



SLP Department Creative Learning Plans for SY 2020-2021

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 Online-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)
- CHED advisory 5 (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 6 (April 2020): Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease 2019 (COVID-19) in Higher Education Institutions (HEIs)
- CHED advisory 7 (May 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

I. ACADEMIC CALENDAR/PLAN FOR ONLINE, BLENDED AND FACE TO FACE SESSIONS

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 DLSMSI 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 online 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. These are open for revision.

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



II. SPECIFIC STRATEGIES

	Applicable Courses	Creative Strategies and Approaches	Instructional Materials/Platforms	Number of Faculty Members (ratio)
Lecture Classes	<p>1st Semester</p> <p>First Year (CRS courses)</p> <ul style="list-style-type: none"> • Human Anatomy LEC • Human Physiology and Exercise Physiology LEC • Personal Effectiveness and Mentoring <p>Second Year</p> <ul style="list-style-type: none"> • Personal Effectiveness and Mentoring • Anatomy and Physiology for Speech and Language Pathology LEC • Neuroanatomy and Physiology for Speech and Language Pathology LEC • Conditions Associated with Speech and Language Disorders in 	<p>Recorded lectures (asynchronous)</p> <ul style="list-style-type: none"> • For students without good internet connection, they can request to have materials for the entire semester and professors will check in for deadlines and concerns • 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 	<ul style="list-style-type: none"> • Blackboard LMS • Blackboard Collaborate • Prescribed textbooks per course • Lecture handouts • Gmail and Google Groups • Google Hangouts • Meet • Google Site • Google Calendars • MS Teams • Kahoot! 	1 faculty member per section



	<p>Children (CASLD 1) LEC</p> <ul style="list-style-type: none"> • Speech and Hearing Sciences LEC • Professional Communication and Development • Language Development from Infancy to School Age LEC • Language Processing and Cognitive Disorder <p>Third Year</p> <ul style="list-style-type: none"> • Personal Effectiveness and Mentoring • Conditions Associated with Speech and Language Disorders in Adults (CASLD 2) • Counselling in Speech and Language Pathology • Aural Habilitation and Rehabilitation • Motor Speech Conditions • Organization and Administration for Speech and Language Pathology • Fluency • Teaching and Learning 1 	<p>will be having difficulties downloading the large video file.</p> <p>Synchronous online lectures</p> <ul style="list-style-type: none"> • Synchronous classes will only be scheduled during the 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 • Journal club discussion with students will be done to integrate evidence-based practice and skills development in compliance with CHED and international accreditation <p>Online forum</p> <ul style="list-style-type: none"> • For each lecture, an online forum may 	<ul style="list-style-type: none"> • Quizzizz.com • Mentimeter • Plickers • Canva 	
--	---	---	---	--



	<ul style="list-style-type: none"> ● Augmentative Alternative Communication ● Interprofessional Education <p>Fifth Year</p> <ul style="list-style-type: none"> ● Senior Seminar 1 ● EBP 1 <p>2nd Semester</p> <p>First Year</p> <ul style="list-style-type: none"> ● Introduction to SLP ● Human Development <p>Second Year</p> <ul style="list-style-type: none"> ● Language Conditions LEC ● Voice Disorders LEC ● Introduction to Audiology LEC ● Acquired Language and Cognitive Conditions (ALCC) LEC ● Articulation and Phonology LEC ● Research 1 <p>Third Year</p> <ul style="list-style-type: none"> ● Introduction to Speech and Language Diagnostic Process ● Clinical Reasoning 1 	<p>be posted by the instructor to facilitate exchange of learning and ideas between students and faculty members</p> <ul style="list-style-type: none"> ● 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 <p>Consultations</p> <ul style="list-style-type: none"> ● Faculty members will be open to online consultations through email or online conferences ● Appointments will be set in advance either by the student or the instructor ● Email clarifications are also welcome and will be given response by the course instructor 		
--	--	--	--	--



	<ul style="list-style-type: none"> ● Ethics in SLP ● Research 2 ● CBR 1 ● Dysphagia <p>Fifth Year</p> <ul style="list-style-type: none"> ● Senior Seminar 2 ● EBP 2 ● Academic Rotation <p>Mid-Year Term (Third Year)</p> <ul style="list-style-type: none"> ● Clinical Reasoning 2 ● Introduction to Speech and Language Intervention Process 	<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 		
<p>Laboratory Classes</p>	<p>1st Semester</p> <p>First Year</p> <ul style="list-style-type: none"> ● Laboratory % CHS ● None for Professional level <p>Second Year</p> <ul style="list-style-type: none"> ● Anatomy and Physiology for Speech and Language Pathology ● Neuroanatomy and Physiology for Speech and Language Pathology ● Speech and Hearing 	<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 	<ul style="list-style-type: none"> ● Blackboard LMS ● Blackboard Collaborate ● Gmail and Google Groups ● Google Hangouts Meet ● Google Site ● Google Calendars 	<p>2 to 3 faculty members per section</p>



	<p>Sciences</p> <p>Third Year</p> <ul style="list-style-type: none"> • None for Professional level <p>2nd Semester</p> <p>First Year</p> <ul style="list-style-type: none"> • None for Professional level <p>Second Year</p> <ul style="list-style-type: none"> • Language Conditions • Voice Disorders • Introduction to Audiology • Acquired Language and Cognitive Conditions (ALCC) • Articulation and Phonology <p>Third Year</p> <ul style="list-style-type: none"> • Introduction to Speech and Language Diagnostic Process • Research 2 • CBR 2 <p>Fifth Year</p> <ul style="list-style-type: none"> • Academic rotation 	<ul style="list-style-type: none"> • Videos of actual client interaction may also be presented. Instructors may provide a commentary • 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. <p>Simulated case scenarios</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • MS Teams 	
--	---	--	--	--



		<ul style="list-style-type: none"> ● 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 <p>Small group synchronous discussion / demonstration</p> <ul style="list-style-type: none"> ● 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 <p>Feedback on outputs</p> <ul style="list-style-type: none"> ● Faculty members will provide feedback to outputs submitted to students within two weeks after deadline ● Feedback may be qualitative (e.g. 		
--	--	---	--	--



		<p>comments), quantitative (e.g. scores based on rubric), or both</p> <ul style="list-style-type: none"> ● 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 		
Formative and Summative Assessments	All courses	<p>During the first semester, Faculty members will be discussing feasibility and best output with students (taking into consideration their internet connection and resources)</p> <p>Quizzes</p> <ul style="list-style-type: none"> ● Online quizzes may be provided to assess knowledge-based outcomes ● Students will be given ample time to complete the quiz. They will also be informed of the coverage, and if possible, the nature/type of quiz. ● Accommodations will be provided to students who will not be able to accomplish the requirement during the specified time ● Faculty members will provide measures to minimize cheating and other 	<ul style="list-style-type: none"> ● Blackboard LMS ● Blackboard Collaborate ● Gmail and Google Groups ● Google Hangouts Meet ● Google Site ● Google Calendars ● Google Forms ● MS Teams 	N/A



		<p>dishonest acts. Students may be asked to fill-out an attestation sheet.</p> <p>Laboratory outputs</p> <ul style="list-style-type: none">● Individual, group, or class outputs may be provided● Instructors will ensure that the required outputs are aligned with the learning outcomes● Guidelines and rubric for grading will be posted at least one week prior to the deadline● Students will be given ample time to complete the outputs● Accommodations will be given to students who will not be able to requirements● Laboratory outputs may include the following but are not limited to:<ul style="list-style-type: none">○ Case mapping and/or case analysis○ Construction of instructional manual, evaluation tool, or therapy material○ Oral presentations (e.g. group report on an assigned topic) <p>Video or real-time demonstrations</p>		
--	--	--	--	--



		<ul style="list-style-type: none">● Assessment of psychomotor outcomes require actual demonstration of skills from students● Demonstrations may either be video-recorded or real-time through online conference● Real-time demonstrations (synchronous) will only be scheduled during the allotted weekly schedule of the course● Guidelines and rubric for grading will be posted in advance to provide ample time for students to prepare● Accommodations will be provided to students who will not be able to comply with the requirements due to internet issues <p>Report writing</p> <ul style="list-style-type: none">● Report writing activities include the construction of evaluation plans, activity plans, evaluation reports, individualized therapy plans, and home programs● Format, guidelines, and rubric for grading will be posted in advance to provide ample time for students to complete the output● Faculty members will be available for		
--	--	--	--	--



		<p>consultation to respond to the concerns/inquiries of students regarding their outputs</p> <ul style="list-style-type: none"> ● Feedback, both qualitative and quantitative, will be provided <p>Peer evaluation</p> <ul style="list-style-type: none"> ● For group outputs, peer evaluations are recommended to provide opportunity to students to evaluate their group mates objectively ● Concerns regarding group participation of one or more members may also be reflected in peer evaluation ● Instructors will coordinate with the students to address concerns within each group <p>Remediation</p> <ul style="list-style-type: none"> ● 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 		
--	--	--	--	--



		<p>between Weeks 1-17 of the semester</p> <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ● All forms and instances of remediation will be documented by the instructor 		
Clinical Internship	<p>1st Semester</p> <ul style="list-style-type: none"> ● Clinical Internship 1 ● CBR <p>2nd Semester</p> <ul style="list-style-type: none"> ● Clinical Internship 2 	<p>Alternative Clinical Internship (ACI) from July 2020 to January 2021</p> <ul style="list-style-type: none"> ● Clinical chair will coordinate with affiliation sites who are willing to provide ACI to interns. ● Guidelines and documentation will be sent to clinical site coordinators. ● Clinical chair will monitor compliance and submission of requirements of clinical sites. ● ACI activities will be formulated with utmost consideration of the Program Outcomes and Performance Indicators set forth by the Commission on Higher 	<ul style="list-style-type: none"> ● HIPAA Zoom ● Blackboard LMS ● Blackboard Collaborate ● Gmail and Google Groups ● Google Hangouts Meet ● Google Site ● Google Calendars 	<p>1 clinical supervisor for every 6 interns (CMO 29 s 2011)</p> <p>1 assigned direct CS for each student</p>



		<p>Education (CHED) Memorandum Order (CMO 23, series of 2011). To ensure this, the Clinical Chair will disseminate the Alternative Clinical Internship (ACI) Guidelines to all satellite and affiliate centers who will join the department in its provision.</p> <ul style="list-style-type: none">• The Clinical Chair will monitor and approve the proposed ACI activities, ensuring that the POs and CLOs of the Clinical Practicum are taught and assessed for each intern.• The required 1200 clinic hours as stipulated by the CMO for SLP Education will be the basis for the internship system.• Likewise, the required 600 client contact hours will also be earned through ACI activities that require the students to interact with certain client populations per rotation through provision of therapy services, home program dissemination, or communication-wellness education activities (e.g., webinars and workshops).• Monitoring will be accomplished through the use of auto-compute excel	<ul style="list-style-type: none">• Google Forms• MS Teams	
--	--	---	---	--



		<p>sheets submitted at the end of each rotation.</p> <ul style="list-style-type: none">● ACI activities may include the following but are not limited to:<ul style="list-style-type: none">○ Supervised telepractice sessions- targeting PO1, PO2, PO3, PO4, PO7, PO10○ Administrative duties (e.g. decking and communication with clients)- targeting PO5○ Oral presentations- targeting PO1, PO2, PO3, PO4, PO6, PO7)<ul style="list-style-type: none">■ Case presentation■ Case management○ Report writing- targeting PO1, PO2, PO4<ul style="list-style-type: none">■ Evaluation plan■ Activity plan■ Evaluation report■ Individualized therapy program■ Home program○ Batch project- targeting PO4, PO5, PO9, PO10<ul style="list-style-type: none">■ Parent-training Webinars■ Preventative Seminar for At-Risk Populations		
--	--	---	--	--



		<p>Telepractice</p> <ul style="list-style-type: none">• Students will have one week training prior to the start of the internship on the use and execution of telepractice for different rotation sites• Telepractice will be executed in compliance with the PASP Telepractice Clinical Guidelines, Department of Health Telemedicine Circular March 2020 and International Standards• Please see ACI documentation for detailed discussion of Telepractice guidelines• Screen time will be given consideration as suggested by the last batch of interns and their clinical supervisors after the first ACI run of the department. <p>Case Presentation and Case Management</p> <ul style="list-style-type: none">• Reporting of an evaluated and/or a clinically managed client to the clinical supervisor and co-interns to dissect the case and the management provided in terms of strengths, weaknesses, effectivity, and applicability to the case.• The activity also provides an avenue for the intern to clarify his/her clinical		
--	--	--	--	--



		<p>reasoning of the case as well as clarify the conduct of evidence-based practice.</p> <p>Report-Writing</p> <ul style="list-style-type: none">• Interns will be provided opportunities to hone their report-writing skills by coming up with the usual medical record requirements such as evaluation reports, individualized therapy plan, activity plan, session notes, and home programs.• Report-writing will be given consideration and time in the interns' weekly load. <p>Feedback and Processing Sessions</p> <ul style="list-style-type: none">• Feedback will be provided for every requirement by the interns' clinical supervisors.• The feedback sessions will be embedded in the interns' daily load such that their telepractice sessions and reports are given timely feedback. <p>Webinars and Online Lectures</p> <ul style="list-style-type: none">• Webinars and online lectures on topics related to SLP practice may be		
--	--	---	--	--



		<p>conducted by interns</p> <ul style="list-style-type: none">• These topics will be beneficial to populations who are commonly handled by SLPs (e.g. stroke clients, professional voice users, parents of children with developmental conditions)• Clinical supervisors will monitor the content of the presentation and materials to be used by interns• At least one supervisor will be present during each webinar/online lecture• Feedback will be provided to interns after each webinar <p>Bridging Sessions</p> <ul style="list-style-type: none">• Students will be given 2 weeks in January to get accustomed to real time face to face session in actual rotation sites• 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		
--	--	--	--	--



Prepared by:

Kathy B. Reyes-Brander, MS, CCC-SLP, CSP-PASP
Program Director

Endorsed:

Ma. Elizabeth Rey-Matias, M.D., PTRP, MHPEd, Ph.D.
Dean

Approved by:

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