



DE LA SALLE
MEDICAL AND HEALTH SCIENCES INSTITUTE

DLSMHSI is a CHED Autonomous HEI and an
Associate Member of Asean University Network - Quality Assurance

**COLLEGE OF
REHABILITATION SCIENCES**
PHYSICAL THERAPY DEPARTMENT

Learning Delivery Plan for 1st Semester of A.Y. 2020-2021

May 2020





I. Planning Matrix

The department intends to address the teaching delivery challenges and circumstances brought by the Coronavirus Disease 2019 (COVID-19) pandemic using a **goal-driven, objectives-oriented** learning plan. The planning matrix presented in Table 1 presents the overview of the department's response.

All decisions and actions of the department related to delivery of learning for A.Y. 2020-2021 will be guided by this matrix. We deem that the ultimate goal of the department's plan as a foremost provider of education is the achievement of learning outcomes by the student. There are two primary objectives that we need to attain to realize this goal—provision of equitable and inclusive meaningful learning experiences without compromising faculty and students' health & safety and, ensuring continuity of learning.

Table 1. A.Y. 2020-2021 PT Department Learning Plan Matrix

Ultimate goal: Students will be able to successfully achieve learning outcomes amid COVID-19 “new normal” paradigm.		
Objectives	Strategy	Key plans for action
1. Provide equitable, inclusive delivery of instruction and meaningful learning experiences while guaranteeing health & safety of PT students and faculty	1.1 Flexible learning arrangements and classroom decongestion	1.1.1 Offer different tracks of learning delivery mode (A. Blended Learning + Fully Asynchronous, B. Remote Learning, Fully Online, C. Remote Learning, Low-tech)
	1.2 Improve student engagement and collaboration	1.2.1 Establish systems to facilitate student engagement and incorporate in learning environment, pedagogy and activities
	1.3 Emphasis on what's necessary versus what's nice to know	1.3.1 Adjustments of syllabus as to content, sequence, and methods
	1.4 Low-risk, high value professional practice experiences (internship)	1.4.1 Establish telehealth and telerehab practice in the department
		1.4.2 Gradual deployment of interns to clinical training facilities
	1.5 Infection spread risk mitigating measure	1.5.1 Compliance to TSA guidelines 1.5.2 Establish system to ensure readiness once immediate closure will again be necessary
1.6 Ensuring support for students' mental health	<i>related to 1.2.1</i>	
2. Ensure continuity of learning	2.1 Identification of learning gaps and assess learning loss	2.1.2 Student feedback-driven assessment of gaps
	2.2 Closing the learning gaps	2.2.1 Learning recovery sessions, audit classes and re-teaching
	2.3 Prevent academic-related dropout	2.3.1 Proactive identification of at-risk students

The next sections provide details on the strategies and specific plans that we intend to carry out to help us reach our ultimate goal.





II. Details

1 Objective 1: Provide equitable, inclusive delivery of instruction and meaningful learning experiences while ensuring health and safety of PT students

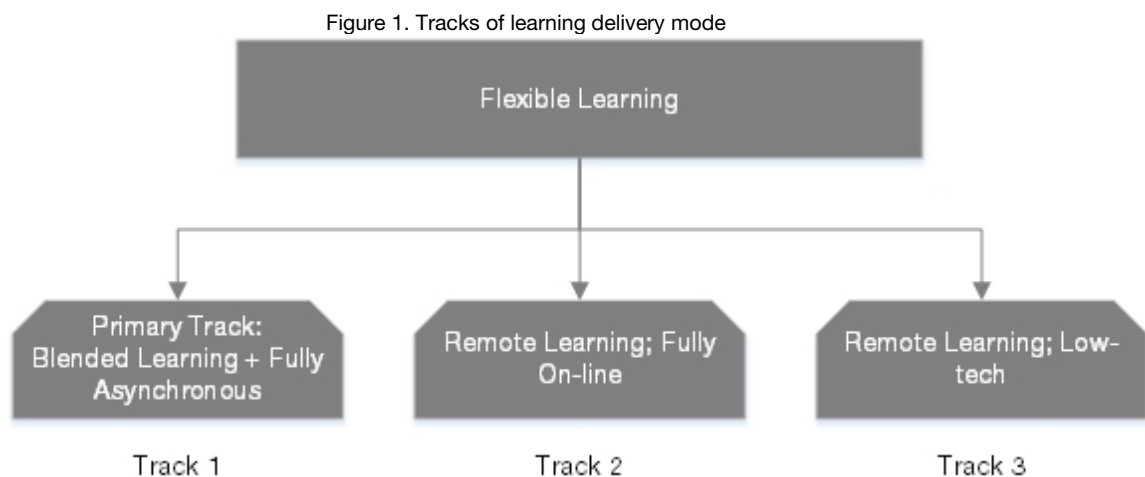
1.1 Strategy: Flexible learning arrangements and classroom decongestion

The Commission on Higher Education (CHED) has emphasized on the use of flexible learning for Higher Education Institutions (HEIs) to be able to open by August 2020 (Commission on Higher Education, 2020). To quote the commissioner, Mr. Prospero E. De Vera III,—“The intention of flexible learning is to **decongest the classroom**, to **reduce the number of students who go to the classroom at one time** so that social distancing and the health of the students can be protected” (San Juan, 2020). Citing again the commissioner, flexible learning is defined as “a broader term that focuses on the design and delivery of programs, courses, and learning interventions that **address learners' unique needs in terms of pace, place, process, and products of learning**. It **does not necessarily require connectivity**” (Cervantes, 2020).

As a heed to this mandate of offering flexible learning, and to be more inclusive by accommodating all PT students with varying circumstances and capabilities, the department will be ready to offer three tracks of learning delivery mode.

1.1.1 Offer different tracks of learning delivery mode

Faculty and learners alike are exposed to different circumstances during this pandemic that affect their capability to teach and learn. The stance of the department is to be inclusive to all students such that the disruption to their learning will be minimized, and to be faithful to the guidance of CHED to provide flexible learning. The department will be ready to offer different tracks of learning delivery mode to which the students can subscribe to—based on what they deem fit for their current situation. Figure 1 shows the schematic representation of these tracks.



A. Track 1: Blended Learning + Fully Asynchronous (Primary Track)

For this track, student's instruction will be through a combination of 1.) courses delivered via blended learning (which will necessitate minimal onsite/on-campus sessions), and 2.) courses delivered via fully asynchronous modes (delivered intently on-line).

A.1. Blended Learning

For a common understanding of what *blended learning* is, we define it as the **intentional and methodical integration** of face-to-face classes with technology mediated instruction where participants in the learning process are separated by distance some of the time (Lazinski, 2017; Leidl et al., 2020). In the PT department's case, we will be using a *flipped classroom blended learning instructional model* wherein PT courses instruction will be a combination of 1.) content/activities delivered thru use of the institutional learning management system (on-line), and 2.) face to face sessions (onsite).





Flipped classroom is a specific type of blended learning instructional model in which instructor-led content which used to be class work, will be done prior to face-to-face classes, and what used to be homework (assigned problems), will be scheduled in-class (Pierce & Fox, 2012). Table 2 shows what would the differences in focus between on-line learning component and face-to-face learning component in PT course instruction delivery.

Table 2. Differences between on-line and face-to-face learning components of blended learning in the PT department

On-line learning component foci	Face-to-face learning component foci
Knowledge-based/fact-based content delivery	Interactive problem-solving experiences
Video-based training of practical skills	Hands-on, facilitator-guided, skills-based training
	Active learning experiences

High-level empirical evidence suggests that the use of *flipped classroom* approach results to significant improvements in student learning as compared to traditional teaching methods in health professions education (Hew & Lo, 2018). In this model, **responsibility and ownership of learning** will be transferred from teacher to students through participation in active learning activities.

Blended learning not only has shown to provide benefits of **increased convenience and flexibility with greater reach to students** in multiple locations but also has potential to develop **more engaging and meaningful learning experiences** (Green et al., 2018). As a collateral effect of utilizing blended learning, time spent by students in school premises can be reduced and lecture classes of large size will be avoided.

A.2. Offering of fully asynchronous, self-directed learning courses

Some select courses will be delivered thru *fully asynchronous, self-directed learning* with minimal to absent face to face sessions. Asynchronous learning delivery is favored by the department than synchronous to resolve issues related to differences in students' circumstances, learner capabilities, and access to technology which are more accentuated in online synchronous learning delivery.

Even prior to the situational developments brought about by the COVID-19 pandemic, online and other remote teaching/learning approaches are applied by educational institutions to overcome geographical and social barriers to education (Islam et al., 2015). PT courses with more of fact-based knowledge delivery are favored to be delivered via fully asynchronous mode.

The intended platform to be used in the delivery of these fully asynchronous courses will be on-line—via use of institutional learning management system. Regarding issues of students' connectivity at home, students have the option to access these on-line courses within the premises of the campus (where there is available connectivity e.g. library) but not necessarily near the premises of the department. For the special circumstance where online delivery of these courses will not be feasible for students due to access issues, the subject coordinator will have to provide a low-tech version of the course that will not require connectivity (printed modules etc.).

A.3. Schedule Scheme

As one of the measures to avert infection spread in campus, there is a need to 1.) limit the number of students simultaneously inside the classroom and laboratories who are attending physical face-to-face learning sessions, and 2.) minimize time spent on classroom (which is also a product of using blended learning/fully-asynchronous delivery as learning delivery approaches). To do this, the department will divide students into batches and assigning each batch with different schedules of when they are required to attend onsite classes. These are further elucidated in the following points below.





A.3.1. 2nd Year

Table 3 presents the courses and units that PT 2nd year students will enroll and take by 1st semester. Entries are color coded and signify delivery approach for specific courses. There will be a total of five courses that 2nd year students will take under a fully asynchronous, self-directed learning approach (yellow), two subjects to be taken under a blended learning approach (peach; lab units shaded in green signifying lab sessions will be conducted onsite) and two subjects to be taken as fully onsite classes.

Figures 2,3 and 4, portray how the general structure of the schedule for 2nd year students will look like and shows the difference between schedule assuming there will be three batches of second year students. The figures explicitly show that 2nd year students will only be required to take onsite classes two days in a week and that majority of the remaining days can be spent on taking up their online classes. Given this arrangement and assuming there will be three sections of 2nd year students that will be enrolled—which can also serve as the batches, there will only be one section of students (or two-three lab groups) who will be onsite, in the premises of the department and who are taking learning sessions guided by faculty members.

Table 3. Courses and units to be enrolled by 2nd year PT students

Course Code	Course Name	Lec Units	Lab Units	RLE Units	Lec Hours	Lab Hours	RLE Hours
GE-PED103	Physical Education 3: Aquatics	2	0	0	2	0	0
RS-ANA212	Clinical Anatomy, Kinesiology and Biomechanics	3	2	0	3	6	0
RS-ANA213	Clinical Neuro-and Organ System Anatomy and Physiology	3	2	0	3	6	0
RS-IMR211	Introduction to Medical Rehabilitation, Patient Care, Safety and Emergency Management	2	0	0	2	0	0
PT-HGD210	Human Growth and Development	2	0	0	2	0	0
GE-IPE101	Inter-professional Education	2	1	0	2	3	0
PT-DIA211	Diagnostic Imaging in Physical Therapy	3	0	0	3	0	0
RS-RES211	Research 1: Introduction to Research and Evidence-Based Practice	3	0	0	3	0	0
PT-ETH212	Data Privacy, Professional Ethics and Jurisprudence	3	0	0	3	0	0

Color coding legend:

Onsite class

Blended learning delivery (onsite + online)

Fully asynchronous, self-directed learning





Figure 2. Schedule structure for 2nd year PT students Batch 1

	Blended Learning						Asynchronous Learning
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Weeks 1-18	8	8	Flexible Learning Time for RS-ANA212 Lec RS-ANA213 Lec + asynchronously delivered courses				PT-ETH212 GE-IPE101 RS-RES211 PT-DIA211 PT-HGD210

Figure 3. Schedule structure for 2nd year PT students Batch 2

	Blended Learning						Asynchronous Learning
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Weeks 1-18	Flexible Learning Time for RS-ANA212 Lec RS-ANA213 Lec + asynchronously delivered courses		8	8	Flexible Learning Time for for RS-ANA212 Lec RS-ANA213 Lec + asynchronous delivered courses		PT-ETH212 GE-IPE101 RS-RES211 PT-DIA211 PT-HGD210

Figure 4. Schedule structure for 2nd year PT students Batch 3

	Blended Learning						Asynchronous Learning
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1-18	Flexible Learning Time for RS-ANA212 Lec RS-ANA213 Lec + asynchronously delivered courses				8	8	PT-ETH212 GE-IPE101 RS-RES211 PT-DIA211 PT-HGD210





A.3.2. 3rd Year

Table 4 below presents the courses and units that PT 3rd year students will enroll and take by 1st semester. Entries are color coded and signify delivery approach for specific courses. There will be a total of three courses that 3rd year students will take under a fully asynchronous, self-directed learning approach (yellow), and four subjects to be taken under a blended learning approach (peach; lab and RLE units shaded in green signifying lab and RLE sessions will be conducted onsite).

Figures 5,6 and 7, portray how the general structure of the schedule for 3rd year students will look like and shows the difference between schedule assuming there will be three batches of third year students. The figures explicitly show that 3rd year students will only be required to take onsite classes three days in a week and that majority of the remaining days can be spent on taking up their online classes. Given this arrangement and assuming there will be three sections of third year students that will be enrolled—which can also serve as the batches, there will only be one section of students (or two-three lab groups) who will be onsite, in the premises of the department and who are taking learning sessions guided by faculty members of the department.

A unique component of the third year’s schedule is the provision of Learning Recovery Sessions allotted for the first two weeks of the term. The department anticipates that there will be learning gaps as a result of onsite class disruption in the 2nd semester of A.Y. 2019-2020 due to the COVID-19 pandemic and these gaps should be closed once A.Y. 2020-2021 begins to manage continuity of learning.

Table 4. Courses and units to be enrolled by 3rd year PT students***

Course Code	Course Name	Lec Units	Lab Units	RLE Units	Lec Hours	Lab Hours	RLE Hours
RS-SDM302	Student Development and Mentoring 2	0	0	1	0	0	3
RS-MES301	MES 1: Integumentary, Metabolic, Cardiopulmonary, and Geriatric Rehabilitation	3	0	0	3	0	0
RS-MES303	MES 3: Orthopedic, Rheumatologic, Industrial and Sports Rehabilitation	4	0	0	4	0	0
PT-REH301	Physical Therapy 1: Integumentary, Metabolic, Cardiopulmonary, and Geriatric PT	2	3	0	2	9	0
PT-REH303	Physical Therapy 3: Neuromusculoskeletal PT	2	3	0	2	9	0
PT-SEM301	Clinical Reasoning 1: Integumentary, Metabolic, Cardiopulmonary, and Geriatric PT	1	0	1	1	0	3
PT-SEM303	Clinical Reasoning 3: Orthopedic, Rheumatologic, Industrial and Sports PT	1	0	1	1	0	3

Color coding legend:

- Onsite class
- Blended learning delivery (onsite + online)
- Fully asynchronous, self-directed learning

***Assuming 2020 curriculum revisions submitted to CHED will be approved





Figure 5. Schedule structure for 3rd year PT students Batch 1

	Blended Learning						Asynchronous Learning
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	Learning Recovery Sessions						
Week 2							
Weeks 3-18	9	9	9	Flexible Learning Time for PT-REH301 Lec PT-REH303 Lec PT-SEM31 Lec PT-SEM303 Lec + asynchronously delivered course			RS-SDM302 RS-MES301 RS-MES303

Figure 6. Schedule structure for 3rd year PT students Batch 2

	Blended Learning						Asynchronous Learning
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	Learning Recovery Sessions						
Week 2							
Weeks 3-18	Flexible Learning Time for PT-REH301 Lec PT-REH303 Lec PT-SEM31 Lec PT-SEM303 Lec + asynchronously delivered course			9	9	9	RS-SDM302 RS-MES301 RS-MES303





Figure 7. Schedule structure for 3rd year PT students Batch 3

	Blended Learning						Asynchronous Learning
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	Learning Recovery Sessions						RS-SDM302 RS-MES301 RS-MES303
Week 2							
Weeks 3-18	Flexible Learning Time for PT-REH301 Lec PT-REH303 Lec PT-SEM31 Lec PT-SEM303 Lec + asynchronously delivered course		9	9	9	Flexible Learning Time for PT-REH301 Lec PT-REH303 Lec PT-SEM31 Lec PT-SEM303 Lec + asynchronously delivered course	





A.3.3. 4th Year (taking up old 5-Year curriculum)

Approach for 4th year students will be unique in contrast to 2nd year and 3rd year students due to 1.) they are taking up the old 5-year-curriculum, 2.) small class size (8 students). Table 5 below presents the courses and units that PT 4th year students will take by 1st semester. Hours are declared in total hours to be consumed for the entire semester as delivery for some courses were initiated in the prior terms and some will extend until 2nd sem of A.Y. 2020-2021. Almost all of the subjects will be taken up through onsite classes with the exception of lecture hours for some identified subjects (shaded in green) to be taken online and PTPR416 which will be asynchronously delivered.

Figure 8 portrays how the general structure of the schedule for 4th year students will look like. Just like the 3rd year students, because of the critical nature of the sessions missed due to disruption in the 2nd semester of A.Y.2019-2020, learning recovery sessions will be conducted in the first two weeks. The color coding of cells represents the subjects that will be taken during those weeks.

Table 5. Courses and academic hours to be taken by 4th year students

Course Code	Course Name	Lec Units	Lab Units	Actual total semestral hours (Lec)	Actual total semestral hours (Lab)	Sem
PTPR403	General Pathology and Microbiology	2	0	36	0	1
PTPR404	Medical and Surgical Conditions: Geriatric and Pediatric Conditions	5	0	90	0	1
PTPR405	Medical and Surgical Conditions: Neurology & Adult Conditions	4	0	72	0	1
PTPR406	Therapeutic Exercises for Neurologic, Developmental Pediatric & Surgical Conditions	2	2	36	108	1
PTPR411	Orthotics and Prosthetics Part 1	3	1	27	27	1
PTPR414	Therapeutic Exercises for Special Medical Conditions Part 1	2	2	7	40.5	1
PTPR407	Electrotherapy using Low & Medium Frequency Currents*	1	1	9.75	32	1
PTPR410	Electrotherapy using High Frequency Currents & Sound Waves*	1	1	9.75	32	1
PTPR413	Hydrotherapy, Massage and Superficial Heat*	1	1	7	26.5	1
PTPR412	PT Examination and Evaluation & Documentation Part 1	2	3	3	28.75	1
PTPR408	Seminar: Clinical Correlation & Team Approach on Neurological Conditions	0	2	0	108	1
PTPR416	Research Implementation and Presentation Part 1*	2	3	0	63	1

Color coding in this table is used to signify placement in schedule (see figure 7), with the exception of the cells shaded in green—which represents nature of online delivery for the subjects.





Figure 8. Schedule structure for 4th year PT students

	Blended Learning						Asynchronous Learning
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	Learning Recovery Sessions						PTPR416
Week 2							
Week 3	6	6	6	6	6		
Week 4	6	6	6	6	6		
Week 5	6	6	6	6	6		
Week 6	6	6	6	6	6		
Week 7	6	6	6	6	6		
Week 8	6	6	6	6	6		
Week 9	6	6	6	9	9		
Week 10	9	9	9	9	9		
Week 11	9	9	9	9	9		
Week 12	9	9	9	9	9		
Week 13	9	9	9	9	9		
Week 14	9	9	9	9	9		
Week 15	9	9	9	9	9		
Week 16	9	8	8	8	8		
Week 17	8	8	8	8	8		
Week 18	8	8	8	8	8		





B. Track 2: Remote Learning, Fully On-line

This track is offered intended for students who choose not to take the primary track due to apprehensions and limitations in attending onsite classes, and those who deem that they have good, sufficient and accessible source of internet connectivity. Table 6 shows an overview of expectations and capacities for this track of learning delivery mode.

On-line delivery will be subject to guidelines in home-based alternative learning modalities which will be released also by the department.

C. Track 3: Remote Learning, Low-tech

For students who choose not to take the primary track due to apprehensions and limitations in attending onsite classes, and those who do not have good, sufficient accessible source of internet connectivity, the department will also be able to accommodate them by providing delivery of all subjects via remote learning thru low-tech platforms. Printed learning modules will be the primary means of content transmittal and instruction delivery. Courier arrangements will be mediated by the department to facilitate delivery to students. Reader is referred to table 6 for the expectations in taking this track.

Delivery will be subject to guidelines in home-based alternative learning modalities which will be released also by the department.





Table 6. Overview of differences among flexible learning tracks

	Remote On-line (Asynchronous)	Remote Low-tech/Off-line (Asynchronous)	Blended (with synchronous on-campus sessions and asynchronously delivered subjects)
Intended learning outcomes targeted	Same as if delivered in pre-crisis situation	Same as if delivered in pre-crisis situation	Same as if delivered in pre-crisis situation
Teacher capabilities			
<i>Designing of courses</i>	Be able to design a quality, engaging, meaningful asynchronously delivered Blackboard LMS course	Be able to design a quality, engaging, meaningful asynchronously delivered modules suitable for low-tech/off-line delivery	Be able to design a quality, engaging, meaningful blended learning courses which includes technology mediated content transmittal (using LMS) and laboratory session instructional design
<i>Authoring of content</i>	Be able to author authentic, meaningful and engaging content optimized for online delivery	Be able to author authentic, meaningful and engaging content optimized for low-tech/off-line delivery	Be able to author content for technology mediated content transmittal (using LMS) and on-campus laboratory session guides
<i>On-campus attendance</i>	--	--	Has capacity, confidence and agency to deliver on-campus laboratory sessions
<i>Technical</i>	Access to stable, reliable network and sufficient bandwidth Access to technologies and gadget suited for on-line learning content authoring, course design, monitoring and guidance (personal computer, laptop, tablets)	Access to stable, reliable network and sufficient bandwidth (during authoring of the module) Access to technologies and gadget suited for module design and module content authoring	Access to stable, reliable network and sufficient bandwidth Access to technologies and gadget suited for on-line learning content authoring, course design, monitoring and guidance (personal computer, laptop, tablets)
Learner capabilities and characteristics			
<i>Behavior towards learning</i>	Students should have strong self-regulating learning abilities	Students should have strong self-regulating learning abilities	Students should have strong self-regulating learning abilities
<i>On-campus attendance</i>	--	--	Has capacity, confidence and agency to attend on-campus sessions
<i>Technical</i>	Access to stable, reliable network and sufficient bandwidth Access to technologies and gadget suited for on-line learning (personal computer, laptop, tablets)	At least access to mobile network for remote learning guidance and monitoring via phone calls	Access to stable, reliable network and sufficient bandwidth (for on-line component of blended learning) Access to technologies and gadget suited for online learning (personal computer, laptop, tablets) (for online component of blended learning)
Content delivery	Delivered thru structured courses in Blackboard OpenLMS	Delivered thru printed modules or digital modules canned in a USB flash drive	Onsite laboratory sessions + Courses taken asynchronously
Formative assessments			
<i>Nature of delivery</i>	Embedded in the online course design	Embedded in the module	Combination of face-to-face, on-campus and online formative assessment
<i>Types</i>	Online quizzes with automated feedback Discussion threads/Message boards Submitted assignments and outputs (performance-based assessments) (with feedback from either peer or faculty or both)	Self-regulated quizzes with answer key and rationale Activities/assignment	All possible formative assessment methods in on-campus laboratory sessions plus online formative assessments
Feedback			
<i>Nature of delivery</i>	Embedded in the online delivered assessment (automated feedback in quizzes, peer/faculty eval in assignments, posts in discussion thread) Recorded explanation/feedback by faculty or peer Short individual/grouped synchronous feedback session facilitated by faculty	Embedded in the module Recorded explanation/feedback by faculty Short individual feedback session thru phone call	All possible feedback delivery methods in on-campus laboratory sessions plus feedback thru online/offline faculty communication channels
Learner guidance			
<i>Nature</i>	Embedded guidance in the online course design thru clear, intuitive, stand-alone instructions On demand guidance thru online/offline faculty communication platforms	Embedded guidance in the module design thru clear, intuitive, stand-alone instructions On demand guidance thru offline faculty communication platforms	Implicit during laboratory sessions On demand guidance thru personal/online/offline faculty communication platforms





1.2 Strategy: Improve student engagement and collaboration

Learner engagement is crucial in increasing attention and focus, developing motivation to use higher-level critical thinking skills and promotion of meaningful learning experiences (“Engaging Students in Learning,” n.d.). The disruption brought about by the pandemic and the sudden shift to fully online learning have posed challenges in engaging students on a personal level. The department recognizes that this is crucial to students’ learning success and will take an active effort to address these challenges.

1.2.1 Establish systems to facilitate student engagement and incorporate in learning environment, pedagogy and activities

We will ensure that the online learning environment will have a space wherein students and faculty can freely engage. We will favour asynchronous delivery so that fact-based content transmittal can be delivered at the student’s own pace and time while face-to-face session time can be spent for collaboration, problem solving and discussion rather than transmission.

This will be further expounded in the guidelines on conduct of online activity delivery. It is worth noting that the institution has access to platforms like MS Teams where engagement, communication and collaboration can be achieved digitally.

1.3 Strategy: Emphasis on what’s necessary versus what’s nice to know

According to the WCPT response to COVID-19 Briefing Paper (World Confederation for Physical Therapy, 2020), one of the lessons that can inform institutions offering entry-level physical therapy programs as a response to COVID-19 is becoming more efficient in teaching—focusing on “what’s necessary” versus “what’s nice to know”.

All subject coordinators are mandated to review their syllabus, look into their course outcomes and think of how achieve those outcomes albeit minimal content delivery. In this way, rather than focusing on content (the “WHAT”), faculty will shift focus on the outcomes themselves—and HOW to achieve them in the most efficient, optimal manner.

1.4 Strategy: Low-risk, high value professional practice experiences (internship)

1.4.1 Establish telehealth and telerehab practice in the department

CHED (2020), through its CHED COVID Advisory no. 7, has guided Higher Education Institutions (HEIs) that internship programs remain suspended until GCQ, MGCQ, ECQ and/or MECQ is lifted. Until these community quarantine restrictions are lifted, PT interns will not be deployed to render physical face-to-face duties in affiliated and satellite clinical training centers. As response to this, to ensure program continuity for 5th year students, the department shall develop and implement a telehealth practice where interns can engage with real patients albeit digitally supervised by clinical faculty members. A separate guideline for this department-initiated telehealth practice will be released.

Figure 9. Proposed internship schedule structure for 5th year students

Month	1 July	2 August	3 September	4 October	5 November	6 December	7 January	8 February	9 March	10 April
	Telehealth Rotation (2 Months) Academic Rotation (1 Month)			Deployment to Clinical Training Facilities and CBR						
	Sustained Telehealth Rotation									

1.4.2 Gradual deployment of interns to clinical training facilities

The value of professional practice experiences that interns undergo in clinical training deployment cannot be overstated. It is where ultimately students are able to synthesize and apply all that they have learned in managing real-life patients. However, due to the community mobility restrictions and complications, brought by COVID-19 pandemic, a lot of uncertainty exists as to when can students be allowed to undergo face-to-face patient management in clinical training centers. The department will remain cognizant to the guidance of relevant institutions such that we can deploy interns as soon as it is immediately allowed and feasible.

As an attempt to account for this uncertainty, a proposed internship schedule is presented in figure 9 such that the first three months of internship will be specifically focused on telehealth rotation and academic rotation assignment of the 5th year students. The academic rotation will also be utilized to conduct learning





recovery sessions to ensure the closing of learning and competency gaps brought by the disruption in 2nd semester of A.Y. 2019-2020. The proposed schedule effectively and hopefully assumes that by October, internship programs will be allowed.

The department will exercise gradual, careful and cautious approach in the process of identifying what clinical training facilities interns can be safely deployed to.

A. Post-graduate clinical training

If on the unwanted scenario that interns will not have any opportunity to experience face-to-face patient encounters in clinical training sites during the entire academic year of A.Y. 2020-2021, the department will take progressive measures for interns to be eligible for a free post-graduate clinical training program in the satellite clinical training centers of the College once safe and feasible.

1.5 Infection spread risk mitigating measure

1.5.1 Compliance to TSA guidelines

Delivery of instruction will always be in conjunction with following the minimum public health standards imposed by the Department of Health and following guidance of the institution through the The Student Affairs preventive measure guidelines.

The department will always remain cognizant to the situational developments of this pandemic and will heed to health and safety guidance from relevant institutional, local, and national regulating bodies.

1.5.2 Establish system to ensure readiness once immediate closure will again be necessary

Research literature suggests that further COVID-19 outbreaks are to a certain extent—unavoidable, and that we must be prepared for at least 18 to 24 months of significant COVID-19 activity (Center for Infectious Disease Research and Policy, 2020; Nature Biomedical Engineering, 2020). The department will take a proactive stance in assuming that major outbreaks will re-occur in the Philippines (second wave, third wave etc.). As a response, course preparation will take into account the specific plans of the subject coordinator once immediate closure will again be necessary. This will be a component of the course syllabus to be presented to students. We ascertain that the flexible learning arrangements and strategies we laid out in section 1.1. will be more resilient to any shocks and disruptions to learning delivery.

1.6 Ensuring support for students' mental health

On our level, the department will provide support to students in the aspect of maintaining their mental health by ensuring faculty-student engagement and encouraging open communication. Through open communication, faculty will have a deeper understanding of the circumstances that are probably affecting the mental health of the students and respond appropriately to the needs of the students.

2 Objective 2: Ensure continuity of learning

2.1 Identification of learning gaps and assess learning loss

Student feedback and faculty insights will be used to determine learning gaps brought about by the disruption in the 2nd semester of A.Y. 2019-2020. Topics that student perceive to be not clear and topics relating to skillful application of PT related techniques will be prioritized.

2.2 Closing the learning gaps

2.2.1 Learning recovery sessions, audit classes and re-teaching

As presented in the proposed schedule, learning recovery sessions will be integrated in the academic calendar for A.Y.2020-2021.

Audit classes which are non-required, non-graded focused sessions will be also offered when time and schedule permits. Mindful integration of past concepts with topics to be discussed in the 1st semester will also be utilized.

2.3 Prevent academic-related dropout

To prevent academic-related dropout, faculty are mandated to be proactive in engaging with students at risk and providing measures to prevent failure in courses.





--end of document--

Prepared for the department:

Pethuel M. Pomaloy, PTRP
Program Director

Concurred:

Joanna Marie A. Salinas, PTRP
Professional Education Chair

Katrina S. Servida, PTRP
Pre-professional Education Chair

Maila Bernadette S. Arao, PTRP
Clinical Education Chair





III. References

- Center for Infectious Disease Research and Policy. (2020). *COVID-19: The CIDRAP Viewpoint*.
https://www.cidrap.umn.edu/sites/default/files/public/downloads/cidrap-covid19-viewpoint-part1_0.pdf
- Cervantes, F. M. (2020, April 30). CHED pushes for flexible learning for HEIs in August. *Philippine News Agency*.
<https://www.pna.gov.ph/articles/1101519>
- Commission on Higher Education. (2020). *CHED COVID Advisory No. 7: Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease 2019 (COVID-19) in Higher Education Institutions (HEIs)*.
<https://ched.gov.ph/covid-19-updates/>
- Engaging students in learning. (n.d.). *Center for Teaching and Learning*. Retrieved May 17, 2020, from
<https://www.washington.edu/teaching/topics/engaging-students-in-learning/>
- Green, R. A., Whitburn, L. Y., Zacharias, A., Byrne, G., & Hughes, D. L. (2018). The relationship between student engagement with online content and achievement in a blended learning anatomy course: Student Engagement in Blended Anatomy Courses. *Anatomical Sciences Education*, 11(5), 471–477.
<https://doi.org/10.1002/ase.1761>
- Hew, K. F., & Lo, C. K. (2018). Flipped classroom improves student learning in health professions education: A meta-analysis. *BMC Medical Education*, 18. <https://doi.org/10.1186/s12909-018-1144-z>
- Islam, N., Beer, M., & Slack, F. (2015). E-Learning Challenges Faced by Academics in Higher Education: A Literature Review. *Journal of Education and Training Studies*, 3(5), 102–112. <https://doi.org/10.11114/jets.v3i5.947>
- Lazinski, M. J. (2017). Psychomotor Skills, Physical Therapy, and a Hybrid Course: A Case Study. *Quarterly Review of Distance Education*, 18(4), 57–69.
- Leidl, D. M., Ritchie, L., & Moslemi, N. (2020). Blended learning in undergraduate nursing education – A scoping review. *Nurse Education Today*, 86, 104318. <https://doi.org/10.1016/j.nedt.2019.104318>
- Nature Biomedical Engineering. (2020). Sustained suppression. *Nature Biomedical Engineering*, 4(5), 479–480.
<https://doi.org/10.1038/s41551-020-0567-0>
- Pierce, R., & Fox, J. (2012). Vodcasts and Active-Learning Exercises in a “Flipped Classroom” Model of a Renal Pharmacotherapy Module. *American Journal of Pharmaceutical Education*, 76(10).
<https://doi.org/10.5688/ajpe7610196>
- San Juan, A. D. (2020, May 11). CHED: ‘Flexible learning’ not purely online; aims to decongest classrooms amid physical distancing protocol. *Manila Bulletin*. <https://news.mb.com.ph/2020/05/11/ched-flexible-learning-not-purely-online-aims-to-decongest-classrooms-amid-physical-distancing-protocol/>
- World Confederation for Physical Therapy. (2020). *WCPT response to COVID-19 Briefing Paper: Immediate Impact on the Higher Education Sector and Response to Delivering Physiotherapist Entry Level Education*.
<https://www.wcpt.org/news/WCPT-briefing-paper-focuses-on-impact-of-COVID-19-on-the-entry-level-education-of-physiotherapists>

