspects of patient management</p>	<p>given advocacy tasks, service orientation, and linkages with local</p>	<p>given advocacy tasks, service orientation, and linkages with local government</p>	<p>advocating, providing service, ensuring sustainability of CBR rehab program</p>	<p>advocating, providing service, ensuring sustainability of CBR rehab program</p>
<p>Engage in activities that aim for the advancement and improvement of SLP practice via academic teaching and/or transference of expertise and skills of other SP practitioners and/or other professionals</p>	<p>CMO 59 s 2017 Sec 7.I.1-6</p>	<p>Recognize an instructional design while professor discusses during class classroom didactic</p>	<p>Practice an instructional design given a topic related to SLP profession during class reporting</p>	<p>Adapt t an instructional design given a topic related to SLP profession during class reporting</p>	<p>Construct an instructional design given a topic related to SLP profession for actual classroom teaching</p>



		Imitate instructional design in a class reporting context	practice instructional design in a class reporting context	practice instructional design in a actual classroom setting	Execute instructional design in a actual classroom setting
Effectively use information and innovative technology to develop knowledge, skills, and abilities to manage knowledge, mitigate error, and support decision-making in the different SLP practice settings	CMO 59 s 2017 Sec 7.J.1-3 +4. Incorporation of different slp practices and setting from different countries in the Philippine setting as deemed appropriate	Listen to existing technology relevant to the needs of the patient to improve communication skills	recognize existing technology relevant to the needs of the patient to improve communication skills	Practice associating patient goals and needs with existing technology to improve communication skills	Adapt existing technology relevant to the needs of the patient to improve communication skills
Exhibit actions that reflect honesty, perseverance, mercy, with everyday	Exhibit ability to identify one's	Accept the qualities of St. John	Desire an effective interpersonal	Adapt an effective interpersonal	Exemplify effective interpersonal



<p>interaction with peers, authority, and other members of the community</p>	<p>motive in doing a task</p> <p>Sense of Altruism-seeing service for one's patient as means of giving back to the country</p> <p>Humility in accepting inputs and challenges in one's paradigm</p> <p>Respectful of people in authority and older patients/caregivers</p>	<p>Baptist De LaSalle's effective interpersonal skills in order to relate with other in peaceful, tolerant, compassionate and non discriminatory ways.</p>	<p>skills in order to relate with other in peaceful, tolerant, compassionate and non discriminatory ways by emulating St. John Baptist De LaSalle</p>	<p>skills in order to relate with others in peaceful, tolerant, compassionate and non discriminatory ways.</p>	<p>skills in order to relate with other in peaceful, tolerant, compassionate and non discriminatory ways.</p>
<p>Emphasizes the need to spend time with God</p>	<p>1. Exhibit tact and</p>	<p>Awareness regarding the</p>	<p>commit plans to engage</p>	<p>Formulate plans to</p>	<p>Influence peers and</p>



<p>through prayer as well as emphasis on seeing God's hand in daily interaction with peers, authority, and other members of the community</p>	<p>mercy when dealing with patients and co-workers</p> <p>2. Honestly and honorably deal with all aspects of the SLP profession (e.g. paper writing, therapy sessions, group works and what not)</p> <p>3. Encourage and edify clients, colleagues, families and community members in SLP practice</p>	<p>need to engage peers and clients in prayer by highlighting events that provide hope and comfort to them</p> <p>Recognize opportunities that would provide intentional sharing of faith in daily interaction with peers and clients</p>	<p>peers and clients in prayer by highlighting events that provide hope and comfort to them</p> <p>Practice opportunities that would provide intentional sharing of faith in daily interaction with peers and clients</p>	<p>engage peers and clients in prayer by highlighting events that provide hope and comfort to them</p> <p>Adapt opportunities that would provide intentional sharing of faith in daily interaction with peers and clients</p>	<p>clients to engage in prayer by highlighting events that provide hope and comfort to them</p> <p>Design an approach that would provide intentional sharing of faith in daily interaction with peers and clients</p>
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IV. CURRICULUM CHANGES



The SLP Department evaluated the sequence of course delivery for all year levels in order to ensure compliance to all regulating bodies while ensuring that our students learn and imbibe concepts during HBALMS.

For Freshmen, the department has decided to follow the approved CHED curriculum. Majority of the professional subjects being delivered during the first semester are predominantly lectures. All students are subject to the promotion and retention programs set by the College.

				FIRST YEAR		
First Semester				Second Semester		
Course code	Course Title	Units	Course code	Course Title	Units	
GE-PSY 101	Understanding Self	3	GE-MAT101	Mathematics in the Modern World	3	
GE-HIS 101	Readings in Philippine History	3	GE-WOR101	Contemporary World	3	
GE-ST 101	Science, Technology, and Society	3	GE-COM101	Purposive Communication, Life, Works and Writings of Rizal	3	
RS-CRS 103	Personal Effectiveness and Student Development and Mentoring 1 (with RLE)	0	GE-RIZ101	Philosophy and Ethics	3	
GE-PED 101	Contemporary Dances	2	GE-ETH 101	Fitness Exercises	2	
GE-NST 101	National Service Training Program 1	(3)	GE-PED 102	National Service Training Program 2	3	
GE-PHY 101	General Physics: Mechanics and Energy	2/1	GE-NST 102	Introduction To Speech and Language Pathology	3	
RS-CRS 104	Art and Music as Complimentary Therapies	3	SP-ISP111	Human Development for Speech and Language Pathology	3	
GE-RED 100	Code Green: In the Footsteps of De La Salle: On Becoming a Lasallian	3	SP-HDV121	Creating Space and Time to Experience God in Self, Others and Creation	3	
RS-CRS 102	Human Physiology and Exercise Physiology	2	GE-RED101			



RS-CRS				GE-		
101	Human Anatomy	2	COM102	Linguistics (elective 3)	3	
	Total	24		Total	29	

Midterm/Summer

Course Code	Course title	UNIT S
GE-RED102	Christian Character and Citizenship Education	3
FOL101	Foreign Language (Spanish)	3
	Total	6

For Second Year Program, the department has decided to follow the approved CHED curriculum. Majority of the subjects being delivered during the first semester are predominantly lectures. The laboratory can be executed using online format without sacrificing learning. All students are subject to the promotion and retention programs set by the College. All intensive laboratory classes which is important for developing clinical skills are in the second semester level which will be delivered an in class, face to face setting

SECOND YEAR

Course code	First Semester Course Title	Units	Course code	Second Semester Course Title	Units
GE-PED103	Aquatics	2	GE-PED104	Self-Defense (Karate/Tai-Chi)	2
RS-SDM302	Personal Effectiveness and Student Development and Mentoring 2	(1)	SP-LCC232	Language Conditions in Children	2/1
SP-ANA211	Anatomy and Physiology for Speech and Language Pathology	1/1	SP-VOI234	Voice Disorders	2/1
			SP-ITA231	Introduction to Audiology	2/1
			SP-ALC233	Acquired Language and Cognitive Conditions	2/1



_____	SP-NEU212	Neuroanatomy and Physiology for Speech and Language Pathology	2/1	_____	SP-ART235	Articulation and Phonology	2/1
_____	GE-MAT102	Biostatistics (Elective 4)	3	_____	SP-RES214	Research 1: Research Methods in Speech Pathology	3
_____	SP-CAS231	Conditions Associated with Speech and Language Disorders in Children (CASLD 1)	3	_____	GE-LIT101	World Literature	3
_____	SP-SHS221	Speech and Hearing Sciences	4/1			Total	23
_____	SP-PCD213	Professional Communication and Development	3				
_____	SP-LDV222	Language Development from Infancy to School Age	4				
_____	SP-LPC223	Language Processing and Cognitive Sciences	2				
		Total	27				

For Third Year Program, the department has evaluated and saw the need to move all lecture subjects on the first semester in order to ensure that didactics needed in clinical skill development will not be compromised. The department has decided to modify the sequence of subjects in the approved CHED curriculum. Majority of the subjects being delivered during the first semester are predominantly lectures. The remaining laboratory subjects were evaluated and the department deemed that these can be executed using online format without sacrificing learning. All students are subject to the promotion and retention programs set by the College. All intensive laboratory classes which is important for developing clinical skills are in the second semester level which will be delivered in class, face to face setting.

	Third Year
First Semester	Second Semester



Course code	Course Title	Units	Course code	Course Title	Units
RS-SDM422	Personal Effectiveness and Mentoring 3	(1)	SP-IDP341	Introduction to the Speech and Language Diagnostic Process	3/1
SP-CAS332	Conditions Associated with Speech and Language Disorders in Adults CASLD 2	2	SP-CRP343	Clinical Reasoning Practice 1	2
SP-COU311	Counseling in Speech and Language Pathology	2	SP-ETH315	Ethics in Speech and Language Pathology	2
SP-AHR331	Aural Habilitation and Rehabilitation	2/1	SP-RES314	Research 2: Final Research and Defense	0/3
SP-MS335	Motor Speech Conditions	3	SP-CBR316	CBR 1: Principles and Foundations of Community-based Rehabilitation Practice (Local and International Frameworks)	1/0
SP-ORA313	Organization and Administration for Speech and Language Pathology	3			
SP-FLU337	Fluency	2	SP-CBR317	CBR 2: Community Health and Evaluation (Rehabilitation Perspective)	0/1
SP-TLP312	Teaching and Learning 1	2			



SP- AAC33 8	Augmentative and Alternative Communication	1/1	SP- DYS 336	Dysphagia	3
GE- IPE101	Interprofessional Education	3		Total	16
	Total	22			

Midterm/Summer

Course Code	Course Title	Units
SP-IIP342	Introduction to the Speech and Language Intervention Process	3/1
SP-CRP344	Clinical Reasoning Practice 2	2
	Total	6



For the fifth year, the department has decided to follow the approved CHED curriculum. Majority of the professional subjects being delivered during the first semester are predominantly lectures. All students are subject to the promotion and retention programs set by the College. A separate document regarding Alternative Clinical Internship will be submitted. Please refer to that document for detailed explanation on how the department will utilize tele therapy in targeting program outcomes as well as obtaining clinical and contact hours.

Fifth Year

First Semester

	Course code	Course Title	Units
	SLP 500	Internship	15
	SLP 501	Senior Seminar	10
	SLP 502	EBP	2
	SLP 503	CBR	0/3
		Total	30

Second Semester

	Course code	Course Title	Units
	SLP 504	Internship	15
	SLP 505	Senior Seminar	10
	SLP 506	EBP	2
	SLP 507	Academic Rotation	0/3
		Total	30



V. INFORMAL LEARNING CONTRACT

The Department of Speech-Language Pathology will ask students to set learning contract with their instructors. The learning contract will serve as an agreement between the faculty and student that they will respect, accommodate and ensure that all the needs will be met in order to achieve program outcome in the hope to facilitate self directed learning and ownership of learning. The informal learning contract will include:

- A. Student's learning objectives
- B. Preferred feedback
- C. Issues when studying
- D. Grading allocation
- E. Remediation process
- F. Communication process

The goal of the informal learning contract is to help ease anxiety and give students assurance that their individual learning styles are considered and taken in consideration in identifying output and grading system and feedback.

VI. ACADEMIC CALENDAR/SCHEDULE OF ONLINE, BLENDED AND FACE TO FACE SESSION



The Department of Speech and Language Pathology will follow the academic calendar set by the institution with some changes on schedule of online, blended and face to face sessions. In order to assure student safety, adhere to social distancing guidelines and taking into consideration that DLSMHSI UMC is a testing site. These are recommendatory and can change according to government guidelines and curve flattening data of DOH. The following will be implemented

- For Freshmen, second year and third Year students, all classes will be on-line for the first semester with provision of doing face to face upon need and logistical ease and safety on November-December 2020.
- For fifth year students, clinical internship will be utilizing Telepractice for first-third rotation. Fourth and fifth rotation are expected to be done using face to face sessions. These are open for revision based on the factors cited below.

Factors in considering changes in methods of curriculum delivers are as follows but not limited to:

- Safety of our students
- Easing of quarantine guidelines
- Social distancing recommendation changes and readiness
- Learning issues of students
- Logistical status of students

VII. CONTENT DELIVERY

The subjects being delivered on-line will cover all program performance indicators stated in CHED CMO 59 as well as program indicators set by the department. There will be no deviation in program content. However, the manner of content delivery will vary. Here are some of the strategies that the department is planning to utilize:

Recorded lectures (asynchronous)	Lecture Instructional Materials/Platforms and the likes



- As much as possible, pre-recorded video lectures will not exceed one hour to minimize bandwidth consumption of students
- Videos will also be downloadable by students. If possible, a compressed version of the video may also be uploaded.
- Lecture handouts and supplementary reading materials may be provided (particularly those with internet connection problems)
- Video lecture transcripts may also be uploaded in consideration of those who will be having difficulties downloading the large video file.

Synchronous on-line lectures

- Synchronous classes will only be scheduled during the allotted weekly schedule and duration of the course
- Lectures will still be recorded and uploaded by faculty members so it can be accessed by students who were not present during the class
- Interactive online tools may be used during synchronous lectures such as Kahoot!, Quizizz.com, Mentimeter, Plickers, and Canva
- At the end of each lecture, time will be allotted for entertaining questions from students, briefing and integration of the topic with program outcomes

- Blackboard LMS
- Blackboard Collaborate
- Prescribed textbooks per course
- Lecture handouts
- Gmail and Google Groups
- Google Hangouts Meet
- Google Site
- Google Calendars
- MS Teams
- Kahoot!
- Quizizz.com
- Mentimeter
- Plickers
- Canva



- Journal club discussion with students will be done to integrate evidence-based practice and skills development in compliance with CHED and international accreditation

On-line forum

- For each lecture, an online forum may be posted by the instructor to facilitate exchange of learning and ideas between students and faculty members
- In the forum, students can ask questions and raise their concerns regarding the lecture
- Instructors will check the forum regularly and respond to the inquiries
 - The feedback of the instructor will serve to clarify the concerns of the whole class
- Online forums will also serve as venue to upload additional resource materials, consultation of cases, confirmation of self-directed output of students
 - Discussion of students in a group didactic tasks given in the subject

Consultations

- Faculty members will be open to online consultations through email or on-line conferences
- Appointments will be set in advance either by the student or the instructor



<ul style="list-style-type: none">• Email clarifications are also welcome and will be given response by the course instructor <p>Regular class announcements</p> <ul style="list-style-type: none">• Students will be informed whenever recorded lectures are posted. Likewise, they will be informed if synchronous classes approximately 3-7 days ahead prior to the lecture so the students can prepare accordingly• Weekly class announcements will be sent through the batch email of students one week prior to target week	
Laboratory	
<p>Video demonstrations and commentaries</p> <ul style="list-style-type: none">• Instructors may provide video demonstrations of skill-based outcomes (e.g. administration of assessment tool, facilitation of therapy techniques, client/caregiver interview)• Videos demonstrations will not exceed 30 minutes to minimize bandwidth consumption of students• Videos will also be downloadable by students. If possible, a compressed version of the video may also be uploaded• Videos of actual client interaction may also be presented. Instructors may provide a commentary	<ul style="list-style-type: none">• Blackboard LMS• Blackboard Collaborate• Gmail and Google Groups• Google Hangouts Meet• Google Site• Google Calendars• MS Teams



- Students may be asked to perform return- demonstration and the instructor will provide feedback either individually or by group
- Pre-recorded video of student demonstration will be asked if student has internet connection issues
- During Second semester, students will be asked to come to class in order to attend didactics for skills training
- Real time, face to face formative and summative assessments will also be done during the second semester particularly in the third year.

Simulated case scenarios

- Case studies may be presented to facilitate application of theories from lectures
- Guidelines and rubric for grading will be presented together with the case
- The instructor will ensure that the cases presented and outputs expected from students are aligned with the session learning outcomes
- Students will be given ample time to analyze the case and submit the output
- Students will be given formative feedback for all skills required for laboratory classes



Small group synchronous discussion / demonstration

- Students may be assigned into small groups for synchronous discussion or demonstration
- All groups will have an assigned faculty member who will supervise and facilitate the discussion.
- Faculty members will ensure that there are no conflicts with the schedule of all the groups.
- Synchronous discussions will only be scheduled during the the allotted weekly schedule of the course
- Feedback may be provided to students individually or by group

Feedback on outputs

- Faculty members will provide feedback to outputs submitted to students within two weeks after deadline
- Feedback may be qualitative (e.g. comments), quantitative (e.g. scores based on rubric), or both
- Feedback, especially numerical grades, are considered confidential
- Feedback to students may be sent directly through email, posted on Blackboard LMS, or discussed synchronously through online conference



VIII. ACCOMMODATION MEASURES

The department understands that even with good internet connection, supervision and guidance that self-directed learning is very difficult especially during the pre-professional level. With this, the department has decided to implement learning contracts. At the start of the semester, Faculty members for each course subject will be discussing feasibility and best output with students (taking into consideration their internet connection and resources).

The following Accommodations guidelines were given to the faculty.

- A. All learning activities, video, materials and the likes should be completed during class hours. Do not give deadlines and other activities outside class hours. Students should be given time during class to finish requirements. Minimize and shorten synchronous classes or record classes in 365 so students can watch it again.
- B. Majority of the assessments/quizzes should be given ample time to be completed taking into consideration the students with poor internet connection and the likes. Remediation should be given if students are struggling. Majority of the activities are formative in nature. They should be given feedback before performing a summative assessment.
- C. No extension class hours as it might have a ripple effect on the succeeding tasks that they need to perform next unless the student needs help, to which students will be referred to schedule a consultation with the faculty.
- D. Frequent open dialogue with the students and see where they are at in terms of digesting information given to them.



E. Advisers should have a meeting every two weeks so as to provide an open venue where students can speak freely regarding what is happening.

IX. GRADING AND PROMOTION

Each subject has performance indicators aligned with program outcomes. Grading system and distribution of grades are dependent on the final learning outcome or competence that the subject intends to target. To accommodate the difference in learning and ease of learning, Faculty members for each course subject will be discussing feasibility and best output with students (taking into consideration their internet connection and resources).

Each subject will have formative and summative assessments. Formative assessments will be the bulk of assessments covered during the semester. This is when students are given feedback and given several trials and practice before they are actually graded. Summative assessments are composed of the following (depending on how the topic should be assessed):

- Quizzes
- Laboratory/performance outputs
- Video or real time demonstrations (skill-based classes)
- Report writing (evaluation reports, therapy plan and activity plan)
- Peer evaluation
- Group presentations

All grading systems and distribution are subject to change during the semester upon need and consensus of students and instructors. The SLP department will also follow the retention and promotion rules of CRS. Please Collegiate Student Handbook for details.



X. REMEDIATION

- Students who will obtain a failing grade (i.e. less than 50% raw score) for any assessment will be given the opportunity for remediation
- The instructor will inform the student of his/her performance and specify the means for remediation
- Students may also request for remediation from faculty members between Weeks 1-17 of the semester
 - Students will be instructed to send an email to the instructor expressing intent for remediation
 - Student will identify areas of difficulty
 - Student and faculty will sit down and create a remediation plan
 - Re-evaluation of the remediation plan will be done after the remediation was executed
- All forms and instances of remediation will be documented by the instructor.

XI. BRIDGING MEASURES

In order to ensure that students can integrate learning and translate lectures and on-line classes with hard and soft clinical skills, the SLP Department will be doing a bridging class for core professional subjects for the third year one week prior to the start of second semester free of charge. Students will be asked to come one week before sessions in order to focus on didactic skills to refresh clinical skills taught in the second semester of SY 2019-2020 and first semester SY 2020-2021. These subjects include but not limited to:

- Language Conditions in Children
- Voice
- Acquired Language and Cognitive Conditions
- Aural Habilitation and Rehabilitation
- AAC
- Fluency
- Articulation
- Motor Speech Condition



For our fifth year, students will be given 2 weeks in January to get accustomed to venue and logistical preparation as well as possible observation of sessions for actual rotation sites. They are expected to resume face to face therapy by the third week of January 2021. After all clinical rotation, students will be asked to observe and have co-treatment sessions with seasoned clinicians in order to augment soft and hard skills prior to graduation

XII. FINANCIAL ASSISTANCE XIII.

OTHERS

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