

# **STUDENT ORIENTATION for Academic Year 2020-2021**

**TO: The SLMC-CM WHQM Student Community**

**FROM: The OFFICE of the DEAN & CHIEF ACADEMIC OFFICER**

We, your Faculty, hope and pray that during this time of Community Quarantine (CQ), you and your loved ones have remained safe.

While these are truly extraordinary times, we can look at the unprecedented COVID-19 pandemic as yet another opportunity for us to innovate and to redefine ourselves and our practices, moving forward. More importantly, we can use this time to pause and revisit our core values - what matters most to us as individuals, as an institution, & as a profession.

Many have been asking about enrollment details and the plans for school year 2020-2021. The College Administrators, together with the Faculty have done a lot of discussion and planning, keeping in mind the global COVID situation. Your safety remains our primary concern such that strict compliance to experience-based precautionary measures will continue to be the guiding rule in the College.

Notwithstanding the uncertainty of the COVID situation, we affirm our commitment to the education and formation of future Lukan Physicians who are:

**Clinically-competent & Ethical**  
**Academic & Research-oriented**  
**Collaborative & Patient-centered**  
**Socially-engaged & Compassionate,**

espousing our Core Values:

**Stewardship**  
**Professionalism**  
**Integrity**  
**Commitment**  
**Excellence.**

Using **STeP-uP**, the College LMS, we will continue to provide quality instruction in various forms, both online and offline. We will continue to deliver our curriculum utilizing meaningful learning experiences facilitated through an integrated digital ecosystem. Considerate of the context of having our students and faculty in their homes, we shall ensure that students develop the essential academic competencies while taking care of their overall well-being.

## I. DEFINITION OF TERMS:

**Learning Ecosystem** – Delivering quality education during the COVID-19 pandemic requires an integrated, systematic, purpose-driven (outcome-based), and evidence-informed approach to combined in-person and online education, which includes the continuum from teaching knowledge, skills, and attitudes all the way to assessment.

**Flexible Learning** – a set of educational philosophies and systems which provide choices about where, when and how learning occurs. Flexible learning approaches provide learners with opportunities to access information and expertise, contribute ideas and opinions, and correspond with other learners and the Faculty. This occurs through the use of internet-based tools such as the LMS, discussion boards or chat rooms, and may be designed as a “blended” approach, with content available electronically and remotely, as well as “face-to-face” classroom tutorials and mini-lectures.

**Synchronous Learning Activity** – when classes occur on set schedules and time frames. Students and Faculty need to be online at the same time and lectures, discussions and presentations take place at specific hours.

**Asynchronous Learning Activity** – allows students to complete work on their own time and pace. Learning materials & assessment tools are provided and can be accessed at any time. Students are given a timeframe (usually one-week window) to periodically connect to their class. Overall, students are free to contribute whatever they choose, at their own pace and time.

## II. The SLMC-CM WHQM LEARNING ECOSYSTEM

Delivering quality education during the COVID-19 pandemic requires an integrated, systematic, purpose-driven (outcome-based), and evidence-informed approach to combined in-person and online education, which includes the continuum from teaching knowledge, skills, and attitudes all the way to assessment.

**SYSTEMS APPROACH TO BLENDED LEARNING** – To ensure an integrated and efficient delivery of our curriculum we will be approaching in-person and remote learning from a subsystems perspective, delineating 4 subsystems: Course Design & Development; Teaching and Learning; Student Support; Organization and Management.

**DIGITAL STRUCTURE:** STeP-uP, our integrated platform for curriculum and content organization, management and delivery promotes academic excellence grounded on stewardship, professionalism, and academic integrity. Whether online or offline, we shall endeavor on authentic learning and inquiry, student engagement and collaborative learning. The platform allows online synchronous and asynchronous activities including face-to-face sessions via chat, video conferencing, zoom/google meetings, videos and consultations to enable students to connect with peers and faculty.

While STeP-uP does not aim to replicate the usual face-to-face classroom set-up, students will be provided a learning milieu similar to what they are familiar with to give a semblance of normalcy in the midst of this extraordinary situation. Delivering part of the content and curriculum through STeP-uP will allow us to prioritize in-depth learning, clinical reasoning and skills, laboratory skills, & other critical strategies that are best done in the face to face setting.

Curriculum delivery will be through a combination of synchronous virtual classroom and asynchronous learning activities. Classes will follow a fixed weekly schedule per Year Level, occurring in **cycles of 3 weeks** as follows:

**Week 1: ON-SITE Classes.**

**Weeks 2-3: ONLINE Classes**

Blocks have been crafted with consideration of the attention time span and amount of screen time.

*A General Orientation, conducted online before the start of formal classes, will include discussion of students' expectations, roles and responsibilities to succeed in learning in the new context. A walk through of STeP-uP shall be provided to illustrate how e-learning is conducted and be of assistance should the need arise.*

**CURRICULUM:** The College has adjusted its curricular goals to prioritize key knowledge and essential skills while remaining **aligned to the CHED & Institutional learning outcomes**. The Pre-Clinical Curriculum (Year Levels 1-3) has been purposely reorganized into modules and decongested, highlighting our learners' needs. In the same way, Clinical Curriculum (Year Levels 4-5) has been reorganized to begin with the short rotations and electives. New non-clinical electives have been designed to supplement and enrich the students' journey. The **student-centered design** focuses on self-managed learning, creativity and critical thinking, communication, collaboration and research. Support and guidance from the Faculty who sets the direction, provides important inputs through mini-lectures and well-designed tasks for student to practice learned knowledge and skills. In addition to in-person sessions, online synchronous and asynchronous interactive group activities will be part of student learning to form bonds, enhance communication, foster teamwork and develop professionalism through collaboration.

**Sample Template of PRE-CLINICAL YEARS CLASS SCHEDULE:**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
<b>0800H-1000H</b>	S Y N C H R O N O U S	S Y N C H R O N O U S	S Y N C H R O N O U S	S Y N C H R O N O U S	S Y N C H R O N O U S	



<b>1300H- 1700H</b>	<b>ASYNCHRONOUS, FLEXIBLE &amp; SELF-DIRECTED LEARNING</b>
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*variations may apply as decided by MEU*

**SAMPLE OF COURSE SCHEDULE / FORMAT.**

<b>W E E K</b>	<b>TOPIC / MODULE</b>	<b>T A S K</b>
Week 1 (in-person)	Course Overview & Introductions	1. Attend on-site classes 2. Study the required readings
Week 2 (online)	Module 1 (according to syllabus)	1. Study required readings for Module 1 2. Attend <b>SYNCHRONOUS</b> videoconference (see below) 3. Take Online exam (if any)
Week 3 (online)	Module 2 (according to course syllabus)	1. Study required readings for module 2 2. Participate in <b>ASYNCHRONOUS</b> discussion board (see below) 3. Submit project/paper assignment (if any)

**SAMPLE of A SYNCHRONOUS Online Learning Activity with Faculty Check-in**

<b>120 mins. CLASS</b>	<b>60 mins. CLASS</b>	<b>A C T I V I T Y</b>
5 mins.		CHECK-in & priming for the session
40 mins.	20 mins.	Faculty MINI-LECTURE & Giving instructions for Group / Collaborative Work
50 mins.	20 mins.	Independent Learning (watching videos; viewing recorded experiments, anatomy dissection sessions etc.. . )  Group / Collaborative Work
20 mins.	15 mins.	SYNTHESIS & Reflection
5 mins.	5 minutes	BREAK in preparation for the next class

**ONLINE CLASS VARIATIONS** include:

1. SPRITE Format: Lectures, Quizzes for the week.
2. TEAM-BASED LEARNING (TBL):  
Pre reading - Plenary  
Online individual quiz  
Breakout  
Team quiz & application exercises  
Plenary then Small Group Quiz  
Clarificatory Lecture, then Clinical Applications
3. Pre-reading- Plenary- Breakout activity- Wrap up.
4. LABORATORY SESSION  
Video presentation (recording or materials from internet) of the lab session.  
Interactive online laboratory module.  
Teacher performing the experiment /dissection while students watch online.

**TEMPLATE of An ASYNCHRONOUS flexible/self-directed Learning Activity**

(this can run for one week and students can participate on their own time):

**General Instructions:** There will be (x number of) discussion forums (reflected in the study schedule). The topics or questions will be posted within each forum. In general, discussion forums will serve as an opportunity to clarify and deepen understanding of concepts, theories, principles, and approaches taken up in the modules and readings.

**Discussions** will be asynchronous, which means that the you can post your contributions to the discussion at any time that is convenient for you, but within the period allotted for that discussion and/or the module it covers. You are advised to visit a current discussion forum regularly (about 2-3 times a week) in order to make sure that you are able to participate in the discussion in a timely manner. At the minimum, your participation in a discussion should consist of your reflections on the discussion question or topic, and a well-considered response to the contributions/ideas of 2 of your classmates.

**Individual student contributions** should —

- Be based on or make connections to the assigned readings and other relevant materials
- Be reflective and insightful, demonstrating depth of understanding of the issues being discussed
- Contribute to the discussion as established by majority of the participants
- Stimulate further relevant discussion or help to move the discussion forward
- Be expressed clearly, concisely, and in a constructive manner

- Be posted in a timely manner.

## CLINICAL YEARS CURRICULUM.

Junior Internship & Senior Internship Programs: 12-month Clinical Rotation & Electives.

ROTATION	JUNIOR INTERNS	SENIOR INTERNS
<b>CLINICAL DEPARTMENTS:</b> <b>2 months</b> rotation each: Medicine Obstetrics-Gynecology Pediatrics Surgery  ½ <b>month</b> rotation each: Neurology Psychiatry ENT, Head & Neck Surgery Ophthalmology	All Clinical Dept Rotations required  ✓ ✓ ✓ ✓  ✓ ✓ ✓ ✓	Required rotations only in major Clinical Departments  ✓ ✓ ✓ ✓  Elective Elective Elective Elective
<b>COMMUNITY MEDICINE</b>	<b>1 month</b>	<b>2 months</b>
<b>ELECTIVES</b> Each offered for ½ <b>month</b> : Anesthesiology Clinical Nutrition Dermatology ENT, Head and Neck Surgery Medical Ethics Neurology Nuclear Medicine Ophthalmology Pain Medicine Pathology Psychiatry Radiology Radiation Oncology Rehabilitation Medicine  Offered for <b>1 month</b> : Service Learning ( <i>Community Health, Public Health Informatics, Global Health</i> )	<b>1 month</b>	<b>2 months</b>



Considerate of the safety of the students & the uncertainty of the CoVID-19 situation, hospital & community immersion shall be replaced by the following activities supported and guided by the Faculty:

- Online Lectures
- Case-based Discussion
- Teleconference
- Learning Modules/Podcasts
- Skills Videos
- Role Play
- Asynchronous Discussion Fora
- Videotaped Vignettes
- Audiotaped Recordings
- Online Encounters with actual or standardized patients
- Use of High-fidelity Simulators
- Virtual Patient (DxR Clinician)

Further, there will also be **Alternative Clinical Experiences** such as:

- Tele-triaging
- Teleconsultation
- Staffing a hotline for follow-up of discharged patients, scheduling for virtual check-up & actual consult in the hospital
- Participation in actual rounds of Consultants/Fellows/Residents as remote students
- Production of infographs for public health awareness & patient education, shared in social media
- Web-based Counselling of Patients & Relatives
- Pairing with clinical researchers

### **III. ACADEMIC & DISCIPLINE POLICIES**

The Student Handbook policies shall be in place, with some modifications to suit the new online learning set-up. Aside from academic competence, important areas to be emphasized are discipline and values formation.. Given the nature of e-learning, digital citizenship skills & disposition such as respect, academic integrity and netiquette will be evaluated.

Cognizant of the difficulty of imposing the usual standards for Student Assessment and Grading, student performance will be modified to ensure fairness and accuracy. Assessments tools will include group project, online proctored examinations, formative self-paced assessments, among others.

Deadlines for task accomplishments and submission of requirements will be flexible within reasonable parameters. All submissions will be done through STeP-uP, or other platforms the College determines.

Faculty consultations for academic concerns will be available on pre-scheduled times.

#### IV. GUIDANCE & MENTORING

The OSA shall assist students with their non-academic needs.

The Guidance Check shall be provided by the College Guidance Counselor through scheduled interviews to know more about the student in terms of self, family, school concerns. Further, this interactions shall identify students who have concerns that need to be addressed, especially in this new academic context.

The Faculty Mentoring sessions, following a structured program, shall continue to provide guidance and support to ensure student socio-emotional well-being.

#### V. LEARNING GADGETS & EQUIPMENT

The minimum recommendations to support seamless learning.

GADGET	SPECIFICATIONS
<b>PC (LAPTOP DESKTOP)</b>	<p>Intel Core i5 (8<sup>th</sup> gen) or better with x64-bit processor</p> <ul style="list-style-type: none"> <li>- 4Gb RAM (min) 8Gb (recommended)</li> <li>- 256Gb SSD min (recommended, HDD is good)</li> <li>- with video camera &amp; mic/speaker (headset for classes is recommended)</li> </ul> <p>An external hard disk drive may be helpful to store all the resources.</p> <p>Software:</p> <ul style="list-style-type: none"> <li>Windows 10 -64-bit OS</li> <li>Microsoft Office - with Word, Excel and PPT</li> <li>Pdf Reader (recommended with writer)</li> <li>Standard Video player</li> <li>Standard browser : Chrome is recommended</li> <li>Use any recommended antivirus: McAfee, AVG, Kaspersky, Avast, etc...</li> </ul> <p>For Mac: equivalent speed OS is Mojave (min) Catalina or later version (recommended)</p> <p><b>Note: Existing personal computers with higher processor specification than those listed are acceptable.</b></p>
	<p>A wired fiber or broadband is recommended.</p>



<b>INTERNET CONNECTIVITY</b>	<p>A working stable 4G hotspot can usually support schoolwork (but highly subject to inclement weather, &amp; not recommended during online examinations).</p> <p>Minimum recommended speed is 10Mbps for download &amp; 2Mbps for upload.</p> <p><b>Tip: When you are scheduled to come to the school premises for face-to-face, we suggest you take the time to download all the available online materials as the connectivity is stable.</b></p>
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*The College will provide the hardware through a Computer Lab for students with exceptional needs.*

*Spn/Admin 6.10.2020*

St. Luke's  
Medical Center  
College of Medicine  
William H. Quasha Memorial