UNIVERSITY OF THE PHILIPPINES

HP 223: Clinical Teaching and Evaluation of Clinical Competence
2ⁿᵈ Semester AY 2023-2023

COURSE GUIDE

COURSE DESCRIPTION

"Do we really need to teach in the clinics? Aren't clinical students supposed to already know what to do since they've already finished all their didactics?"

"How are we supposed to do all these teaching activities while we're attending to patients and doing administrative work all at the same time?"

If you've asked yourself these questions, then you're in the right course. Welcome to HP 223, an elective course that deals with an aspect of teaching in the health professions that is unique to our field—clinical teaching. Development of clinical skills of health professions students is an important outcome of our curriculum, yet most clinical teachers are still at a loss on what to teach and how to do it. HP 223 will help you answer your own questions on clinical teaching by guiding you through the development and implementation of relevant clinical teaching plans for your clinical students. This course will also provide opportunities to explore varied evaluation methods and develop valid and reliable assessment instruments that you can use in evaluating your students' performance in the clinical context.

This is an elective course that will entail background knowledge of psycho-philosophical concepts related to teaching and learning, applied to the complex environment of the clinical setting. Make sure that you have already completed the core course HP 201 (Psycho-philosophical Foundations of Teaching and Learning in the Health Sciences) OR HP 221 (Instructional Design of Health Science Courses) in the previous semesters or are currently taking it together with this course. Since the course will also be dealing with principles of evaluation as applied to the clinical context, make sure too that you have already completed the core course HP 231 (Evaluation in Health Professions Education) in the previous semesters or are currently taking it together with this course.

COURSE LEARNING OUTCOMES

After completing this course, you should be able to—
1) Explain principles of teaching and learning as applied to the clinical context
2) Describe the attributes of a good clinical teacher
3) Recognize your roles and responsibilities as a clinical teacher
4) Define clinical competencies of future health professionals
5) Select clinical teaching-learning strategies appropriate to your clinical students and your unique clinical learning environment
6) Select appropriate evaluation methods for your clinical learning context
7) Construct samples of valid and reliable evaluation tools for clinical training
8) Design a clinical teaching and evaluation plan for your own unit of instruction within your clinical training program

COURSE OUTLINE

This course is divided into three units:

Unit 1: Teaching-Learning in the Clinical Context
In this unit, you will explore the vast learning environment where clinical teaching takes place. It emphasizes how clinical teaching can be done in the classroom, the laboratory, and the community and clinical setting. This unit will also provide you with the opportunity to explore the characteristics of both the clinical learner and the clinical teacher. The unit ends with the development of appropriate learning outcomes for your chosen unit of instruction.

Key concepts: clinical teaching context, learner characteristics, roles of the clinical teacher, clinical competence, foci of experience, clinical learning outcomes

Unit 2: Teaching-Learning Strategies in The Clinical Setting
In this unit, you will be introduced to the teaching-learning strategies commonly used in clinical teaching. The differences, advantages, disadvantages, and the resources needed for each strategy will be discussed. In this unit, you will be encouraged to try out some of the strategies which you think will be most appropriate to your setting. Your personal experiences with these varied strategies will provide a rich resource for the class.

Key concepts: tutorials, problem-based learning, case-based learning, simulation, standardized patients, coaching, mentoring, bedside teaching, supervision

Unit 3: Evaluating Clinical Performance
This unit will help you identify appropriate evaluation methods that can be used in the clinical context. You will develop your own evaluation methods and instruments needed in clinical evaluation. The interpretation and utilization of results of these evaluation methods will also be explored in this unit.

Key concepts: performance, product, patient management problems, practical exam, OSCE, checklist, rating scale, anecdotal records, grading system, reporting of grades

An outline of the course is shown here:

I. Teaching-learning in the clinical context
   A. Bridging the gap from classroom to clinics
   B. Roles of the clinical teacher
   C. Clinical competence
   D. Identifying learning foci and outcomes

II. Teaching-learning strategies in the clinical setting
   A. The four major learning strategies in the clinics
   B. Mentoring
   C. Maximizing the learning environment and resources for learning

III. Evaluating clinical performance
   A. Evaluation principles and concepts
   B. The power of feedback
   C. Introduction to Work-based Assessment
   D. Observation of clinical performance
   E. Discussion of clinical cases
   F. Multisource feedback
   G. Entrustable professional activities
   H. The role of testing in assessing clinical performance
   I. The grading system: Arriving at decisions

MODE OF DELIVERY

This course will be delivered using a blended learning mode. We will be using the UPM VLE as our learning platform. To ensure access to our course site in VLE, make sure you have an Authentication and Directory Service (ADS) account. **Email ADS Admins at ads-admins@post.upm.edu.ph if you don't have one yet** or if you need a password reset.

To access the HP 223 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: Log in using your ADS account
   Step 4: Click login
   Step 5: You will see your VLE Dashboard which displays all courses you are enrolled in. Click on the course HP223.

Since the course will be delivered through 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	Zoom or Google Meet	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:
- 💬 Messenger – You will need a Facebook account to use this group chat application. If you have a Facebook account, you can access this through that account. You may opt to create a new Facebook account specifically for course communications. Though this is primarily a social media application, 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. Limit the

use of audio or video call for complex information needing immediate response from an individual (classmate or me, as instructor).

- Viber – This is an application that you need to download on your mobile phone and uses your mobile number to connect. Similar to messenger, this can be used for messaging, audio call, or video call. In Viber, acknowledge receipt of messages by responding with "Noted" or "Acknowledged" or simply using a heart emoji 💜 reaction to the message.
- VLE – Our course site in VLE also has a chat feature. Just open HP 223 course and click "Chats" in the navigation bar on your left to begin sending your messages to your HP 223 classmates.
- Email – Use only your official UP mail (@up.edu.ph) when sending an email message. Always include a "Subject" using the following format: HP223 [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: "HP223 Request for extension for Assignment 1"). This will make it easier for me to decide whether I should respond immediately to your message or not. Make sure to provide complete information and that any attachments are in order.

Conferencing tools:

- 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:

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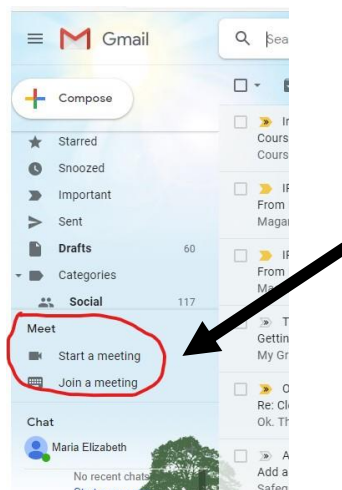
You can start a meeting by clicking the "Start a meeting button" or "Join an ongoing meeting". You will also receive an invite message to a meeting via your email. Usually, the link to the meeting is already provided in this email message.

- Zoom – Another web conferencing tool is Zoom which you need to download 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.

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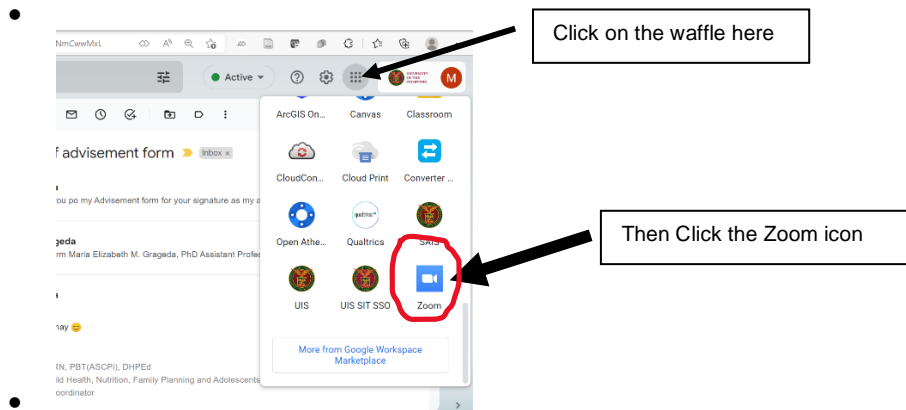
You may host a meeting in Zoom or join a meeting. You will receive invitations to scheduled meetings in Zoom via VLE chats, email, Messenger, Viber, or SMS.

In using any of the conferencing tools, always remember to choose a well-lighted 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 will be asked to talk or to turn on your video camera. You may also be asked to share a presentation or a document in 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 in 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 may be recorded 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 recordings of my own presentations in Power point file format which are embedded in the HP 223 course in VLE.
- Annotated videos and Blogs– these are open resource videos annotated as a TED Ed Lesson or Ed puzzle and online blogs. The links are in the HP 233 course in VLE.
- Journal articles – the files are available in the HP 223 Course in VLE
- Book chapters - the files are available in the HP 223 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 223 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 223 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 223 Course in VLE

STUDY SCHEDULE

Week Number	Module/ Topic	Learning Resources	Learning Tasks
**Unit 1: Teaching-Learning in the Clinical Context**		
Week 1-2 Feb 6-10	**Study Unit 1: Course Introduction**	HP 223 Course Guide *Presentation1:* Course Introduction Content of the HP 223 Course Pack	Synchronous Session 1: (Online) Course Introduction Feb 9, 2023
Feb 13-17	**Study Unit 2: Bridging the Gap from Classroom to Clinics** ▪ Present educational paradigm ▪ Why do we say there is a gap? ▪ Incongruences ▪ A Paradigm Shift ▪ Knowledge & experience ▪ How it can work ▪ Integration of the learner into a community of practice	*Presentation 2:* Bridging the Gap from Classroom to Clinics Additional resources: Mahmud, A. (2018). *The gap between theory and practice: a qualitative study on medical assistant program in Malaysia.* European Journal of Education Studies, (4):11 pp242-254. Shoghi, M., Sajadi, M., Oskuie, F., Dehnad, A., & Borimnejad, L. (2019). *Strategies for bridging the theory-practice gap from the perspective of nursing experts.* Heliyon. https://doi.org/10.1016/j.heliyon.2019.e02503	*Activity 1:* Discussion Forum: Issues in clinical teaching https://flip.com/f46b3540 Activity 1: *Assignment 1:* Reflection Paper: My clinical teaching plan: a reflection of my teaching philosophy to bridge the gap *Due: Feb16,2023 (9:00pm)*
Week 3-4 Feb 20 – Mar 3	**Study Unit 3: Roles of the Clinical Teacher** • The triad of clinical education	*Presentation 3:* Roles of the Clinical Teacher Additional resource: Melrose, S., Park, C., &	*Activity 2:* Given a scenario, identify the primary role of the clinical teacher

Week Number	Module/ Topic	Learning Resources	Learning Tasks
	• Roles of a clinical teacher as: o Manager o Counsellor o Observer o Instructor o Giver of Feedback o Evaluator	Perry, B. (2015). *Creative clinical teaching in the health professions.* Retrieved from http://epub-fhd.athabascau.ca/clinical-teaching/ https://clinicalteaching.pressbooks.com/ Chapters 4 & 7	*Assignment 2:* Role Diagram *Due: Feb 23,2023 (9:00pm)*
	• The effective clinical teacher	Stenfors-Hayes, T., Hult, H., & Dahlgre, L. O. (2011). What does it mean to be a good teacher and clinical supervisor in medical education? *Adv in Health Sci Educ* 16:pp 197–210. DOI 10.1007/s10459-010-9255-2 Additional resource: Pratt, D. D., Arsenau, R., & Collins, J. B. (2001). Theoretical foundations: Reconsidering 'Good Teaching' across the continuum of medical education. *Journal of Continuing Education in the Health Professions*, (21): 2	*Activity 3:* Discussion Forum: What are the attributes of a good clinical teacher? *Assignment 3:* My Teaching Contract Due: Mar 2,2023 (9:00pm)
Week 5 Mar 6-10	**Study Unit 4:** **Clinical Competence** • Global competencies • Components of clinical competence	Institute of Medicine (US) Committee on the Health Professions Education Summit; Greiner AC, Knebel E, editors. *Health Professions Education: A Bridge to Quality.* Washington (DC): National Academies Press (US); 2003. Chapter 3, The Core Competencies	*Synchronous Session 2: (Online)* Mar 9, 2023 *Activity 4:* Prioritized competency list *Mini-research Project:* Competencies of Health Professionals perceived as

Week Number	Module/ Topic	Learning Resources	Learning Tasks
		Needed for Health Care Professionals. Available from: https://www.ncbi.nlm.nih.gov/books/NBK221519/	Most Essential by Clinical Teachers *Due: Jun 1, 2023 (9:00pm)* *Kendall's Coefficient of Concordance (W).* Real statistics using Excel http://www.real-statistics.com/reliability/inter-rater-reliability/kendalls-w/
Week 6-7 Mar 13-24	**Study Unit 5: Identifying learning foci and outcomes** • The relationship of service and training in the clinics • The foci of experience • Formulating learning outcomes	*Presentation 4:* Identifying the foci of experience Ted Ed Video lesson: Learning Outcomes by GMCTL University of Saskatchewan https://ed.ted.com/on/vcyu5t1v	*Activity 5*: Video discussion on Flip grid https://flip.com/f8d7cf03 *What will students learn in my unit of instruction that they won't learn in other units or institutions?* *Activity 6:* What others say about my outcomes *Assignment 4:* Foci of Experience and Learning Outcomes *Plenary: Mar 23,2023 Due: Apr 13,2023 (9:00pm)* *Synchronous Session 3: (face to face)* Mar 23, 2023 (Plenary of Assignment 4)
Week 8-9 Mar 27-Apr 7	*READING BREAK*		
Unit 2: Teaching-learning Strategies in the Clinical Setting			
Week 10 Apr	**Study Unit 6:**	*Presentation 5:* The Four Major Learning Strategies in the Clinics	*Activity 7:* Matching strategies with learning outcomes

Week Number	Module/ Topic	Learning Resources	Learning Tasks
10-14	**The Four Major Learning Strategies in the Clinics** • Doing or Engagement • Thinking or Reflection • Watching or Observation • Talking or Dialogue	Study Guide on the Four Major Learning Strategies in the Clinics	
	Study Unit 7: Mentoring • The mentoring process • Building the mentee-mentor relationship • Creating mentoring activities and programs	Edpuzzle video lesson: Mentoring: How to be an effective mentor by Don Howe, DonHoweSuccess https://edpuzzle.com/assignments/6317e7b1cfa174417156c64/watch TEDED video lesson: Mentoring Skills: Qualities and skills of a mentor https://ed.ted.com/on/7RoAkXu0	*Activity 8:* Discussion Forum: Am I a mentor? *Activity 9:* How can mentoring be incorporated into my unit of instruction?
Week 11 Apr 17-21	**Study Unit 8: Maximizing the Learning Environment and Resources for Learning** • Learning opportunities in the clinics • Turning downtime around for learning	*Presentation 6:* Maximizing the Learning Environment and Resources for Learning	*Activity 10:* Challenges to teaching-learning in the clinical setting *Assignment 5:* Teaching-learning strategies aligned with the learning outcomes *Plenary on Apr 20, 2023 Due: Apr 27, 2023 (9:00pm)* Synchronous Session 4: (Online) *Apr 20, 2023* Plenary for Assignment 5 (Strategies)

Week Number	Module/ Topic	Learning Resources	Learning Tasks
Unit 3: Evaluating Clinical Performance			
Week12

Apr 24-28 | **Study Unit 9: Evaluation Principles and Concepts**
• Assessment for learning and Assessment of learning

• Qualities of good assessments
○ Validity
○ Reliability
○ Acceptability
○ Utility
○ Impact to learning
○ Equivalence | Edpuzzle Video lesson: Role of clinical assessment in medical education by Tomorrows Med (TM) https://edpuzzle.com/media/5fa8e9b7ab83f1409b124a07

TedEd Video lesson: Assessment FOR, AS, & OF Learning by AERTeamGEDCSB https://ed.ted.com/on/L73lrzV6
Norcini, J. *Criteria for good assessment,* NASEM Health and Medical Division https://www.youtube.com/watch?v=xE6cAEl-Wnc | *Activity 11*: Assessment FOR, AS, or OF learning

Activity 12: Discussion Forum: Which type of assessment is most valuable to students?

Activity 13: Good or bad assessment? |
| Week 13-14

May 1-5 | **The Power of Feedback**
• Role of feedback
• Types of feedback
• Principles of constructive feedback | Video lesson: Giving feedback to students in the Clinical Setting by Humber Health Sciences https://ed.ted.com/on/NlBoJ2HV

Additional resource: Shrivastava, S. R., Shrivastava, P. S., & Ramasamy, J. (2014). Effective feedback: An indispensable tool for improvement in quality of | *Activity 14:* Discussion Forum: The role of feedback in learning |

Week Number	Module/ Topic	Learning Resources	Learning Tasks
		medical education. *Journal of Pedagogic Development* (4): 1. https://www.beds.ac.uk/jpd/volume-4-issue-1/effective-feedback-an-indispensible-tool-for-improvement-in-quality-of-medical-education Video Lesson: Helpful and unhelpful feedback by St. George University of London https://edpuzzle.com/media/5f1540f5b60ad43f36e69a3d	*Activity 15:* Asynchronous Video Discussion Forum https://flip.com/4a04cdc8
May 8-12	**Study Unit 11: Introduction to Work-based Assessment** • Miller's Pyramid • Assessing learner's ability to "do" **Observation of Clinical Performance** • DOPS • Mini-CEX • Other approaches • Creating observation instruments **Discussion of Clinical Cases** • Case based discussions	Video lesson: *Workplace-Based Assessment*. Health Education England, London and the South East https://ed.ted.com/on/oTt4YEIp *Presentation 7:* Observation of Clinical Performance and Discussion of Clinical Cases *Video Examples* **DOPS** Part 1 Part 2 Part 3 **MINI CEX** Part 1 Part 2 **CBD**	*Group Case Presentations:* VCP 1: Observation using DOPS, Mini-CEX & other observation approaches VCP 2: Case-based discussions VCP 3: Multisource feedback VCP 4: EPA *Due for posting on May 8, 2023* *Viewing: May 9-12, 2023*
	Multisource feedback	Multisource Feedback by Doctor 360	

Week Number	Module/ Topic	Learning Resources	Learning Tasks
	• Sources of information • Sample Assessment instruments **Entrustable Professional Activities (EPA)** • The concept of entrustment • Characteristics of an EPA • Levels of supervision • Sources of information	https://edpuzzle.com/assign-ments/5fbd08ebc6b2f240ef0b5d9d/watch O'Keeffe, M. Entrustable Professional Activities https://ed.ted.com/on/P7u5cjb8 Additional resources: Sanfilippo, A. Bridging the gap between theory and practice in Medical Education: Entrustable Professional Activities, Queen's University School of Medicine blog https://meds.queensu.ca/ugme-blog/archives/2219 Grageda, M. E. M. (2020). Equivalence of entrustable professional activities and context-dependent item sets as summative assessments in undergraduate physical therapy programs. *Phil J Health Res Dev,* (24):2 pp1-15.	
Week 15 May 15-19	**Study Unit 12:** **The Role of Testing in Assessing Clinical Performance** • Case-based testing o Written tests o OSCE o OSPE	*Presentation 8:* The Role of Testing in Assessing Clinical Performance	*Activity 16:* Will testing be useful in assessing my unit outcomes?
	Study Unit 13:	Study Guide on Programmatic Assessment	*Assignment 6:* My Assessment Plan for my Unit of Instruction

Week Number	Module/ Topic	Learning Resources	Learning Tasks
	The Grading System: Arriving at Decisions • Programmatic Assessment • Grading systems • Consequences of decisions	Assessment l Schuwirth, L. W. T. & Van Der Vleuten, C. P. M.(2011). Programmatic assessment: From assessment of learning to assessment for learning. *Medical Teacher*. 33: pp478–485. *Presentation 9:* Grading systems	*Due: May 18,2023 (9:00pm)*
Week 16 May 22-26	**Course Integration**		*Final Output:* My Clinical Teaching Plan Plenary on May 25, 2023 *Due: Jun 2, 2023 (9:00pm)* *Synchronous Session 5: (Face to face)* May 25, 2023 Plenary of Final Project
Week 17 May 29-Jun 2	**Completion of requirements** **Course Evaluation**	Course evaluation form	*Activity 17:* How HP 233 changed me https://flip.com/01992822

COURSE REQUIREMENTS

1. Assignments…. (35% of the final grade)
2. Mini-research Project…. (15% of the final grade)
4. Final Output…. (20% of the final grade)
5. Case Presentation …. (15% of the final grade)
6. Participation in Activities …. (15% of the final grade)

Assignments
You are required to submit six assignments in this course. The assignments are written outputs that serve as summative assessments for each unit and also contributed to the development of the final output. Each assignment is graded based on specific criteria described in every assignment guide.

Project

The project is mini research the class will collaboratively work on (as a class or in groups) for the entire semester. I have already identified the topic, objectives, methodology and analysis, which the class may still modify as you see fit. As a group, you will design the data collection tool and gather data which the class will collaboratively work on to create a final report. An activity guide is provided for this which presents in detail the steps in producing the output, the format, and the criteria for evaluation. Monitoring sheets will be submitted on pre-determined deadlines to help me monitor your progress throughout the semester.

Final Output

The final output is a clinical teaching plan, parts of which you will already be able to develop in the assignments. This final output is all these smaller assignments put together as an integration and application of all the key concepts learned in HP 223. The specific activity guide for the final output presents the procedure, the template, and the criteria for evaluation of this output.

Case Presentation (Group Output)

You will be required to present an actual unit of instruction or training program that utilizes an assigned evaluation method in their clinical teaching. These cases could be searched from the internet or from actual experiences in your own or other institutions. The details of the case presentation are presented in its specific activity guide.

Participation in Activities

Since the mode of delivery of this course is remote, your participation can only be inferred from the accomplishment of the different activities. There are 19 activities which you are expected to accomplish throughout the semester. Each activity is an application of learning through engagement with the course materials provided for each study unit. This 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.

All requirements should be submitted through the submission pages provided in the HP 223 course in VLE. Submissions through email or in printed copies will only be accepted if internet connection is weak or not available.

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 alumna of NTTCHP and have just recently finished my PhD in Education from UP Diliman. My major is in educational research and evaluation. This course is special to me because my journey as an educator began as a clinical teacher at the PGH PT Section where I handled PT interns and interacted with clinical trainees from different disciplines as well. My 13 years of experience as a clinical teacher is a rich resource that I use in teaching this course. My research interest is also in the area of clinical teaching, especially in assessment and evaluation. I have taught this course several times before, but each semester brings in new perspectives and new experiences. I am very excited to be your instructor in this course and I look forward to learning from all of you this semester.

You may email me at mmgrageda@up.edu.ph . I read my mail 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 and I check my Messenger and Viber regularly.

I will be conducting regular consultations every Thursday from 10:00-11:00am on our asynchronous weeks. These consultations are not required. I will be available in our Zoom classroom during these times if you wish to discuss anything with me.

HOUSE RULES

As this course is delivered remotely, 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. With the given activities and expected outputs, you would have to dedicated at least 2-3 hours a week for this course. Anything less may result to 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 in 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.

Before you begin, make sure that you have:
- ✓ answered the pre-course survey sent to you during enrolment (this will help me in

    adjusting to your individual learning needs)
- ✔ access to the complete HP 223 Course Pack either via VLE or as a digital file or in print
- ✔ 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 Clinical Teaching as I have created here in HP 223. 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

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