UNIVERSITY OF THE PHILIPPINES

HP 211 Curriculum Planning in the Health Professions
1st Semester AY 2024-2025

COURSE GUIDE

COURSE DESCRIPTION

"Curriculum is a process that requires time, energy and commitment of the planner. Learning how to design courses and curricula is even more demanding. When teachers know how to design educational programs, their educational undertakings may be more or less successful. An important question for them is whether rules exist making the outcomes of planning predictable. Obviously, this in turn proves or questions the degree of scientific knowledge needed to design education. Perceptive teachers may begin to recognize underlying principles of curriculum design, or develop their own theories about the way to teach and what to teach. At best elements of personal insights are coupled with theoretically grounded professional insight." (Gijselaers, et. al.)

Curriculum planning involves deliberate consideration of the educational and organizational context for which the curriculum is intended to be implemented. It involves careful study and analysis of the needs of the intended clients and putting forward a strong rationale for its development.

This course deals with the principles and strategies for planning new curricula and modifying existing ones, to ensure its relevance to current health needs. This involves development of a total curricular plan in your specific area of interest. This course will provide you with the opportunity to analyze your own organizational and educational context to plan and design a curriculum for a health professions education course.

<u>*MHPEd/MAHPEd program outcomes:*</u>

The NTTCHP graduate is envisioned to be a Health Professions Educator with:
1. *Effective communication skills in written and oral form*
2. *Outstanding professionalism, cultural competence, and ability to collaborate with other health professionals*
3. *Nationalism and internationalism in the practice of the teaching profession*
4. *Ability to develop context-based macro and micro-plans for health professions education*
5. *Advanced teaching skills based on best evidence*
6. *Effective educational leadership and administration skills*
7. *Skills in evaluating educational programs and studies*
8. *Ability to utilize relevant evidence in the planning, conducting and evaluating HPEd programs*
9. *Skills in conducting relevant research in the production of new, relevant, and updated knowledge in HPEd*

COURSE LEARNING OUTCOMES

After completing this course, you should be able to—
1. Effectively communicate to an interprofessional audience, curricular concepts and curricular plans in both written and oral form
2. Distinguish curriculum planning from instructional designing
3. Identify the significance and rationale of your own curricular plans to the needs of your profession and institution
4. Discuss the changing landscape that should be considered in designing curriculum in the health sciences
5. Analyze the applicable Commission on Higher Education [CHED] policies, standards, and guidelines of the various regulated professions in health and their implications to curriculum planning
6. Collaborate with other health professionals in the production of curricular products
7. Develop context-based curricular plans for your chosen field
8. Apply effective teaching skills in presenting various curricular concepts
9. Develop curricular evaluation plans
10. Critique selected existing curricula in the health sciences with reference to appropriate and contemporary curricular frameworks
11. Utilize and analyze existing evidence to support your curricular framework
12. Lead classroom groups effectively
13. *Present your curricular proposal to relevant groups*

OBJECTIVES:
Upon completion of the course, the students should be able to:
1. Describe a curriculum in terms of its nature and components.
2. Discuss the philosophical, psychological, societal, and cultural foundations of a curriculum.

3. Apply the curriculum planning and development process to your chosen educational context in terms of:
   a. Determinants and formulation of goals and objectives
   b. Selection, categorization, and organization of content
   c. Selection of teaching strategies
   d. Evaluation/assessment procedures
4. Compare various approaches to curriculum development in terms of their uses, strengths, and weaknesses.
5. Formulate strategies for introducing changes/improvements in the curriculum.
6. Develop a curriculum design for a specific area (in health education and training) of interest.
7. Utilize relevant current scholarly work in the production of written and oral outputs
8. Communicate effectively using various forms of media
9. *Provide evidence of implementation of initial steps of the curriculum plan*

COURSE OUTLINE

This course is divided into five units:

Unit 1: Introduction to Curriculum Planning
The first unit investigates defining curriculum and the role of teachers in the curriculum planning process.
Key concepts: curriculum planning definitions, role of curricularists

Unit 2: Philosophical, Socio-cultural, and Humanistic Foundations of Curriculum
In this unit, students will discover how curriculum is defined based on its philosophical, psychological, societal, and cultural foundation.
Key concepts: educational philosophies, curricular approaches

Unit 3: Evolution of the Curricula in the Health Sciences
The third unit will deal with the changes in health sciences curriculum as seen in the changing trends in response to changes in the policies and educational reforms in the country and in the world.
Key concepts: Philippine Qualifications Framework, K-12, transformative education, outcome-based education

Unit 4: Moving Curriculum Forward
In this unit, students will be introduced to the various curricular planning and development models and approaches. The curricular design process will be applied in the development and design of their own courses.
 Key concepts: educational aims, goals, and objectives, needs assessment, course rationale, intended learning outcomes

Unit 5: Curriculum Management
This unit will help students identify factors that can facilitate or hinder change, and discover the role of teachers in curriculum implementation.
 Key concepts: curricular change, quality assurance, monitoring

An outline of the course is shown here:

I. Introduction to Curriculum Planning
A. Teacher's role in curriculum planning & design
B. Diseases of the health sciences curriculum

II. Philosophical, Socio-cultural and Humanistic Foundations of Curriculum Planning in the Health Sciences
    A. Philosophical foundations
    B. Socio-cultural and humanistic foundations
        1. Behaviorism, Cognitivism, and Information processing theories of learning
        2. Teaching the millennials
Output expected from students: philosophical, socio-cultural, and humanistic rationale for own curriculum design

III. Evolution of curricula in the health sciences (Political, environmental & historical foundations)
The Changing Landscape Influencing Curriculum Planning in the Health Sciences
A. Educational reforms in Philippine basic education and the Philippine Qualifications Framework
B. The global call for transformative education in the health sciences
Transitioning from traditional to outcome-based to transformative education
        1. Flexnerian curriculum
        2. Community-based
        3. Problem-based learning
        4. Competency-based
        5. Organ-system integration
Output expected from students: curricular framework of student's chosen course

IV. Moving Curriculum Forward
A. Formulation of learning outcomes, professional competencies, curricular goals, and learning objectives
B. Domains of learning
C. Selection and organization of content with information communication technology for learning
D. Teaching-learning strategies
E. Assessment of outcomes
Output expected from students: Alignment of institutional VMG, program outcomes, curricular goals, and course outcomes with content, teaching-learning activities, instructional resources, and assessment of achievement

V. Management and Evaluation of the Curriculum
    A. Basic organization and management of curriculum
    B. Curriculum evaluation
    C. Quality assurance in higher education: from monitoring to accreditation
Final output expected from students: final course design with appropriate monitoring,

implementation, and evaluation plans

MODE OF DELIVERY

This course will be delivered using a remote learning mode. We will be using the UPM VLE as our learning platform. To ensure access to our course site in VLE, make sure that you have secured
an activated official UP email account (this is your email address with @up.edu.ph which is provided by UP to all students, faculty, and administrative personnel)—if you have not activated your UP email, contact the UPIMS at ims@post.upm.edu.ph or give them a call at 88141254. Your official email address is important in performing any transactions in the university, including enrollment.

To access HP 211 on VLE, follow these steps:
    Step 1: Open a web browser (e.g. Chrome, Microsoft Edge, etc.)
    Step 2: Go to vle.upm.edu.ph
    Step 3: Click "Login". You will be prompted to Log in your VLE username & password
    Step 5: Click "Dashboard" and all the courses you are enrolled in will appear. Click on the
            course HP 211: Curriculum Design in HPEd (MEMG).

Since the course will be delivered through a blended learning mode, constant communication with me and your classmates is very important. Therefore, we will be using multiple means to communicate, depending on for whom the information is addressed to (to me, your instructor, to an individual person in your class, or to the entire class), the availability and strength of internet connection, the type of information that you wish to communicate (is it a question, a comment, a suggestion, a document, etc.), and the immediacy of response. Table 1 shows the preferred means of communication in this course for a given context.

Table 1
Means of communication for varied contexts

	Internet-based	*Non-internet based*	*Internet-based*	*Non-internet based*
	For the CLASS		For an INDIVIDUAL	
Immediate and short or simple communications	Google Space VLE: Chats	SMS to class representative*	Google Space	SMS
Immediate and complex communications	Zoom or Google Meet	Phone Call to class representative	Google Meet or Zoom	Phone Call
Not immediate or long communications	VLE: Announcements	SMS to class representative	Official UP Email (@up.edu.ph)	SMS

*Note: * A class representative will be elected or chosen by the class. The class representative is responsible to ensuring that all students in the class will receive any information relayed through*

him/her as received through SMS or phone call.

Make sure to orient yourselves to the various means of communications included and make sure to follow proper etiquette and conduct when using any of these forms of communication. Review your messages before sending them to avoid miscommunication and confusion. Also, make it a habit to acknowledge all messages received to indicate that you understood the information and respond accordingly if a response is expected. Do not hesitate to ask questions when in doubt.

Non-internet-based forms using your mobile phone:
- SMS or regular text messaging using your mobile phone – When sending messages, make sure to keep it short and concise. Avoid using abbreviations and acronyms that may not be familiar to everyone. When sending a message to the class representative, indicate that the message is for the entire class (including me, as instructor or not).
- Phone call – When making a phone call, introduce yourself first at the start of the conversation. Keep it short and direct to the point. Make sure to avoid calling beyond 10:00pm or before 6:00am.

Internet-based forms using your Android phone or iPhone, tablet, laptop or desktop connected to the internet via Wi Fi or cellular data:

Messaging Tools:
- Google Space– You will need a UP email account to use this group chat application. You may access it on the left side navigation bar in your Gmail. Since this will be used for communications pertaining to the course, try your best to limit messages to course-related information. You may want to create a separate group chat for social purposes. Acknowledge receipt of messages by responding with "Noted" or "Acknowledged" or simply using a thumbs up 👍 reaction to the message.

- VLE – Our course site allows you to send messages to me and/or your classmates.

- Email – Use only your official UP mail (@up.edu.ph) when sending an email message. Always include a "Subject" using the following format: HP211 [Topic] (For example, if you want to ask for extension of the deadline for a particular assignment, you may want to send an email to me. Type the following subject in your email message: "HP211 Request for extension for Assignment 1"). Make sure to provide complete information and that any attachments are in order.

Conferencing tools:
- Zoom - We will be using this as our primary conferencing tool for synchronous meetings and consultation sessions. You need to download Zoom to your device. This can also be accessed directly through your UP mail. Just open your UP mail and click the Zoom logo located at the right side of your screen.
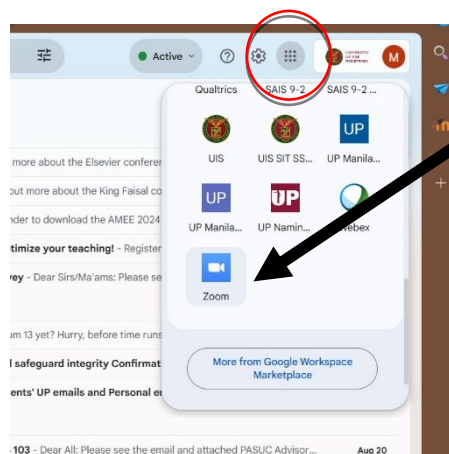
You may host a meeting in Zoom or join a meeting. We will use the same recurring Zoom meeting room for all scheduled sessions.

> Our Recurring Zoom Meeting Room:
> https://up-edu.zoom.us/j/97302986972
> Meeting ID: 973 0298 6972
> Passcode: CurrDes1

- Google Meet – Another tool that we can use to communicate through conferencing is through Google Meet. If you will be using your mobile phone or tablet, you will need to download the app and login using your UP mail (@up.edu.ph). If you will be using your laptop, just open your UP mail and you will see the app at the left side of your screen in the navigation pane:
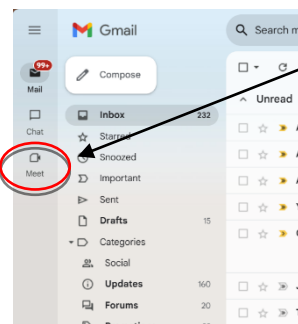
You can start a meeting by clicking the "Start a meeting button" or "Join an ongoing meeting". You will also receive an invitation message to a meeting via your email. Usually, the link to the meeting is already provided in this email message.

In using any of the conferencing tools, always remember to choose a well-lit area in your room with little visual and auditory distractions.   To lessen the bandwidth used during

conferences, by default, video will be turned off and audio will be muted, except when you are asked to talk or to turn on your video camera. You may also be asked to share a presentation or a document on your screen or asked to write something on the shared blackboard. So, always be ready. Make sure that you look presentable and that only materials relevant to the course are open on your devices. These tools also have a chat feature so participation in conferences can also be done through the chat box, unless asked to speak directly to the group. Conferences are recorded for documentation as agreed upon by the class. These recordings will be made available in the course site not later than 2 days after the conference.

COURSE MATERIALS

The learning materials that we will be using for this course include a variety of the following:
- Annotated Power point presentations – these are video recordings of my own or other faculty member's presentations which are embedded in the HP 211 course in VLE
- Annotated videos– these are open resource videos annotated as a TED Ed Lesson or Ed puzzle and online blogs. The links are in the HP 211 course in VLE.
- Journal articles – the links to the files or the actual documents are available in the HP 211 Course in VLE, and in digital and printed formats.
- Book chapters - the documents are available in the HP 211 Course in VLE
- Course guide – this course guide is a document which will help you navigate through the course. It contains all the information you need to know about the course and how to succeed in achieving its learning outcomes. This guide is available in the HP 211 Course in VLE
- Study guides – these are short reading materials that will help you through the different weekly study units. These guides help put together the different concepts in the weekly study units. These files are available in the HP 211 Course in VLE
- Activity and assignment guides – these are documents that accompany each learning activity or assignment, providing detailed instructions on how to perform the different activities and how you will be evaluated in each task. These files are available in the HP 211 Course in VLE.

STUDY SCHEDULE
Tuesdays 3:00-5:00pm

Week Number	Module/ Topic	Learning Resources	Learning Tasks
Course Unit 1: Introduction to Curriculum Planning			
Week 1 Aug 19-23 Aug 20	Course Introduction Defining Curriculum	Presentation 1: Introduction to HP 211 HP 211 Course Guide Video Lecture: Distinguishing curriculum planning from instructional designing (Fajutagana)	Synchronous session 1 (Face to face): Aug 20, 2024 *Course orientation & Introduction to curriculum development* Activity 1: Identifying possible areas for curriculum planning & design *(Group submission - Due: Aug 27, 2024)*
Weeks 2-4 Aug 26- Sept 13	My role in curriculum planning The diseases of the health sciences curriculum	Checklist of Teacher's Role as a Curricularist Curriculum Designer/Planner/Developer Jay Lunasco - Academia.edu Abrahamson, S. (1978). Diseases of the curriculum. *Journal of Medical Education*. (53).	Assignment 1: Critique of my Current Curriculum *(Individual output – Due: Sept 3, 2024 9:00pm)* Synchronous session 2 (Online): Sept 10, 2024 *Presentation of Topics for Final Project (Curricular Plan) – Group output*
Course Unit 2: Philosophical, Socio-cultural and Humanistic Foundations of Curriculum Planning in the Health Sciences			
Weeks 5-7 Sept 16- Oct 4	Philosophical Foundations Educational philosophies Psychological foundations Theories of learning Socio-cultural Foundations	Reading materials Posting of Video Presentations Viewing of videos	Posting of Video Presentations (Outputs by pairs – Due: Sept 24, 2024 9:00pm) Viewing (Sept 25-27, 2024)

Week Number	Module/ Topic	Learning Resources	Learning Tasks
	Political and environmental Foundations Historical Foundations		Assignment 2: Curricular framework and Rationale (Plenary of draft: Oct 1, 2024 Final version Due: Oct 8,2024 9:00pm) Synchronous session 3 (Online): Oct 1, 2024 *Plenary of Assignment 2 (Curricular framework and rationale)*
Course Unit 3: Evolution of curricula in the health sciences			
Weeks 8-9 Oct 7-18	The Changing Landscape Influencing Curriculum Planning in the Health Sciences Educational reforms in Philippine basic education and the Philippine Qualifications Framework	Reading materials	Synchronous session 4 (Face to face): Oct 8, 2024 *Workshop on Curricular Approaches*
	The global call for transformative education in the health sciences Transitioning from traditional to outcome-based to transformative education 1. Flexnerian curriculum 2. Community-based 3. Problem-based learning 4. Competency-based	Kirch, Darrell G. MD. Commentary: The Flexnerian Legacy in the 21st Century. Academic Medicine: February 2010 - Volume 85 - Issue 2 - p 190-192 doi: 10.1097/ACM.0b013e318 1c9a5d1	Assignment 3: Curricular approach & Alignment with Program Outcomes (Individual output - Due: Oct 18, 2024 9:00pm)

Week Number	Module/ Topic	Learning Resources	Learning Tasks
	5. Organ-system integration Policies, standards, and guidelines of the various degree programs in the health sciences		
Course Unit 4: Moving Curriculum Forward			
Weeks 10-12 Oct 21-25	Competency and Stakeholders' Analysis Formulation of learning outcomes, professional competencies, curricular goals, and learning objectives Domains of learning	Reading materials	Activity 2: Forum- Why analyze competencies and stakeholders? Synchronous session 5 (Online): Oct 22, 2024 *Discussion & Workshop* Assignment 4: CA, SA & ILOs *(Group output -* *Due: Nov 5, 2024 9:00pm)*
Oct 28- Nov 1	**READING BREAK**		
Nov 4-15	Identifying content & Mapping Organizing courses Selecting T-L strategies Assessing outcomes	Reading of materials	Assignment 5: Curricular Design *(Plenary on Nov 12, 2024 Due on Nov 19, 2024 9:00pm)* Synchronous session 6 (Face to face): Nov 12, 2024 *Plenary of Assignment 5 (Curricular Design)*
Course Unit 5: Management and Evaluation of the Curriculum			
Week 13-14 Nov 18-29	Quality assurance in higher education: from monitoring to accreditation Curricular evaluation	Reading materials	Synchronous session 7 (Online): Nov 19, 2024 *Discussion & Workshop on the Curriculum Evaluation Plan*

Week Number	Module/ Topic	Learning Resources	Learning Tasks
	Basic organization and management of curriculum		Activity 3: Forum-Challenges in Implementing and Managing curriculum (Due on Dec 10) Assignment 6: Curricular Evaluation Plan *(Group Output – Due: Nov 26, 2024 9:00pm)*
Course Integration			
Weeks 15-17 Dec 2-19	Course Integration Session		Synchronous session 8 (Face to face): Dec 3, 2024 *Presentation of Curricular Proposal*
	Completion of Requirements		Submission of Final Output (Curricular Proposal) Dec 10, 2024 Submission of Portfolio OR Evidence of Presentation of Proposal to Stakeholders Dec 17, 2024

COURSE REQUIREMENTS
1. Video Presentation   -   10%
2. Assignments   -   35%
3. Participation in Activities   -   10%
4. Final Project (Curriculum Plan)   -   35%
5. Portfolio OR
       Presentation of proposal to stakeholders - 10%

Video Presentation
You will be making one presentation during the entire semester included in the computation of your final grade. This is a video presentation to be done with a partner of your choice of a specific curricular foundation showing how curriculum is influenced by these foundations. The detail of the task is presented in the specific guide for this activity.

Assignments
You are required to submit six assignments in this course. The assignments are written outputs

that serve as summative assessments for each unit. Each assignment is graded based on a specific criterion described in every assignment guide.

Participation in Activities

Since the mode of delivery of this course is blended, your participation can only be inferred from the accomplishment of the different activities and submission of individual outputs during workshops. There are 3 activities which you are expected to accomplish throughout the semester. Each activity is an application of learning through engagement with the course materials provided in the different study units. Activities are short tasks that can be completed in 10-20 minutes each and are meant to provide practice opportunities prior to working on your assignments. Remember that the focus is on your level of participation in the activities, and not whether your answers were right or wrong. Participation includes not only completion of the activities but also interaction with others through posting of comments, critiques, and asking relevant questions during the varied forms of interaction in both asynchronous and synchronous sessions. Participation in the discussions within and at the end of video lessons are also counted as participation in activities.

Final Output

The final output is a curricular proposal done with a partner of a chosen area, topic, or course. This final output is an integration and application of all the key concepts learned in HP 211, from analyzing the educational & organizational context, developing the rationale, curricular goals & objectives, choosing an appropriate curricular approach, and development of curricular strategies and assessments aligned with client needs. The specific activity guide for the final output presents the procedure, the template, and the criteria for evaluation of this output.

Portfolio

Throughout the semester, you will be building on a Curricular Planning e-Portfolio. Your portfolio shall be composed of your best works that you want to showcase, together with your reflection pieces. Refer to the specific activity guide for the portfolio to see the details of the procedure, the template, and the criteria for evaluation of this output. There will be no need to submit this if the presentation of proposal to stakeholders will be submitted instead.

Presentation of Proposal to Stakeholders

After completing your curricular proposal, you will identify a group of stakeholders for which you will be presenting your proposal. Submission of evidence of your presentation in the form of a video recording, signed minutes of the meeting, photos, memoranda, etc. This can be presented in various formats such as a website or an e-poster. There will be no need to submit this if the portfolio will be submitted instead.

All requirements should be submitted through the submission pages provided in the HP 211 course in VLE.

References:

Posner, G. and Rudnitsky, A. (2006). Course Design: A Guide to Curriculum Development for Teachers. 7th Ed.
LB 1570 P645

Sana, EA, Atienza, MA, Abarquez, LF, Fajutagana, NS, Crisostomo, AC, Alinea, MCDA, Mojica, JAP, Mendoza, TC, Alviar, NM and Tan Alora, A. (2010).Teaching and Learning in the Health Sciences. Quezon City: UP Press.

Thomas, P. A., Kern, D. E., Hughes, M. T., Chen, B. Y. (2016). Curriculum Development for Medical Education: A Six-step approach, 3rd ed., John Hopkins University Press. https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e000xww&AN=979875&site=ehost-live&custid=s8396304

JOURNAL ARTICLES:

1. Abrahamson S. (1978). "Diseases of the curriculum." Journal of Medical Education. 53: 951-957.

2. Atienza MA. (2002). "Matching the Fellowship Training Program in Gastroenterology with the Demands of the Profession." *UP Manila Journal*. Vol. 21, No. 1, pp. 49 – 59.

3. Harden RM. (2003). "The integration ladder: a tool for curriculum planning and evaluation." Medical Education. 34: 551-557.

4. Harden RM, Crosby JR, Davis MH, Howie PW and Struthers AD. (2000). "Task-based learning: the answer to integration and problem-based learning in the clinical years." Medical Education. 34:391-397.

5. Margolis CZ. (2000). "Community-based medical education." Medical Teacher. 22: 482-484.

6. McAllister M. (2001). "Principles in practice: an Australian initiative in nursing curriculum development." Nurse Education Today. 21:315-322.

7. Miller AP, Schwartz PL and Loten EG. (2000). „Systems integration: A Middle way between problem-based learning and traditional courses." Medical Teacher. 22: 51-57.

ABOUT THE INSTRUCTOR

I am Associate Professor Maria Elizabeth M. Grageda. You may address me by my nickname, Betchay, in any of your communications with me. I am a Physical Therapist and an alumnus of NTTCHP. I finished my PhD in Education from UP Diliman. My major is in educational research and evaluation.

Curriculum planning is a very challenging course, but I know that you will be very proud & fulfilled once you finish your final output. This course entails a broader perspective on education and learning and entails being updated on trends and new approaches to health professions education and its components. I hope that through this course, you will appreciate the value of contextual & organizational analysis in the creation of new or re-designing existing curricula.

I am not a very techy person, but I am very open to learning and trying out new things. I look forward to being your facilitator this semester and I hope that you will find this course useful and fun at the same time.

You may email me at mmgrageda@up.edu.ph . I read my mail and Spaces daily at regular intervals in the day or night, except during weekends when I usually don't open my mail until nighttime before going to bed. My mobile number is 09189166980 (SMART). Unfortunately, the signal of SMART in my area is quite weak so expect a delay in my response when contacting me through SMS or phone call. However, I have a relatively strong internet connection.

We will have regular open discussions every Tuesday from 3:00-4:00pm during weeks when there are no scheduled synchronous sessions. These sessions are not required. I will open the recurring Zoom meeting room during these times if you wish to discuss anything with me about your projects and assignments. Just join the room if you need to discuss anything. No need to make an appointment.   If you need further discussions beyond these sessions, just email me or send me a message to set a consultation schedule.

HOUSE RULES

As this course is delivered in a blended mode, you are expected to work independently. Make sure to plan out your learning strategy at the beginning of the semester so that you will be able to manage your time wisely. All deadlines and tasks are provided on the course site and in the course pack. You are responsible for taking note of these deadlines. Do not expect me to send you reminders to submit your work at specific times. You should be able to monitor your own progress in the course and be responsible for accomplishing tasks and submitting outputs on time.

With the given activities and expected outputs, you would have to dedicate at least 2-3 hours a week for this course. Anything less may result in an inability to complete all the tasks. Remember, I am only the facilitator of learning. The amount of learning you acquire from this course is mainly a result of how well you interact with the materials provided to you and how

well you utilize all the learning opportunities presented to you on this course.

Don't hesitate to ask me anything. I have already laid down our communication plan identifying all the means available for you to reach me. Make use of all these means if necessary.

Interact with your classmates. Create open communication lines with your classmates and make new friends.

Before you begin, make sure that you have:
- ✓ access to the complete HP 211 Course Pack either via VLE or as a digital file
- ✓ read this Course Guide thoroughly
- ✓ the right hardware and software needed to complete the activities and tasks as described in this course guide

If you have ticked off all the checkmarks above, I believe you are now ready to begin your journey to the world of Curriculum Planning in the Health Professions as I have created here in HP 211. I am sure that this will be a very productive semester for all of us!

Prepared by:

MARIA ELIZABETH M GRAGEDA, PhD
Faculty in charge

Reviewed by:

NEMUEL S. FAJUTAGANA, MD, MHPEd
Coordinator for Curriculum and Instruction

Approved by:

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Program Coordinator

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