

1979-2019

THESES & DISSERTATIONS

ABSTRACTS

2nd update

The Library

National Teacher Training Center for the Health Professions (NTTCHP)

University of the Philippines Manila

The Health Sciences Center

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ABSTRACTS

1979

ABARQUEZ, LUPE F. THE MODULAR VS. THE TRADITIONAL APPROACH: A PILOT STUDY IN THE TEACHING OF COMMUNITY HEALTH NURSING. [LG995 1979 H32 A23]

Special Project, Master of Health Personnel Education, College of Nursing, UP Manila, 1979.

Abstract: This project is an attempt at innovation using the modular approach in the teaching of community health nursing. The aim is to ascertain how the concept may be adopted throughout the course. A pilot study was undertaken for a specific portion of the course using a randomized cross-over design. The study group, composed of 39 third year nursing students, was divided into two and each group was alternately exposed to the traditional and modular approach in the teaching of Demography and Biostatistics. The effectiveness of the module as compared to the lecture was determined by 1) the extent to which the objectives were achieved which was obtained by a gain score comparison of the pre and post tests and 2) the students' perceptions of the effectiveness of the method as a whole as well as of its different parts, which were obtained by means of a questionnaire. Acceptability of the method was measured by 1) the extent to which it fitted with the learning style of the student, 2) the extent to which it was recommended in the course and 3) the students' perceptions of the advantages of the method, all of which were obtained by means of the questionnaire. Efficiency of the method was measured in terms of user time and the time/cost of development of the module or preparation for the lecture. Results of the study showed no significant differences in the mean gain score of the module and lecture groups in both subject matters. Based on this and the responses to the questionnaire, it can be concluded that the modular approach is an equally effective, acceptable and efficient alternative to the traditional one. What is important is not for the teacher to select from

among the two methods but to: 1) suit the individual needs of the students by providing them a choice of at least two methods. 2) utilize to the fullest the features that have been proven to make the method effective; 3) make the necessary modifications to adapt to the learners' characteristics and needs. In view of the learning that takes place and the planning that goes into the development of modules, one might as well develop modules for a well-planned instructional design.

1983

ALORA, ANGELES TAN. THE EXPERIMENTAL EFFECT OF MICROTEACHING ON THE IMPROVEMENT OF THE TEACHING SKILLS OF SELECTED HEALTH PROFESSIONAL EDUCATORS. [LG995 1983 E3 A46]

Thesis, Master of Arts in Education (Educational Management) De La Salle University (September 1983)

Abstract: Although health professional education aims to produce a graduate competent in the field of service and teaching, all health professional educators' curricula are significantly lacking in the learning activities that relate to the development of teaching skills with the exception of the nursing curriculum. Consequently, health professional educators generally feel unprepared to effectively communicate their scientific expertise in the classroom situation. Without undergraduate teacher training they are forced to learn to teach on the job or by trial and error. Recognizing this deficiency, school administrators throughout the world have set up different types of faculty development programs to develop and increase the teaching efficiency of their faculty members. Seminars and workshops which include how to choose and conduct the more commonly used teaching methods are held. Still, most health professional educators feel there is much to be

desired and the search for effective methods of improving teaching efficiency continue. An alternate to present teacher training methods which have been applied by educators of other disciplines is microteaching...

1986

CHIU, TERESITA E. PREDICTORS OF ACADEMIC PERFORMANCE OF FRESHMEN AND SOPHOMORES ENROLLED IN THE BASIC SCIENCE YEARS AT THE CEBU DOCTORS' COLLEGE OF MEDICINE. [LG995 1986 H32 C58].

Special Project, Master of Health Professions Education, UP Manila, 1986.

Abstract: (not available).

DOMINGUEZ, NANETTE E. A COMPARATIVE STUDY OF THE ACHIEVEMENT OF SLOW LEARNERS TAUGHT BY ORAL TUTORIALS WITH THOSE TAUGHT BY SELF-INSTRUCTIONAL PROGRAMMED VIDEO TAPES. [LG995 1986 H32 D66]

Special Project, Master of Health Professions Education, UP Manila, 1986.

Abstract: The objective of this study is to determine which of two teaching methods, tutorials and video cassette recordings, is more effective in helping slow learners pass a given course. A group of 6 slow learners from the UP College of Dentistry became the subjects of this study. The group came from the class in Prosthodontics 22 (Removal Partial Denture Prosthodontics), School Year 1984-1985. The group was subdivided into two, with three students in each subgroup. For the first topic on which the test was made, the first subgroup was given tutorials while the other was given videotape recordings. For the second topic, the two

subgroups were given the same teaching methods but administered in a reversed fashion. Pretests were given prior to administration of the teaching methods and posttests after administration. Effectivity of the methods was determined by the results of the two sets of tests which revealed that performance of slow learners generally improved with both teaching methods. For the first topic all students showed an improvement in grade. In the second topic, on the other hand, two out of three students who were given videotape recordings got higher post test scores while one got a lower post test score. For the tutorial group, two out of three students got lower posttest scores while only one showed improvement. The results proved that slow learners show improvement with both teaching methods but that there was no statistically significant difference in improvement with the use of tutorials and self-instructional programmed videotapes.

GIMENEZ, ADELINA S. THE EFFECT OF SIMULATION AS AN INSTRUCTIONAL METHOD ON THE THEORETICAL KNOWLEDGE OF NURSING STUDENTS. [LG995 1986 H32 G56]

Special Project, Master of Health Professions Education, UP Manila, 1986.

Abstract: This paper sought to determine the effect of the sequential management problem as a teaching strategy on the learning experience of some nursing students at the College of Nursing, University of the Philippines, Manila. From the total sophomore class, students were randomly drawn to fall into two groups; labeled as the study group and the control group. In the study group, the students were given the sequential management problem in addition to the lecture. In the control group, only the lecture method was given. These two groups were given pre-test to establish a baseline score data. The study operates on the conceptual framework that simulation, and sequential management problem enable the student to increase their skills and

theoretical knowledge because the situation prepares them to gain confidence of their skills and decision making process. And so, this study posed the following hypothesis: "That sequential management problems given with lecture help students understand clinical nursing problem better than with lecture alone." After exposing the students to the respective assigned method of instruction, a posttest was administered. The results were analyzed using the paired t-test, setting the level of significance at $p < .05$. Results showed a general increase in the post-test scores for both the study group and the control group. However, the students who were given the sequential management problem in addition to the lectures obtained higher scores in the post-test when compared with those exposed solely to the lecture method. A significant trend showed that even weaker students if given the sequential management problem improved the post-test scores; whereas those students of the same weak caliber when given only the lecture method, did not improve the post-test scores; in fact some of them scored lower than their pre-test. Perhaps, their memory was not retentive with lecture alone. Overall, the study group which was given the sequential management problem in addition to the lecture obtained a t-value of 4.67, significant at the $p < .001$ level of significance. The control group which was given only the lecture obtained a t-value of 4.08, also significant at the $p < .001$ level. In terms of instruction, students gain from lectures, however, a finer increase in the theoretical knowledge and skills is obtained if the students are given the sequential management problem in addition to lectures. Sequential management problem allows the student to practice and get familiar with true-to-life situations that in many ways prepare them to face the actual patient situation. During this exposure, confidence is established. In the light of the study's results, it can be implied that sequential management problem will help increase the student's skills, knowledge and attitudes toward nursing activities. As such, it is highly recommended that nursing subjects with clinical practicum should utilize the sequential management problem. A bigger sample on several levels of student classes should be given this method so that a finer

baseline data on the sequential management problem's efficacy as a teaching strategy can be established.

GONZALES-GERMAR, ERLINDA F. DESIGN, IMPLEMENTATION AND EVALUATION OF A PROGRAM FOR TEACHING RESIDENTS TEACHING SKILLS AT THE DEPARTMENT OF OBSTETRICS AND GYNECOLOGY UP-PGH [LG995 1986 H32 G66]

Special Project, Master of Health Professions Education, UP Manila, 1986.

Abstract: Residents at the UP-PGH Medical Center assume a major responsibility in clinical teaching yet little attention has been directed towards systematic development of effective teaching skills. As a response to this need for developing residents' clinical teaching skills, a twelve week training program was designed and implemented. The course design utilized lecturettes small group discussions, instructional modules, and video recordings using the micro-teaching method. Significant gains in the chosen teaching skills were demonstrated by the 12 residents who participated in the study, based on the statistically significant changes in their mean scores in the skills ratings scales for their videotaped and actual performances and the results of a post program questionnaire. This indicates that short training programs during residency can assist physicians in the process of improvement of instructional skills.

1989

VALDEZ, TERESA D. THE EFFECT OF A WORKSHOP ON "INSTRUCTIONAL DESIGN" ON THE CAPABILITY AND ATTITUDES OF FACULTY MEMBERS OF THE COLLEGE OF PHARMACY AND MEDICAL

TECHNOLOGY (CPMT), MCU [LG995 1989 H32 V35]

Major project, Master of Health Professions Education, UP Manila, 1989

Abstract: The study investigates whether there is a significant change in the capability of faculty members who have undergone a workshop. Its purpose is to look into the effect of a workshop on the capability and attitude of faculty members in designing their course of instruction which includes the essential elements: the objectives, learning activities, resources and evaluation. The study group were the faculty members of CPMT, MCU who have little or no formal training in teaching. A pre-test based on the concept of instructional design was given to all participants. Two weeks after, the workshop was conducted for four staggered days. Each session of the workshop consisted of a mini lecture, a workshop on the application of the workshop outputs. The posttest was given on the final day of the workshop. The results of the pre and post tests were analyzed using the paired scores t-test setting the level of significance at $p < .05$. The test items were analyzed using the Chi-square set at a level of $p < .05$ with one degree of freedom. Workshop outputs were evaluated using a checklist covering five areas: the instructional situation, objectives, learning activities/resources, visual aids and evaluation. To assess the effect of workshop on the attitudes of faculty members toward teachers' training workshop, a rating scale was used. Effectivity of the workshop as a training program revealed a marked improvement of the educational knowledge of faculty members. The computed t-value was 10.246 compared to the tabular t-value of 1.771. Of the total test items, 67.24% indicated desirable improvement of the cognitive knowledge of the participants. Portions in teachers' activities requiring workshop follow-up were in evaluation and uses of reference systems in grading. Eighty percent (80%) of the participants favorably met the criteria set for the workshop outputs. An average response of 4.5 on a 5-point rating scale showed a highly favored

effect of the workshop on the attitude of faculty members. The overall results proved that the workshop can produce a significant change on the capability and attitudes of faculty members.

1990

ARCADIO, RAMON L. DEVELOPMENT AND EVALUATION OF A SELF-DIRECTED PEDIATRIC CLINICAL ELECTIVE COURSE USING THE LEARNING CONTRACT [LG995 1990 H32 A73]

Special Project, Master of Health Professions Education, UP Manila, 1990.

Abstract: The study described a pioneering effort in the development and evaluation of a self-directed pediatric clinical elective course in the INTARMED Curriculum of the College of Medicine, University of the Philippines. A thorough investigation of the considerations, steps, difficulties and evaluation of the self-directed learning approach was done. The study reflected the efforts of introducing a curricular innovation where there is an emphasis on the student and learning as opposed to the traditionalist emphasis on the teacher and teaching. At the end of the study, an instructional design was developed which described the appropriate steps in implementing a self-directed course, and these are: 1) orientation and climate-setting; 2) self-assessment of learning needs and interests; 3) formulating the behavioral objectives; 4) designing the preliminary learning contract; 5) self-management of learning; 6) evaluating the learning outcomes. The course received a favorable assessment from both faculty and students. Based on this developmental experience, the self-directed learning approach is recommended for use in various medical disciplines to translate the curriculum from the old teacher-directed approach into successful student-centered instructional programs. It is likewise recommended for use in the residency and post-

residency fellowship programs where an individualized learning approach is appropriate.

1991

CRUZ-MAAÑO, CLARITA P. THE DEVELOPMENT AND USE OF MODULES IN TEACHING POST GRADUATE STUDENTS AT THE PHILIPPINE GENERAL HOSPITAL DERMATOLOGY SECTION [LG995 1991 H32 C78]

Special Project, Master of Health Professions Education, UP Manila, 1991.

No abstract available.

TAMAYO, KAREN L.B. EDUCATIONAL AUDIO-VISUAL EXHIBIT FOR THE HEALTH SCIENCES FACULTY OF THE PERPETUAL HELP COLLEGE OF LAGUNA. [LG995 1991 H32 T36]

Major Project, Master of Health Professions Education, UP Manila, 1991.

Abstract: This is an action study undertaken to produce and implement an audio-visual exhibit for use in orienting and reorienting the faculty of the Health Sciences Division of the Perpetual Help College of Laguna to the resources and services of Department of Instructional Media. An exhibit consisting of a slide show, posters and selected pieces of equipment was prepared and displayed for one week during office hours. The slide show contained a motivational segment followed by a textual and photographic presentation of various audiovisual equipment available in the institution. Data was collected from a response sheet which was filled out by each participant before and after viewing the program. Upon completion of the program, the respondent was immediately given a certificate of participation for one (1) unit of continuing education from the Institute of Medical Education.

A profile of the respondents revealed that the majority came from the faculty teaching the professional level of Physical Therapy, Occupational Therapy, Respiratory Therapy, Medical Technology and Pharmacy with one year or less of teaching experience. The respondents seldom use the services of the Department of Instructional Media, stating that equipment is not available. When they do use the services, most requested the overhead projector. Most felt proficient in the use of audio-visual equipment and had positive perceptions as to the benefit for the students. After viewing the program, 96.67% of the respondents stated that they gained new information, they felt that the objectives of the program were met and that the length of the program was adequate. The respondents desiring more programs and whose expectations were met was 90% while 86.67% stated that their ideas were changed and that the content of the program was adequate.

1993

GONZALES-BONGAT, ROGELDA R. ADMISSION CRITERIA AS PREDICTORS OF STUDENT PERFORMANCE AT FAR EASTERN UNIVERSITY-DR. NICANOR REYES MEDICAL FOUNDATION [LG995 1993 H32 G66].

Major Project, Master of Health Professions Education, UP Manila, 1993.

Abstract: The admission criteria of FEU-NRMF have time and again undergone modification depending on the general consensus of the members of the Admission Committee based on their estimates of the criteria's relevance to student performance and on results of related studies published here and abroad. This time, before embarking on another modification, the committee members want to know the predictive validity of the current admission criteria which has been in existence for the last 5 years. For this

purpose, three (3) cohorts (SY 1987-1989) of FEU-NRMF students were studied to establish the predictive validity of the current admission criteria. The coefficient of correlation showed that: 1) General weighted average for Bachelor of Science courses (GWA BS) can predict performance in almost all year levels (GWA1, GWA2, GWA3 and GWA4) and is the single most important predictor of student performance followed by NMAT (-, r), Interview, and School of Graduation for the B.S. course; 2) GWA B.S. in combination with other predictors have higher predictive value (low to moderate) than other combinations without GWA B.S. (absent to low). The results of the study emphasize the need to establish the predictive validity of admission criteria used in different teaching institutions.

JOSON, REYNALDO O. EVALUATION AND IMPROVEMENT OF THE TRAINING PROGRAM FOR ROTATING YEAR LEVEL V MEDICAL STUDENTS IN A GENERAL SURGERY DIVISION IN THE PHILIPPINE GENERAL HOSPITAL AND THE UNIVERSITY OF THE PHILIPPINES COLLEGE OF MEDICINE [LG995 1993 H32 J67]

Major project, Master of Health Professions Education, UP Manila, 1993.

Abstract: A project was undertaken that focuses primarily on the change process in medical education and secondarily, on the development of a curriculum. The project involves the training program of the Division of Head and Neck, Breast, Esophagus, and Soft Tissue Surgery of the Philippine General Hospital for rotating Year Level V medical students from the UP College of Medicine. There were essentially four parts in the project: 1) The first part consisted of an evaluation of the existing training program to determine initially and then to convince the Division's staff the need for a change. Questionnaire was used to feel the pulse of the students and the answers were then presented to the Division's staff. The decision of the staff was to improve the curriculum

for these students. The second part consisted of a development of an improved curriculum. This part started with a review of the Department of Surgery's and the Division's existing curricula. After the review, guidelines in the design of the new curriculum were set up. These guidelines consisted of the following: 1) It must be in consonance with the Department's curriculum, 2) It must be feasible within the time allotted by the Department; 3) It must take into considerations the needs of the students; 4) It must be effective, 5) It must be sustainable. The new curriculum was then developed and later approved by the Division's staff. A summative evaluation plan was also developed at this stage even before the implementation. This was intended to polish the curriculum as well as to facilitate post-implementation evaluation. Production and reproduction of training materials and evaluation forms as well as training of resident-facilitators were accomplished before the implementation proper. The third part consisted of the implementation. The new curriculum was implemented for five small groups of Year Level V medical students from August 30, 1993 to October 3, 1993. Six residents served as faculty. The implementation was accomplished without any major hitch. The last part consisted of the summative evaluation of the new curriculum. Criteria of merit used were effectiveness and sustainability. Analysis of data showed the two criteria were achieved. In this project, the following steps were undertaken in the change process: 1) Recognition of the need for change, 2) Diagnosis of the problem, 3) Identification of the alternative methods and strategies, 4) Selection of the method and strategy which constituted the curriculum development proper, 5) Overcoming of barriers to change, 6) Implementation of the change, 7) Evaluation of the change. The next step to be done is the institutionalization of the change.

MANIGBAS, GUILLERMINA A. CONTENT VALIDITY OF THE EVALUATION TOOLS USED FOR ASSESSING THE PERFORMANCE OF CLINICAL CLERKS IN THE DEPARTMENT OF PEDIATRICS, DE LA SALLE

UNIVERSITY, COLLEGE OF MEDICINE [LG995 1993 H32 M36].

Major project, Master of Health Professions Education, UP Manila, 1993

Abstract: Analysis of the content validity of an evaluation tool will demonstrate if the instrument measures accurately and adequately the specified objectives and content areas of subject matter. This was the initial step undertaken by the institution towards the improvements of the Clinical Clerkship Training Program of the De La Salle University College of Medicine. In the absence of a content blueprint or table of specification for the different methods of evaluation used in the Department of Pediatrics, the author constructed the ideal content blueprints for written examinations, oral revalida and ward performance observation which were later compared with the actual use of the existing instrument in the department. Validation was undertaken by one internal and six external evaluators. Results showed that for Written Examinations, emphasis of the Faculty/Examiners regarding the contents as well as the levels of cognitive abilities were far from the ideal. With regards to Oral Examinations and Observation of Ward Performance, the evaluation tool used did not specify the criteria for assessing student performance. Further analysis showed that there were also inconsistencies regarding the use and assigning of scores. These findings contribute to the questionnaire validity of the evaluation instrument. The author recommends that the contents and tasks should be arrived by the examiners and these should serve as the basis for the blueprints which should be prepared before the examination.

1994

DIAZ-MOJICA, MA. GEORGINA G. STUDENTS' PERCEPTIONS OF FACTORS AFFECTING CLINICAL LEARNING [LG995 1994 H32 D53]

Major project, Master of Health Professions Education, UP Manila, 1994

Abstract: All senior speech pathology students, seven females and one male, of the College of Allied Medical Professions, University of the Philippines Manila in their clinical internship year with ages ranging from 19-21 years old (mean = 20.25) participated in this study to 1) identify the specific dimensions that the students perceive to affect their clinical learning in terms of the following factors: clinical supervisors' attributes, students' attributes, clients/patients, clinical setting and the training program and 2) rank these perceived factors according to their importance. The students were asked to answer a 56-item questionnaire containing 50 structured questions with a 4-point rating scale and 6 open-ended questions. Data were tabulated and a comparison of the extent of agreements was done. These comparisons were interpreted using both semi-quantitative and semi-qualitative analyses. The results showed that clinical supervisors who allowed students to develop their own clinical style and provided helpful recommendations related to patient management were perceived to maximize clinical learning. In addition, the students performed better when faced with particular clinical tasks wherein they were confident of their skills. Regular attendance of therapy sessions or compliance to therapy was the most important dimension perceived regarding patient/client factors. Furthermore, clinical learning was maximized when the affiliation center provided a variety of patients to manage as well as clear expectations from the students based on the training program objectives. The above findings agree with previous reports regarding students' perceptions of clinical learning and that learning is influenced by several interrelated factors or dimensions.

1995

CABATAN, MA. CONCEPCION C. DESIGN, IMPLEMENTATION AND EVALUATION OF A WORKSHOP ON BASIC TEACHING-LEARNING SKILLS FOR THE COLLEGE OF ALLIED MEDICAL PROFESSIONS FACULTY, UNIVERSITY OF THE PHILIPPINES MANILA [LG995 1995 H32 C33]

Major project, Master of Health Professions Education, UP Manila, 1995

Abstract: The purpose of the study was to design, implement and evaluate a workshop on basic teaching-learning skills conducted in May 30-June 1, 1994. Workshop participants consisted of 13 faculty members of the College of Allied Medical professions, University of the Philippines, Manila. The workshop content addressed the following teaching-learning concepts namely: creating learning conditions, writing learning objectives, using appropriate learning activities and resources, evaluating students and showing concern for students. Short lectures, small group activities, individual exercises, and role play constituted the workshop activities. The study used questionnaires, interviews and a review of workshop output to evaluate the effects of the workshop. The faculty self-rating questionnaire contained items addressing the six components covered in the workshop. It also contained an added component that addressed the faculty's perceptions toward teaching. The student's evaluation questionnaire asked students to describe their learning experience in terms of the six components addressed in the workshop. The 13 participants were interviewed two months after the workshop asking them for specific measures they have done to improve their teaching. Group lesson plans written by the participants were reviewed and evaluated using a checklist. Data obtained from the faculty self-rating scores before and after the workshop was subjected to a t-test for matched groups. Results revealed significant improvements after the workshop specifically in the first six components.

Only in one component, perception toward teaching, showed no significant change. The quantitative data was mostly corroborated by the qualitative data obtained from faculty and students. Effects of the workshop were highly related to the defined objectives of the workshop. The workshop succeeded in increasing knowledge, raising awareness and interest in improving their teaching among the faculty participants. Results of the study show that there is a need for more teaching improvement workshops that are more specific in nature. The content of future workshops will depend on faculty needs. It is recommended that long term effects of future workshops are studied, i.e. if improvements and/or changes are sustained over a long period of time. Factors that facilitate and/or hinder the faculty from implementing changes in their teaching should be studied in the future. Direct observation, in addition to student questionnaires and teacher self-assessments, is also a recommended method for evaluating future workshops on teaching improvement.

DIMAYA, ERNA H. DEVELOPMENT OF A TOOL FOR EVALUATION OF CLINICAL TEACHING IN DAVAO MEDICAL SCHOOL FOUNDATION COLLEGE OF DENTISTRY [LG995 1995 H32 D56]

Major project, Master of Health Professions Education, UP Manila, 1995

Abstract: The behaviors of instructors which facilitate and inhibit learning in the clinical setting were identified through focus group interviews and literature review. A questionnaire was developed using students as the source of information. The results were then compared to the faculty self-assessment tool adopted from the COACH skills inventory of Dr. Gary Berthold. Five categories were used in the study. They were: professional qualities and competence, maintaining conditions for clinical learning, evaluating student performance, interpersonal relationship with students, and application of

knowledge of dentistry. Results showed that based on student perceptions, the availability of instructors during clinic hours which falls under the category of professional qualities and competence ranked the highest (83.5%) facilitative behavior. This was followed by analyzing student work and giving feedback (81%). Students rated the teachers equally (80%) in their show of enthusiasm for teaching and for treating them with respect. Other behaviors considered facilitative to learning by students were: giving reasons for unacceptable work, allowing students to act independently, explaining preferences for one procedure over another, seeing to the availability of resources, recognizing one's limitations as a teacher and assisting students in dental procedures. Comparing student evaluation results with faculty self-assessment using a t-test for unmatched groups showed that there is a significant difference in both their perceptions of the three categories namely: evaluating student performance, interpersonal relationship with students and in the application of knowledge of dentistry. The larger difference was found in the last category (obtained t-value 2.76. tabled t-value 1.76). The gap must have stemmed from their different understanding of their roles as teacher and student. Teachers who were taught in the traditional manner view evaluation as judgmental in nature and tend to emphasize the importance of not making any mistakes, whereas students prefer specific feedbacks regarding their work. Teachers also feel that they should distance themselves from students and do not bother about having a friendly clinical teaching environment. The teacher response to continuous and independent learning seems to be lukewarm. The students, on the other hand, shun away from what they perceive as extra and unnecessary schoolwork. Since this is the first undertaking by the researcher, further efforts should be made to improve the instruments and replicate the study. At best, this study has accomplished the initial step toward identifying clinical teaching behaviors needed in constructing an evaluation tool for clinical teaching.

PEREYRA, GOYETA GIANAN. COMPETENCIES OF COMMUNITY HEALTH NURSES IN PRIMARY HEALTH CARE IN CATANDUANES: THEIR IMPLICATIONS TO NURSING EDUCATION AND TRAINING. [LG995 1995 H32 P47]

Major project, Master in Health Professions Education, UP Manila, 1995

Abstract: The main objective of this study was to determine the competencies of community health nurses in primary health care which are necessary in the further development of a competency-based curriculum as in the improvement of nursing practice, particularly community health nursing. Specifically, this study which was conducted primarily in the province of Catanduanes sought to: 1) identify the competencies of community health nurses essential in primary health care; 2) Assess the level of performance of community health nurses in the Rural Health Units of Catanduanes based on the list of competencies in primary health care identified by experts. The descriptive method of research was used in this study. Delphi technique, formulation of rating scale, direct observation and interview, and assessment by self, superiors, peers and clients were done. The primary health care competency rating scale consisting of competency statements derived from a review of literature and based on the opinion of experts was the main part of the assessment tool. The main setting of the study was in the Rural Health Units of the four municipalities of Catanduanes province, namely: Virac, San Miguel, Bato and San Andres. Total respondents numbered ninety-six (96). They consisted of twelve community health nurses, four municipal health officers, twenty-two rural health midwives and fifty-eight clients. Descriptive statistics and one-way analysis of variance were used to analyze the data. This study utilized both measures of central tendency and measures of variability. One-way analysis of variance (ANOVA) was used to find out if there are significant differences in the responses of the four groups of respondents. The treatment of data was done both manually and with the use of the SPSS

computer program. The findings reveal that, community health nurses have competencies essential to perform in primary health care. These competencies were classified into nine concepts and roles, which are the following: Health Care Provider, Health Educator and Trainer; Manager: Supervisor, Health Monitor, and Coordinator; Community Organizer; Researchers; Attitude towards Client; Attitude towards work; Attitude toward superiors, peers and subordinates; and Attitude towards Self. The level of performance of community health nurses in the four Rural Health Units in Catanduanes based on the list of competencies in primary health care identified by experts is within the range of satisfactory to very satisfactory performance as perceived by four groups of raters, as well as based on observation by the researcher. The role as health care provider has the highest overall mean rating while the role as community organizer obtained the lowest overall mean rating. In attitude assessment, attitude towards self, obtained the highest overall mean while attitude towards superiors, peers and subordinates and attitude towards clients obtained the lowest overall mean rating. Based on ANOVA, the responses of four groups of raters, namely, the community health nurses themselves, municipal health officers, peers and clients were consistent. There were no significant differences except in the area/concept of attitude towards clients, wherein the clients gave a lower rating on the competence of community health nurses. Competencies of community health nurses are necessary in the performance of roles in primary health care. Community health nurses need to internalize and institutionalize the concepts, principles and strategies of primary health care approach to community health and community development.

TAN-TORRES, TESSA L. FORMATIVE EVALUATION OF
M.S. EPIDEMIOLOGY (CLINICAL EPIDEMIOLOGY).
[LG995 1995 H32 T47]

*Major project, Master of Health Professions
Education, UP Manila, 1995*

Abstract: A formative evaluation of the M.S. Epidemiology (clinical epidemiology) program was carried out on its fourth year of operation. The evaluation was intended to detect the strengths and weaknesses of the program and reinforce and correct these respectively. Because the program had been admitting at least 10 students every year since it started, it was felt that there was enough experience with the program and that any "growing" pains initially present have been outgrown. It was also felt that an early evaluation, even earlier than that stipulated by the university at five years, would allow more students to benefit from any changes to be instituted. The formative evaluation was based on Stufflebeam's CIPP model: Context, Input, Process, Product. The context evaluation examined whether the needs of the situation were met by the stated objectives of the program. The input evaluation determined how successful the program was implemented. Finally, a preliminary product evaluation assessed whether the graduates of the program are working to reduce the previously stated needs of the situation. This evaluation, being formative, centered more on input and process with a retroactive context evaluation. The main sources of information for the evaluation were the students through their feedback forms and the records of focus group meetings held regularly at the end of the quarter/semester. Another major source of information was the site visit reports of external experts who came yearly. A survey of the faculty was carried out to describe their teaching attitudes and practices and to diagnose their learning needs with regard to pedagogy. Finally, an extensive document review was undertaken. In general, the M.S. Epidemiology program was judged as having the needed resources and being implemented in a process consistent with its objectives. The judgment is based on both the standards of content experts (the site visitors and the evaluator) and the feedback of the consumers-students. The major findings are: 1) the identified need was for clinicians to become better practitioners and to contribute to the health status of the community. The proposed solution was for

the clinician to practice evidence-based medicine and to acquire a "population perspective" through training in clinical epidemiology. In the form approved by the university after taking into account existing courses and internal fiscal constraints, the M.S. Epidemiology does not directly correspond to the proposed solution. The clinician is currently learning numerous tools of epidemiology, more than those needed in clinical practice, and enough to qualify him as an epidemiologist.

TIONGSON-TIRONA, MA. CECILIA. DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF A CLINICAL TRAINING PROGRAM FOR DE LA SALLE UNIVERSITY-HEALTH SCIENCES CAMPUS PHYSICAL THERAPY AFFILIATION CENTERS [LG995 1995 H32 T56]

Special project, Master of Health Professions Education, UP Manila, 1995.

Abstract: A clinical rotation program was designed and implemented for one month in the physical affiliation centers of De La Salle University-Health Sciences campus. All the physical therapy interns, clinical supervisors and volunteers of the Dr. Isagani M. Darvin Rehabilitation Unit-Dela Salle University Medical Center and Dr. Jose P. Rizal Memorial Foundation Rehabilitation Center participated in the study to evaluate the clinical rotation program based on a) their perception of the different aspects of the program, b) the effects of the clinical rotation program on the intern's overall performance. The results of the study were gathered through a) the program evaluation questionnaire answered by the participants to determine their perception on the program, b) observation of the intern's clinical performance by the clinical supervisor with the use of rating scale and, c) charting review by the researcher. The results of the study showed that the objectives were clear and extensive in understanding the learning expectation. Patient care, one-on-one preceptorial and charting were

the appropriate strategies in developing the competencies needed in the clinical setting. The evaluation tools for intern's performance such as clinical supervisor's evaluation and self-evaluation were adequate because both include the overall criteria of what are expected from the intern's performance. The physical therapy standardized assessment forms facilitated the evaluation of patients and had helped the interns to master the skills as well as to complete their evaluation and management. Regarding the resource persons of the program, the patient was the most important because he is the center of learning in the clinics. It is the patient that stimulates the minds of the interns to retrieve the knowledge, skill and attitudes needed in handling him. The program has provided the interns the opportunity to be a self-directed learner through the feedbacks, frequent assessments and the guidelines they have received. The interns also improved in charting with the use of the different physical therapy assessment form compared to their charting without the standardized forms. Moreover, the intern's professional behavior and attitudes, communication and interpersonal skills, and evaluation and treatment of patient improved from the first week to the last week of the program.

1996

ALMONTE, JOSEFINA R. EVALUATION OF THE RESIDENCY TRAINING PROGRAM IN GENERAL SURGERY OF THE UP-PGH MEDICAL CENTER [LG995 1996 H32 A46]

Major project, Master of Health Professions Education, UP Manila, 1996.

Abstract: This study was undertaken to evaluate the Residency Training Program in General Surgery of the UPCM-PGH. The objectives of the evaluation were: 1) to evaluate the following components of the program: (a) selection of residents; (b) quality and performance of

consultants; (c) teaching-learning activities (conferences, rotations to specialties, operating room experience and clinical work in the outpatient and inpatient setting. 2) to determine the strengths and weaknesses of the program; 3) to identify problems in the implementation of the program; 4) to arrive at possible recommendations to improve the implementation of the program. Evaluation process and results: To evaluate the different components of the program, the residents were asked through questionnaires to evaluate the General Surgery (GS) consultants and the different teaching-learning activities of the department. The records of the accepted residents from 1990-1994 were also analyzed. Results showed that the general weighted average (GWA) and the interview were predictive of the residents' clinical performance and in-training examination during their first year of training. The overall assessment of the faculty and the teaching-learning activities were good to excellent. Strengths and weaknesses of the program were elicited from the residents, graduates of the program and GS consultants through questionnaires. Strong points identified were characteristics of the resources, the consultants, the training program and the administration of PGH. The major problems identified in the implementation of the program were: 1) there is poor consultant participation in the training of residents; 2) the role of the general surgery residents rotating in the specialty is not well defined; 3) the perception of the residents, graduates of the program and GS consultants that the selection criteria used by the department in accepting residents is not predictive of their performance during their training; 4) the evaluation tool being used by the department is very subjective; 5) there is poor resident attendance and participation in the conference. Based on the results of the study, the evaluator would like to make the following recommendations to improve program implementation: a) the Residency Committee should look for other criteria that can be used in the selection of residents; 2) the department through the residency committee should require the specialty divisions to make a program for the general surgery residents rotating in their

specialty with the objectives and operations they should do based on the requirements of the Philippine College of Surgeons (PCS); c) the department should explore ways to increase the participation of the consultants in the training of residents; d) the Residency Committee should make a more in-depth evaluation of the specialty rotations, since this study provided only an overview of how residents looked at their specialty rotations; e) the Residency Committee should explore the possibility of evaluating the other components of the program like its objectives, products, and resources in the light of the current condition of the country.

HERNANDO, HARIVELLE CHARMAINE T. STUDENTS' PERCEPTION OF THE COURSE PEDAGOGY [LG995 1996 H32 H47]

Major project, Master of Health Professions Education, UP Manila, 1996.

Abstract: This study conducted at the UP College of Medicine was geared primarily to evaluate the effectiveness of the course Pedagogy I offered to first year medical students. In this respect, this study is focused at answering the following questions based on the students' perception: 1) Were objectives of the course attained? 2) Was the course effectively implemented? 3) Were the teaching strategies used effective in delivering the content? The Context-Input-Process-Product model by Stufflebeam (1971) was used as the conceptual framework, specifically zeroing in on the Product (attainment of goals and objectives) and Process (teaching strategies) evaluation components of the model. The sample comprises 130 student respondents to a questionnaire from Class 2000. Although they are all Year Level III students in the UPCM, they had varied backgrounds during their preparatory medicine years. These data were supplemented by interviews on selected students of upper year levels, faculty members who have taught as well as those who have not taught the course, and

administrative personnel. The data used in the study were obtained at the end of the course using questionnaires and interview sessions. These included their perceptions on attainment of course objectives, course implementation, their major learning, effective topics and activities, course materials, physical setting, length of session hours and group facilitators. Frequencies and percentages were employed in presenting the ratings and perceptions of the respondents for a descriptive analysis of the problem. The principal findings of the study are as follows: 1) majority of the respondents perceived that the objectives of the course have been attained, 2) majority of the respondents perceived that the course was effectively implemented based on the following: a) they were able to cover the materials and perform the activities within the allotted time; b) the course content and activities were clearly presented; c) the teaching strategy (small group discussion) was effective; 3) the setting for small group discussion should have a definite place conducive for learning, 4) the facilitators were approachable, accommodating and good. The course had been generally effective in attaining objectives. However, in view of the findings derived, it is recommended that appropriate steps be undertaken to remedy the physical set-up and continuous monitoring of the course for future improvement.

1997

BUENALUZ, LETICIA DE ASIS. EVALUATION OF OBJECTIVE, STRUCTURED CLINICAL EXAMINATION (OSCE) IN THE UNIVERSITY OF THE PHILIPPINES, COLLEGE OF MEDICINE [LG995 1997 H32 B84]

Major project, Master of Health Professions Education, UP Manila, 1997.

Abstract: Not available

BUMANGLAG, JULIETA ROCIO V. FACTORS RELATED TO THE QUALITY OF PERFORMANCE OF VOLUNTEER HEALTH WORKER TRAINEES IN CERVANTES, ILOCOS SUR AND BUGUIAS, BENGUET [LG995 1997 H32 B86]

Special project, Master of Health Professions Education, UP Manila. 1997

Abstract: This study aimed to determine the factors related to the quality of performance of volunteer health worker (VHW) trainees of Cervantes, Ilocos Sur and Buguias, Benguet. Specifically, it also aimed to identify the correlation between the VHW trainees' quality of performance and the following factors: demographic data, educational attainment and socio-economic status. The researcher hypothesized that there is no significant relationship found between the VHW trainees' quality of performance and the above variables. This is a descriptive study conducted at 2 former stations of Medical Ambassadors Philippines (MAP). Instruments used in gathering data include a self-administered questionnaire translated in the Ilocano dialect; performance checklists and rating scales to assess their psychomotor skills and written examinations for each topic to assess their cognitive skills. The survey questionnaire was developed by the researcher and a fellow nurse with the help of literature review and sample questionnaires which MAP used in the conduct of Community Health surveys in the different tribal communities in Luzon and Mindanao. To further establish its validity, experts' views were sought. Meanwhile, performance rating scales and checklists were developed by the researcher based also on literature review while some, particularly those of the Prenatal checklist was adopted from MAP's BHW training manual. Respondents included 82% of the VHW's previously trained by MAP. There were 30 respondents all in all and three out of them volunteered to take part in this study. They were included on the basis of their willingness and availability to participate. Cervantes, Ilocos Sur and Buguias, Benguet were the sites for this study.

They were MAP's former mountainous and tribal stations with webs of health problems. Data were summarized using measures of central tendency and frequency distributions. Pearson r Test of correlation was used to analyze quantitative data. Chi Square (X²) Test of Association was used to analyze qualitative data. The level of significance used was 0.05% as a point of reference for the acceptance or rejection of the null hypothesis (H₀). Particularly $p > .05$ was used as the critical area for the Chi square test of association while ± 0.30645 was used as the critical area for the Pearson r test of Correlation. Data were encoded and analyzed using two programs, the EPI-INFO Program and the Microsta Program. Subjecting the data to Chi Square (X²) Test and Pearson r test, the following results emerged: There was no significant difference found between the VHW trainees' quality of performance and the following factors: age, civil status, socio-civic involvement, formal education, other training received, and these VHW trainees' income level. VHW trainees perform well regardless of their background on the above factors. Thus, they are not a prerequisite or criteria in the selection of VHW trainees. Meanwhile the study also revealed that there exists a significant difference between the literacy level and their performance on Wound Care and Suturing (Cognitive) particularly because of the need to justify or rationalize the steps involved in doing the procedure for the client's safety; Family involvement on the Prenatal Care (Psychomotor); Length of residency on Drug Computation (Psychomotor) and Socio-economic status (SES) on Wound Care and Suturing (Cognitive). The SES of the VHW trainee based on this study revealed that it has an inverse relationship with the trainee's performance on Wound Care and Suturing (Cognitive). Meaning, the poorer is your SES, the better is your performance. Endorsement of the VHW trainees by any barangay or municipal official has significant difference on three tests namely: Prenatal Care (Psychomotor), Wound Care and Suturing (Psychomotor-A) and Drug Computation (Cognitive). By nature, the trainee should have some degree of confidence to allow a satisfactory or good performance which can be gained from

the teacher or any barangay or municipal officials. With the above findings, the researcher offers the following recommendations. For training agencies implementing VHW training, selection criteria such as the following be included: Literacy level, presence of involvement of any family member in the local government, socio-economic status, and presence of endorsement from any barangay or municipal official to join the training. For the community people and barangay officials who recommends and the VHW trainee-aspirants, the above selection criteria should be considered. This study is open for any replication perhaps in another setting, communities in the urban area and on a different group, respondents who do not have any previous related training. It is also suggested that other variables such as attitude, religion, culture, commitment to work, and presence of salary or remuneration be correlated to the quality of performance of the VHW trainees. Likewise, it is suggested that the sample size be increased and male respondents be included. Aside from this, it can also serve as a reference material for further or related studies.

CRISOSTOMO, ARMANDO C. THE DEVELOPMENT OF A COMPREHENSIVE EVALUATION SYSTEM FOR RESIDENTS IN GENERAL SURGERY RESIDENCY TRAINING PROGRAMS [LG995 1997 H32 C75]

Major project, Master in Health Professions Education, UP Manila

Abstract: This project describes the development of a standard evaluation system that started in 1992 when the Philippine College of Surgeons (PCS) mandated the author to chair an ad hoc committee for that specific purpose. A standard evaluation system seeks to complement the standard curriculum for general surgery training, ensure uniform evaluation standards and hopefully, lead to improvement in the quality of postgraduate training in surgery. The methodology consisted of the following: 1) Conducting a consensus workshop among experts

to determine the most important competencies, general evaluation criteria and most appropriate evaluation instruments (September 12, 1992); 2) Development of the evaluation instruments (October 1992-March 1993); 3) Deliberation and revision of instruments by the PCS Committee in Surgical Training (March 1993-June 1993); 4) Pilot testing of the evaluation instruments (July-December 1993); 5) Revision based on feedback from pilot testing; 6) Deliberations and approval by the PCS Board of Regents; 7) Conduct of trainer workshop (April and May 1994); 8) Full implementation of evaluation system in all PCS accredited residency training program (starting January 1995). The major criteria for evaluation and the evaluation instruments include: 1) Basic theoretical knowledge, through objective written examinations and oral examinations; 2&3) Clinical competence and Technical Skills through observational rating scales; 4) Attitudinal competencies. Implementation of the evaluation system needs to be continuously re-assessed and feedback obtained from both faculty and surgical trainees so that the system may be revised, further improved and hopefully, lead to the ultimate goal of improving the quality of surgical care being given to our people.

CUETO, JOSE Y. JR. THE EFFECT OF THE METHOD OF EVALUATION ON THE STUDY HABITS OF FOURTH YEAR MEDICAL STUDENTS OF THE DE LA SALLE UNIVERSITY COLLEGE OF MEDICINE [LG995 1997 H32 C84]

Major project, Master of Health Professions Education, UP Manila, 1997.

Abstract: Medical students have their own individual learning styles and study activities. Previous studies have shown that these are influenced by many factors, foremost of which is the method by which they are evaluated or assessed. This study was conducted to determine the effect of two methods of evaluation: written/oral examinations and objective

structured clinical examination (OSCE) on the study habits of 4th year medical students of the De La Salle University College of Medicine. The study population consisted of 56 clinical clerks who rotated in the Department of Surgery and the Department of Obstetrics and Gynecology. The end-of-rotation evaluation method was OSCE in Surgery and written/oral examinations in Obstetrics and Gynecology. Through the use of a logbook of daily activities, the study activities, frequency and time spent in these activities were recorded before and after the students were informed of the method of evaluation. To add depth to the quantitative data, focus group discussions (FGD) were conducted at the end of each one-week recording of activities. The results showed that there were no significant differences in the mean study hours of students before and after being informed of the method of evaluation. However, there was an increase in the frequency of writing/reviewing progress notes and practicing clinical skills in students evaluated by the OSCE. There was a decrease in reading textbooks/handbooks and reviewing old notes/old examinations. For students evaluated by the written/oral examinations, there was an increase in frequency or number of times spent for reading textbooks and attending rounds. There was a decrease in practicing clinical skills. The mean study hours were correlated with five variables: age, sex, class, rank, general weighted average and rotation sequence. The multiple regression analysis showed that there was no significant overall regression using the five independent variables. The FGD responses showed that majority of students indulged in study activities consisting mainly of reading textbooks, handbooks, old notes and old examination questions. Students were mainly motivated by the concern to pass their exams and to please family and friends. After being informed of the method of evaluation, the students to be evaluated by the OSCE prepared by reviewing their progress notes and practicing their clinical skills. They knew that questions would be based on the cases they have handled, and that clinical skills would be tested. The students tested by written/oral examinations prepared mainly by reading their textbooks and handbooks. The study therefore showed that the

method of evaluation influenced the kind of study activities and how frequent students indulged in these activities. The method of evaluation had no effect on the mean study hours. There was also no relationship between the mean study hours with age, sex, class rank, general weighted average and sequence of departmental rotation. Based on the results of the study, the following are recommended: 1) Proper orientations and guidance be given to students regarding learning styles and study activities appropriate for medical education; 2) Attention and effort be accorded and exerted to enhance motivation and goal-orientation and that motivation be considered one of the criteria by which students are screened for entry into medical school; 3) Recognition be given to the powerful influence that the assessment scheme and the methods of evaluation exert on the study activities of medical students so that the appropriate evaluation be chosen to ensure that student behavior will change towards the desired directions.

LIGOT, FERNANDO ALEJANDRO C. CLINICAL SUPERVISORY TASKS FOR SPEECH PATHOLOGY CLINICAL SUPERVISORS: VIDEO INSTRUCTIONAL MATERIAL ON DEMONSTRATION, OBSERVATION AND FEEDBACK [LG995 1997 H32 L54].

Major project, Master of Health Professions Education, UP Manila, 1997.

Abstract: A video instructional material (VIM) on demonstration, observation and feedback was produced and evaluated by two groups of reviewers. The first group of reviewers, the Peer Reviewers was composed of faculty members of the UP-CAMP's Occupational, Physical Therapy and Speech Pathology departments. The second group of reviewers, the Expert Reviewers was composed of speech pathology clinical supervisors. The Peer reviewers were tasked to evaluate the technical aspects of the VIM. The Expert were tasked to evaluate the content of the material. The objective of the study was to

produce a training material for speech pathology clinical supervisors, based on a survey conducted among three groups: speech pathology interns, speech pathology clinical supervisors and professional speech pathologists, determining the supervisory tasks of speech pathology clinical supervisors. At the end of the survey stage, three supervisory tasks were identified as primarily significant to student learning, namely, demonstrating, observing and giving feedback. Having identified these tasks a script for modeling of the said tasks was written and video recording ensued. Simultaneous with the video recording a discussion guide was also written to accompany the video instructional material. The discussion guide will be used to facilitate a discussion whenever the VIM will be used for training or teaching. The VIM contained dramatized video segments of demonstration, observation and feedback. The development of the video went through several stages. The initial stages included the writing of the script, identifying scenarios, and writing a temporary drawing board. The second stage involved video recording the presentation. Five segments were video recorded: 1) pre-session conference, 2) demonstration process, 3) post-session conference, 4) observation and, 5) giving feedback. Videotaping and post-production editing took two days each. A professional video production outfit was commissioned to perform the post-production work. Once a final copy of the video was produced, the third stage of the study took place, the evaluation phase. Two groups of evaluators were included in this phase, the peer reviewers and the expert reviewers. The peer reviewers evaluated the technical aspects of the video while the expert reviewers evaluated the content. For their evaluation, a set of checklists were prepared. Since each group was tasked to evaluate a different aspect two different checklists were used. The checklists were patterned after existing assessment instruments for instructional materials, although there were some modifications done to suit the purpose of the study and the evaluation. A single-viewing session was scheduled for both groups of reviewers. When evaluation was done, the results were tabulated and analyzed qualitatively. The

discussion of the results focused on the positive as well as the negative responses given by the evaluators. The evaluation done by the Peer and Expert reviewers also showed very interesting results. Even though they evaluated different aspects of the material, both groups agreed that the VIM contained appropriate objectives, that the supervisory tasks were significant to clinical teaching and relevant to student learning. They also agree on the sources of the objectives as coming from faculty development needs and a learning approach, meaning the creation of the VIM arose from these above-mentioned educational needs. Generally, both groups found the material to be a useful training material for prospective clinical supervisors as well as teaching instrument for pre-clinical students. Needless to say, that the educational value of the VIM has been realized by the reviewers, implying that the VIM is an acceptable training material for speech pathology clinical supervisors.

MOJICA, JOSE ALVIN P. EVALUATION OF THE WRITTEN CURRICULUM FOR RESIDENCY TRAINING OF THE DEPARTMENT OF REHABILITATION MEDICINE COLLEGE OF MEDICINE PHILIPPINE GENERAL HOSPITAL UNIVERSITY OF THE PHILIPPINES MANILA [LG995 1997 H32 M65]

Major project, Master of Health Professions Education, UP Manila, 1997

Abstract: Curriculum evaluation is an essential part of curriculum improvement and development. In this descriptive study, evaluation of the written curriculum was focused on two parameters, namely: determination of congruency of relationships within the curriculum and determination that the curriculum adequately prepared the resident for board certification and future practice of the specialty. The study sample consisted of 33 participants from 3 groups of stakeholders: 1) the graduates of the residency training program; 2) the department faculty members; and 3) the second and third-year residents of the department. The questionnaire

and focus group discussion were used as the main tools for evaluation. In addition, the department curriculum was compared with the curriculum guidelines provided by the Philippine Board of Rehabilitation Medicine (PBRM) based on Harden's Criteria (1986). Results showed that there was congruency in the different components of the written curriculum, i.e. the objectives, subject content characteristics, organization of the learning experiences, and characteristics of the assessment procedures. However, there was apprehension from faculty members regarding the wide scope of the subject content which may not be attainable. Also, the faculty members noted missed opportunities for teaching-learning activities in the clinics. With regards to preparation of the resident for board certification, self-study and encouragement as well as pressure from the faculty members helped in preparing for the specialty board examinations while lack of time and motivation hindered preparation. Most (94%) of the graduates also noted that the training program adequately prepared them for future practice of the specialty. Comparison of the written curriculum of the department with the curriculum guidelines of the PBRM showed that the PBRM lacked structure and substance based on Harden's criteria. Based on the above findings it is concluded that the written curriculum has internal congruency and that the curriculum adequately prepares the resident for board certification and future practice. However, it is suggested that curriculum implementation be further evaluated.

MONTALBAN, ANTONIO M. DESIGN, USE AND EVALUATION OF SELF-INSTRUCTIONAL MODULES IN ORTHOPEDICS AS LEARNING TOOLS FOR FOURTH YEAR MEDICAL STUDENTS [LG995 1997 H32 M66]

Major project, Master of Health Professions Education, UP Manila, 1997

Abstract: The study sought to achieve the following objectives: to design self-instructional modules in selected subject content in orthopedics; utilize self-instructional modules and small group discussions from the point of view of students and faculty members. Four modules were designed and utilized by a total of 84 clinical clerks. There were eight faculty members who facilitated small group discussions. The participants, both students and faculty members were then given questionnaires to evaluate the use of the modules. The following were the findings: The self-instructional materials were well accepted by both students and faculty members. The small group discussion helped highlight pertinent information, clarified issues that were difficult to understand and therefore, reinforced learning. The use of self-instructional materials and small group discussion is highly recommended by both students and faculty members.

NEGRE-PAREJA, MILDRED C. VALUES, ETHICS AND COMMUNITY ORIENTATION IN YEAR LEVEL V OBSTETRICS AND GYNECOLOGY CURRICULUM: AN EVALUATION STUDY [LG995 1997 H32 N44]

Major project, Master of Health Professions Education, UP Manila, 1997.

Abstract: The Integrated Liberal Arts-Medicine (INTARMED) curriculum is a seven-year community-oriented medical curriculum designed with the infusion of humanistic education into the scientific medical curriculum to produce the multipotential physician whose scientific competence equally matched his sense of social responsibility and humaneness which will motivate him to continuously improve medical services in Philippine society. As the curriculum of the UP College of Medicine approved by the Board of Regents since 1982, its design is basically an innovative competency-based curriculum, responsive to the current call for global reforms in medical education. Evaluations studies made earlier indicated the need for studies in the

affective program of the INTARMED curriculum specifically the implementation of the integration of the core of concepts of values, ethics and community orientation in the clinical disciplines. This evaluation research study was undertaken to evaluate the process of implementation of the integration of the core of concepts of values, ethics and community orientation in an intermediate level in the INTARMED Curriculum of the UP College of Medicine, particularly Year Level V Obstetrics and Gynecology (YLV OB-GYN). Specifically, it sought to answer the following questions: 1. How are the core concepts of values, ethics and community orientation reflected in the written year level V Obstetrics and Gynecology (YLV OB-GYN) INTARMED Curriculum? 2. How do the YLV INTARMED students, faculty and resident physicians in Obstetrics and Gynecology (OB-GYN) perceived the implementation of the integration of the core concepts of values, ethics and community orientation in the clinical subject of year level V Obstetrics and Gynecology (YLV OB-GYN)? This was conducted at the end of school year 1996-1997 through content analysis of the written INTARMED and YLV OB-GYN curriculum and actual observation, and through a survey questionnaire of the perceptions of the Year Level V INTARMED students, faculty members and resident physicians of the department of Obstetrics and Gynecology (OB-GYN) regarding the integration of the core concepts in the YLV Obstetrics and Gynecology (YLV OB-GYN). The questionnaire used a framework combining Stufflebeam's model of formative evaluation (CIPP) vis-a-vis the components of the curriculum. Results showed that the core concepts pervaded the written INTARMED and the YLV OB-GYN curriculum in their different components as indicated by the instructional designs, syllabus, the schedules and setting of the learning activities, learning materials and evaluation methods. These were also present in the documents of the INTARMED curriculum and other secondary sources of data. There is evidence to show that there is good and effective integration of values and ethics in the YLV OB-GYN curriculum in almost all components except learning resources and evaluation. However, there was poor integration of community orientation in all components of the

curriculum. Strategies found effective by students in integrating values and ethics employed the value clarifying approach which was less frequently used. Transmission and directive strategies were the most commonly used by the faculty and resident physicians but less effective according to the perception of students. Although value-clarifying skills were practiced by the faculty as perceived by the students, their preferences for teaching still are directive and by transmission. That the students themselves indicated the need for a certain degree of directiveness possibly implies their stage of development and maturity which may not have reached the post-conventional autonomous or principled level. In the integration of community orientation, while content specific to the discipline of OB-GYN reinforced the earlier instructional component provided by Family and Community Health (FCH) with provision of learning activities simulating those applicable in the community, the learning activities were confined to classroom and hospital settings with no actual experiences in the community setting. This study validated the Year Level Academic Committee's list of values, attitudes and behavior in general and in the specific areas of work including the intrapersonal and interpersonal relationships according to constructs made by the students from what they considered important to be developed by the INTARMED student in YLV OB-GYN. This construct was used for self-evaluation by the students of their development in the following areas: Patient care, work, working with others, professional and community relationships. This was further used to identify the values, attitudes and behaviors enhanced in the clinical rotation in YLV OB-GYN. Certain values considered important by students were enhanced, in general and more specifically for self, others, work, working with others and relating with professionals, peers, and other health team members and to a very limited extent, with the community outside the institution. Values enhanced are respect for life and the individual, truth, integrity, responsibility, empathy, compassion, confidentiality, and notably, social consciousness which was earlier ranked by the students as low in importance in the list of values. In the self-evaluation by the students, the

percentage of students ranked average to excellent in their development in values, attitudes and behavior in professional areas of patient care, work, working with others ranged from 85-90% and for relationships with faculty, peers and professional health team, and external community, 62-68%.

VALBUENA, MARISSA N. LEARNING APPROACHES OF OPTHALMOLOGY RESIDENT PHYSICIANS IN UP-PGH [LG995 1997 H32 V35]

Major project (Master of Health Professions Education), UP Manila, 1997.

Abstract: This study sought to describe the learning approaches of ophthalmology resident physicians in UP-PGH using the modified Adelaide Diagnostic Learning Inventory for Medical Students (ADLIMS) and interview. It also sought to compare the learning approaches of the resident physicians in the three levels of training and to correlate the learning approaches to examination scores. The ophthalmology resident physicians are basically deep and strategic learners as measured by the modified ADLIMS and as corroborated by the qualitative data. They are intrinsically motivated by their interest in the subject matter, relevance to patient care and future practice as ophthalmologists. Extrinsic motivations include consultant's expectations, fear of being embarrassed, and examinations. They also had high scores in disorganized learning component and low scores in learning pathologies component of the modified ADLIMS. The second-year resident physicians had the highest scores in the deep learning approach and the lowest scores on the surface learning approach. The first-year residents on the other hand, had the lowest scores on the deep learning approach and the highest scores on the surface learning approach. Deep learning subscales were significantly correlated with the oral examination scores.

1998

GONZALES, DINA C. THE RELATIONSHIP BETWEEN THE CLINICAL CLERKS' GOAL ORIENTATION AND THEIR WARD PERFORMANCE DURING CLERKSHIP ROTATION IN MEDICINE AT THE DE LA SALLE UNIVERSITY MEDICAL CENTER [LG995 1998 H32 G66]

Major project, Master of Health Professions Education, UP Manila, 1998

Abstract: A motivated student is perceived as one who takes learning seriously and tries to get maximum benefits rather than merely getting by or doing the minimum amount of work necessary. During clinical clerkship, the medical student rotating in the hospital performs several tasks related to patient assessment and care. Oftentimes, this is the stage wherein the student is observed to be unable to cope with the various responsibilities and will be observed to delay or omit performance of tasks. Consequently, he/she fails to appreciate the meaning of these activities in the development of competence related to clinical concepts and skills. As a result, the clinical clerk usually gathers a lot of demerits in his/her rotation due to unaccomplished tasks. When students focus on learning goals, rather than on performance goals, they are more likely to select challenging tasks with the intention to acquire new skills and competencies, thus, this study was conducted to answer the following questions: What is the predominant goal orientation of clinical clerks during their rotation in the Department of Medicine? What learner characteristics are associated with this goal orientation? Do the factors in the clinical setting relate to ward performance and goal orientation? Is the goal orientation of the clinical clerk related to ward performance? The study population consisted of 103 clinical clerks who rotated in the Department of Medicine from April-December 1997. A 42-item goal orientation questionnaire was administered together with a learning style inventory during their 7th-8th of rotation. The

responses of the study population to a survey utilizing open-ended questions was also utilized to provide background information on the learners as well as to form a descriptive basis of their subsequent responses to the other questionnaires. Results show that the study populations were predominantly learning goal oriented. Examination of certain responses to the goal orientation statements however, revealed that students yielded high scores on the performance goal items that concern examinations and requirements in clerkship as well as items that dealt with the effect of the learning environment in clerkship. Correlation analysis using Pearson r showed that among the clinical setting factors, the rotation sequence showed a moderately positive correlation with goal orientation. Those who have rotated in the other departments before rotating in Medicine were more performance oriented. Although expectedly, the GWA/Class rank will show a correlation with goal orientation, the generally low general weighted averages of the study population can perhaps explain the absence of such. The learning styles adopted by the students were consistent with other studies: performance goal-oriented students utilized the surface learning approach while the learning goal-oriented students adopted the deep approach to learning. Both learning goal and performance goal-oriented students however, adopted the strategic approach to learning with higher correlation coefficient for performance goal orientation. Clinical clerks with lower clinical competence grades had more demerits and were performance goal oriented. The Revalida scores failed to correlate with the goal orientation of students but the study showed that clinical clerks with better clinical competence and attitude grades had a better chance of passing the Revalida. Correlation between goal orientation however, and ward performance showed that students with lower clinical competence grades (which consists of 60% of the ward performance grade) were performance goal oriented rather than learning goal oriented. The findings of this study have implications on curricular changes that may be proposed in the clinical clerkship program especially those related to the improvement of the teaching-learning situations in the hospital and the

learning potential that can be derived from the various activities related to patient assessment and care. Recommendations regarding the utility of this study in the selection of students and future experimental studies were also discussed.

ROXAS, JESUSA ROWYNA R. DETERMINATION OF MINIMUM TERMINAL COMPETENCIES FOR STUDENTS IN SPEECH PATHOLOGY. [LG995 1998 H32 R69]

Major project, Master of Health Professions Education, UP Manila, 1998

Abstract: The study aimed to identify the minimum professional competencies of speech pathologists as perceived by practicing speech pathologists; to determine the minimum terminal competencies of students in speech pathology and to propose curricular implications statistics. A preliminary survey was conducted among twelve (12) health professionals and five (5) speech pathology teachers using a 62-item checklist to determine their perceptions regarding the roles and responsibilities of speech pathologists. Purposive convenience sampling was conducted in selecting the respondents. Based on this preliminary survey and a review of the literature on the competencies of speech pathologists, a 247-item checklist of competencies pertaining to each of the professional roles of a speech pathologist was developed. These roles were: clinical, educator, researcher, administrator. The instrument was pilot tested to two practicing speech pathologists. The study was conducted in Metro Manila since majority of the practicing speech pathologists were based here. The checklists were sent to all the graduates of Bachelor of Science in Speech Pathology of the University of the Philippines Manila who were currently practicing in Metro Manila. Thirty-seven (37) out of sixty (60) speech pathologists accomplished the checklist. Measures of central tendency were utilized in organizing the data, but general research findings were analyzed qualitatively. A criterion of 70%

agreement was used to distinguish those competencies which were considered essential by the respondents. The data showed that the speech pathologists perceived the clinician's role as the most significant. They identified 238 competencies as essential and only nine (9) competencies as not essential. Almost all the competencies for the different roles were considered essential. This indicates that even though speech pathologists work primarily as clinicians, they perceive their other roles as likewise important and that they are holistic clinicians who can perform a wide range of roles and responsibilities. The list of minimum professional competencies was translated into minimum terminal competencies for students in speech pathology by specifying conditions and tasks. Implications to the curriculum were identified in terms of learning outcomes, organization of content, teaching-learning activities and methods of evaluating the learner's performance.

1999

AMIGABLE-VILLAMOR, MARIVIC C. A DESCRIPTIVE STUDY ON THE USE OF THE PROBLEM-BASED LEARNING STRATEGY IN THE TEACHING OF ENDOCRINOLOGY AT ANGELES UNIVERSITY FOUNDATION COLLEGE OF MEDICINE DEPARTMENT OF BIOCHEMISTRY [LG995 1999 H32 A45]

Major project, Master of Health Professions Education, UP Manila, 1999.

Abstract: Biochemistry is a basic science subject that is introduced in the First Year of the Medical Curriculum. At the Angeles University Foundation College of Medicine, the approach used in teaching Biochemistry has always been the conventional lecture-based strategy. This method being teacher-centered has limited the participation of the learners to mere passive recipients of information. This study describes the factors involved in the development of the

endocrine modules and their use in the implementation of an alternative strategy in teaching a specific topic, Endocrinology, in Biochemistry. The Problem-based Learning (PBL) approach was implemented in teaching the topic to sixty-eight (68) first year medical students at the Angeles University Foundation. Four PBL modules consisting of one community and three clinical problems, student's and facilitator's guides and a list of learning objectives for each trigger problem, were developed. These modules were used by the students and facilitators during the small group tutorial sessions. A tutorial group of 10-12 students discussed each case in two consecutive 4-hour sessions under the supervision of one of the three facilitators from the Department of Biochemistry. A 5-point Likert scale questionnaire was employed to ascertain the perceptions of the students on the alternative method of teaching. The 15-item questionnaire had three sections that addressed the perceived influences on the learning process of the components of the PBL method namely: trigger problems, small group dynamics and facilitators. The respondents affirmed that the PBL approach motivated them to actively control the direction of their learning needs. Furthermore, the exercise encouraged the students to acquire self-learning skills. Ninety percent (90%) of the students found the PBL approach to have inspired them to take charge of their own learning. The respondents positively recognized that their expanded roles have inspired them to cooperate and be committed to the group discussion during the tutorial sessions. These findings were validated by the observations of the facilitators on student interaction during the small group tutorial sessions. The study strengthens the acceptability of the PBL as a teaching strategy and the feasibility of applying it as an alternative method of teaching Endocrinology among the First-year Medical students in a local setting.

BANAS, ALICIA TORRES. DEVELOPMENT OF A TRAINING PACKAGE ON TEACHING COMPETENCIES FOR MID-LEVEL HEALTH PRACTITIONERS [LG995 1999 H32 B36]

Major project, Master of Health Professions Education, UP Manila, 1999.

Abstract: The Mid-level Health Practitioners (MLHP) and other health workers in the health team both in urban and rural community settings have significant roles and responsibilities in improving the health status of the people and eventually improving the people's quality of life. Health education is the most frequent intervention being done by health professionals and other frontline health workers who have direct access to the people. Rendering health service in the form of teaching and health education to individuals, families and aggregates, is to be integrated in almost all the health care services the MLHPs and other health workers rendered. The responsibilities of equipping midwives, volunteer health workers and other community health workers with skills, knowledge and attitudes to become more effective and efficient in teaching/training lies on the MLHPs shoulders. But before the MLHPs can train others to teach and/or train they should be the first to be trained properly and adequately on teaching and/or training. The teaching competencies that they need to acquire in order to teach effectively had to be established first. Then a comprehensive training package on teaching competencies for MLHPs was developed. The overall objective of this project was to develop a training package on teaching competencies for MLHPs. The study was divided into two phases. The first phase generated the experts' opinion on teaching competencies needed by the MLHPs. A five point Likert rating scale was developed with five choice responses: (1) "totally disagree", (2) disagree, (3) "not sure", (4) "agree" and (5) "total agree" to gather consensus of five experts on teaching competencies needed for MLHPs. All the 82 teaching competencies validated by the experts were included in the list of minimum teaching competencies considering that they all registered a mean rating of 4.2 and above. The cut-off point indicated at the outset was a mean rating of 4.0. The 82 competency statements validated by the experts were classified into five categories with corresponding number of teaching competencies

from highest to lowest: communicating: 25 or 30.48, planning: 18 or 21.95, facilitating: 15 or 18.29, evaluating: 14 or 17.07, and supervising: 11 or 13.41. Each had a mean rating of 4.2 and above, variable rated from "not sure" to "totally agree". The second phase was the development of a prototype-training package. It involved the formulation of a training design on eight units of instruction based on the competencies established in the first phase of the project. The training package also includes prototype materials. The training designed will run for six days. The units of instruction designed revolved around the five categories: planning, communicating, facilitating, supervising and evaluating. Based on the five categories eight units of instruction were designed. The units are as follows, teaching and learning process, preparation of an instructional plan, appropriate use of instructional media, communication skills and techniques, facilitating small group discussion, different methods of teaching for microteaching, and appropriate use of tools and methods of evaluation. The implementation of this training package on teaching competencies for MLHPs should be highly considered by all clinical instructors in community health nursing, community medicine, training institutions and organizations, and other health professionals who are into community work. The schools/colleges of nursing and medicine and other health professions can adopt these two phases of developing a training package in preparing a teacher training course for health workers assigned in the community setting. The future development of a training package, other methods of data gathering can be tapped like the use of focus group discussion. This training package can also serve as training material for continuing education and faculty/staff development of training institutions or organizations. Likewise, it can also serve as a reference material for further related studies.

DECLARO-BANIAGO, MARIA FE. CORRELATES OF ACADEMIC PERFORMANCE AND BOARD EXAMINATION RATINGS OF MEDICAL GRADUATES AT DLSU-HSC COLLEGE OF MEDICINE

Major project, Master of Health Professions Education, UP Manila, 1999.

Abstract: Correlates of academic performance and national board examination ratings of medical graduates of De La Salle University Health Sciences Campus, College of Medicine from school year 1991-1997 were studied. The independent variables used in the study were: Pre-medical school, Pre-medical course, Undergraduate General Weighted Average (UGWA), National Medical Admission Test (NMAT) performance while the dependent variables were academic performance (combined basic and clinical) and national board examination ratings. Profile of the medical graduates' pre-medical school background showed that majority came from the University of Santo Tomas (UST), followed by De La Salle University Schools (DLSU), University of the Philippines (UP), University of the East (UE), Far Eastern University (FEU), Ateneo and others in decreasing manner. Majority of the medical students who enrolled at DLSU-HSC, College of Medicine from 1991-1997 were graduates of Natural Sciences, followed by Paramedical courses, then Social Sciences in decreasing manner. The least number of those who enrolled came from graduates of Physical Sciences. The highest mean academic performance was seen with Physical Science graduates (2.4117), then Paramedical Sciences (2.6211), then Social Sciences (2.6273). The lowest mean academic performance was seen with Natural Science graduates (2.6420). The highest board examination rating was noted with University of Santo Tomas (UST) 79.0691, then graduates of the University of the Philippines (UP, 78.8423, then De La Salle University (DLSU, 78.4520, and University of the East (78.4227). Graduates of Social Sciences got the highest mean board examination ratings (78.8727), followed by Natural Science graduates (78.6443), then Paramedical Sciences (78.2107) and lastly Physical Sciences graduates (77.1667). The highest undergraduate general weighted average (UGWA) of students admitted was 1.35, while the lowest was 3.27. Majority of medical

students' GWA in medical school was 2.5-2.99. Majority of medical graduates had a National Board Examination rating between 75.0-79.0% of the medical graduates fall between NMAT performance of 70.0-74.0%tile. Using ANOVA, the following relationships showed statistical significance at $\alpha = 0.05$: pre-medical school and academic performance ($p=0.004$) and board examination rating ($p=0.000$). The following relationships did not show statistical significance: Pre-medical course and academic performance ($p=0.1321$) as well as national board examination ratings ($p=0.2907$). Using Pearson's correlation coefficient analysis, Fair correlation was revealed by the relationship between the UGWA and Academic Performance ($p=0.4552$). It was similar with the relationship between NMAT and Academic performance ($p=0.2727$). However, using the multiple regression analysis, it showed that UGWA correlates better and therefore was more predictive of Academic Performance than the NMAT using the Beta or the Standardized Partial Coefficient. Little or no correlations were found between UGWA and National Board Examination ratings as well as NMAT and National Board examination ratings. Neither UGWA or NMAT is predictive of the National board examination ratings.

DE JESUS, VIRGINIA R. CONTENT VALIDITY OF THE WRITTEN PART I EXAMINATION OF THE PHILIPPINE BOARD OF OBSTETRICS AND GYNECOLOGY: A DESCRIPTIVE STUDY [LG995 1999 H32 D45]

Major project, Master of Health Professions Education, UP Manila, 1999

Abstract: A total of 750 questions of the Philippine Board of Obstetrics and Gynecology Written Part I Examination for the years 1995-1999 were retrieved from the records and analyzed. The content representativeness of the tabulated questions, the extent to which the test measures the higher-level cognitive domain was compared with the content and domain

specification of the PBOG blueprint. The quality of MCQ items was analyzed using textbook standards or rules in writing MCQ items. Results showed that despite the presence of test blueprint, there was inconsistency in item distribution through the five-year period. In 1995, six (6) of the content areas were over-represented and five had less than the required number. Three (3) content areas in 1996 examination had more than the required number of test item while eight had less, three (3) content areas in the 1997 examination were over represented while eight were under-sampled, five (5) content areas in the 1998 examination had more than the required number while five had less, and four (4) content areas in the 1999 examination were over represented while seven were under-sampled. With regards to the cognitive domain being measured by Part I Examinations, the study has shown that half of the questions used in all tests were recall questions. The distribution of questions as to domain by year of testing is as follows: 78 or 52% for 1995; 88 or 59% for 1996; 79 or 53% for 1997; 68 or 45% for 1998 and 83 or 55% for 1999. Of the 600 test items (1995-1998) reviewed, 360 items had negation on the stem or cues in the options. The presence of the PBOG blueprint did not guarantee a consistent distribution of items in all the Part I examination reviewed. Members of the Philippine Board of Obstetrics and Gynecology should address the recommendations and conclusion presented in this paper. Among the recommendations are: a) improvement of content validity through a more detailed test specification and by increasing the number of test items, b) improvement of quality of test items through a comprehensive training program for new and existing members of the board, and c) improvement of MPL through the use of item analysis results and peer review by generalists of new items.

FESTIN, MARIO R. DEVELOPMENT OF AN INSTRUCTIONAL VIDEO ON BASIC ANTENATAL CARE FOR MOTHER'S CLASSES [LG995 1999 H32 F47]

Major project, Master of Health Professions Education), UP Manila, 1999.

Abstract: Giving antenatal care advice and instruction is one of the recommendations for improvement for the mother's knowledge, skills, and attitudes on the proper care and nutrition during pregnancy. It is among the important components of antenatal care recommended by the Department of Health. The video format has many advantages as an institutional medium, including standardized content, relative availability, repeatability, and familiarity with the format. This can be used by the health professional as one of the materials in educating his patients in an obstetric care setting. The main objective of the project was to prepare and evaluate a video-based instructional program on the proper care and nutrition during pregnancy for patients attending a mother's class in an obstetrics out-patient clinic. This involved three phases: 1) the Research and preparation phase, 2) the Production phase, and 3) the Evaluation phase. The Research and Preparation phase included a survey for the basis of the Instructional Material, the selection of the material, preparation of the Video Planning Guide, and the Instructional design. The Production Phase included the preparation of the script, the graphics, the video and the taping, dubbing and editing. The Evaluation phase included pre- and post-tests on patients at the Out-Patient clinic and wards of the Department of Obstetrics and Gynecology of the Philippine General Hospital. A survey on the impressions and preferences of the attending health professionals on the video material was also conducted. The latter will be using the video as material in their instruction of patients in mother's classes. The contents of the instructional material came from lecture notes and textbooks on Nutrition in Obstetrics and Gynecology. A survey of patients' beliefs and perceptions on pregnancy showed that topics on nutrition and development of the baby were the areas of patient knowledge that needed clarification. Based on these materials, a presentation that included a script, photos, illustrations, and video images was prepared using Microsoft Powerpoint

97. This preparation was later transferred to the video format, intended to be used by doctors in a training hospital who conduct mothers' classes as part of an antenatal care education program. The video on, "Ang Wastong Pangangalaga sa pagdadalangtao" lasts for 25 minutes in VHS format. It was presented to the intended users for comments and suggestions for improvement. After revision, it was tested on 129 patients in the out-patient clinic consulting for antenatal care. From a baseline mean pretest score of 8.93, there was an improvement in the mean posttest score to 9.34 on the common questions. A video based instructional program on the proper care and nutrition during pregnancy can be used as part of an antenatal care educational program for patients. Other educational materials using the video format may be used to standardize the content and format for the instruction.

INOCENCIO, FROILAN P. YEAR LEVEL III
COMMUNITY-ORIENTED MEDICAL EDUCATION
(COME) PROGRAM: COMMUNITY ORIENTATION
HOURS, A SUMMATIVE EVALUATION [LG995
1999 H32 I56]

Special project, Master of Health Professions Education, UP Manila, 1999.

Abstract: UP College of Medicine, is introducing a new program - The COME program which aims to provide early, sustained prolonged immersion of the students in the community. This study is a descriptive evaluation which focuses on the Year Level III Program consisting of community learning activities to develop in the learner community awareness, as enumerated in the objectives. The program was implemented on the Academic Year 1998-1999, UPCM (Batch 2003). Since the start, a built-in evaluation plan has been incorporated containing faculty and students' questionnaires and reflection papers. The plan attempts to look on these objectives and the process of the program. It also includes analysis of program strengths and weaknesses and recommendations

for future modifications. The design is mainly descriptive and qualitative. It also employs document (content) analysis of the narrative responses. The framework is based on the Stake's model. The results of the study were analyzed and categorized prior to analysis. Data were analyzed according to their relationship with respect to their position in the program description matrix and in terms of congruence (symmetry and agreement between what is intended and what is observed). There is good evidence that the objectives of the Year Level III program have been attained. Both faculty and students are in agreement that the community learning activities are adequate enough in developing their community awareness". They also reiterated that the program is essential in the achievement of the Vision - Mission goal of the college which highlights community-orientation. One perceived strength is the timeliness of the program as it answers the global call and the realization that the goal of medical education is to address the health needs of the community. Program weaknesses were divided into three, namely, problems in faculty recruitment, duplication of course contents with FCH and problems arising from implementing COME in a traditional medical curriculum. There are no significant unintended effects noted in the program. The summary of the recommendations are enumerated: 1) Better logistic support from the administration; 2) Review of the components of the COME curriculum by the course coordinators; 3) Streamlining of evaluation tools by the evaluators; 4) Total reorientation of the faculty regarding the mission of the college; 5) Awareness of own personal development along community-orientation for the students; 6) Integration of the COME curriculum as the college gears toward Problem-Based Learning.

LEGASPI-JOSE, STELLA MARIE. THE OBSTETRICS ADMITTING SECTION OF THE PHILIPPINE GENERAL HOSPITAL AS A LEARNING ENVIRONMENT FOR RESIDENTS: A DESCRIPTIVE STUDY [LG 995 1999 H32 L44]

Major project, Master of Health Professions Education, UP Manila, 1999.

Abstract: The Obstetrics Admitting Section (OBAS) of the Philippine General Hospital is the emergency room of the Department of Obstetrics and Gynecology. It is where everyday battles between life and death are witnessed and experienced by patients, their relatives and caregivers. This section is a high-tension area in the sense that the patients should be diagnosed and managed correctly and immediately. The OBAS then becomes the most important learning environment where resident physicians can acquire competencies expected of obstetrician-gynecologists. As they rotate in this clinical area, they are expected to acquire the knowledge, skills and attitudes becoming of a competent medical specialist. In recent years, however, it has been observed that the OB-GYN residents on-duty at the OBAS are becoming more and more short-tempered. Critical incident reports have been filed at the Department and with the office of the Assistant Director for Health Operations. This general observation has earned the residents of OB-GYN the reputation as being "mataray." On the other hand, these resident trainees themselves admit that because of the very nature of this environment, they feel that this is not how it should be. This study was undertaken to describe the OBAS as a learning environment. It also aimed to identify the various learning opportunities available at the OBAS for the residents. In the process, the study also discussed the kind of learning that residents are able to capture at the OBAS. The study also aimed to present challenges and opportunities for the University of the Philippines-Philippine General Hospital for values education and for the social transformation of the UP-PGH Obstetrics and Gynecology residency training program. This is a descriptive study. Data were collected from four (4) methodologies: 1) by direct observation by the researcher; 2) using key informant interview; 3) survey questionnaire; 4) by secondary data analysis. These methods were chosen to triangulate observations/comments and to minimize bias. Direct observation by the researcher was conducted from September 3 to

10, 1999. This week-long period of observation accorded the researcher the opportunity to observe the different teams on-duty at the OBAS on more than one occasion. Key informants were identified by purposive sampling and interviewed. The interview questions were the same for all key informants and were written out exactly as they were asked in the interview. The third way of collecting data was by survey questionnaire. The questionnaire was adapted from the questionnaire from the University of Michigan Medical School regarding Satisfaction with the Learning Environment. Direct observation by the researcher showed that learning opportunities at the OBAS are abundant. Terminal competencies for each year level are achieved through practice. Key informant interview also revealed that residents are highly motivated to learn whether from books or one-on-one tutorials with the consultants. Residents also acquire non-medical skills such as teaching, counseling and managing the medical and nonmedical staff. According to the survey, most of the residents feel that the environment at the OBAS facilitates learning. They also felt that the residency training promotes critical thinking. There are many opportunities in values education at the OBAS. Humility, compassion, understanding, value of life, preservation of the patient's dignity and honesty are some of the values inculcated in the residents. Recommendations include more faculty supervision and values education. As faculty, it is their duty to give immediate feedback to the residents in terms of their acquisition of cognitive skills, psychomotor skills and attitudes. The challenge for values education is also there. Values education is most important for this is the heart and soul of the practice of medicine.

NATIVIDAD-TANDOC, CHRISTINELLI. IDENTIFYING COMPETENCIES OF CLINICAL INSTRUCTORS SUPERVISING STUDENTS IN COMMUNITY HEALTH NURSING [LG995 1999 H32 N38]

Major project, Master of Health Professions Education, UP Manila, 1999.

Abstract: This study aimed to identify the essential competencies a clinical instructor should demonstrate in supervising nursing students in the community setting. The essential competencies were identified through the use of a 2-phase Delphi study. Forty-six (46) respondents participated in the first phase. They were asked to list competencies of clinical instructor in community health nursing. A total of five hundred two (502) competency statements were generated, which after sorting resulted to a final list of 120 competencies. The 120 competencies were then categorized into eight (8), namely: community organizer, health care provider, coordinator/collaborator, advocate, researcher, educator, counselor and clinical instructor. In the second phase, forty-two (42) respondents rated the competencies according to their being essential utilizing a five-point Likert scale. A mean rating of 4.5 was arbitrarily set to identify the competency statements to be included in the final list of competencies. Of the 120 competency statements rated by experts, 68 or 56.66 registered a mean rating of 4.5 and above and 52 or 43.33 registered a mean rating of 4.5 and below. In terms of rating by categories, thirty-five (35) or 81.39 of the competencies as clinical instructor /teacher in CHN were considered essential by experts. Twenty-five (25) or 50 of competencies as community organizer were considered essential. Of the 9 competencies as health care provider, 4 or 44.44 were considered essential. The experts also rated as highly essential the competencies as educator and counselor. Respondents did not consider competencies as advocate and researcher essential. Using the Delphi method, the CHN competencies considered by expert respondents as essential were identified. These competencies should be considered highly by all stakeholders involved in nursing education like the clinical instructors, nursing school administrators and the nursing professionals as a whole.

OLARTE, ANGELES M. DEVELOPMENT OF A TOOL TO EVALUATE CLINICAL TEACHING IN NURSING [LG995 1999 H32 O43]

Major project, Master in Health Professions Education, UP Manila, 1999.

Abstract: Clinical teaching is an important function of the nursing clinical instructor. Providing feedback on clinical teaching performance to instructors through the use of a valid and reliable tool may serve as the first step toward the improvement of clinical teaching practices. The absence of a tool to evaluate teaching in the clinical area in particular at the Adventist University of the Philippines College of Nursing (AUP-CON) led to the pursuit of this study. The main objective of this study then was to develop a student rating scale to evaluate the clinical teaching performance of the instructors at the AUP-CON. Specifically, this study sought to accomplish the following: 1) determine the clinical teaching behaviors perceived as important by faculty members and students; 2) develop an evaluation tool that is valid, reliable and practical. This study used the descriptive method of research. A needs assessment of the AUP-CON faculty members was initially conducted. This was followed by a multi-step process of tool development employing questionnaires which were given out to experts, AUP-CON faculty members and AUP-CON students. Clinical teaching behaviors identified as important were used to develop a tool for evaluation of clinical teaching performance. Final item selection was based on reliability coefficients and analysis of item content. Faculty needs assessment revealed that majority of the AUP-CON faculty members perceived that an ideal rating instrument for students to evaluate clinical teaching should cover clinical teaching performance, the clinical rotation, and student information. Based on this finding, a three-part evaluation tool was designed. Part I of the tool consisting of 50 clinical teaching behaviors showed mean importance ratings ranging from 3.19 to 3.82 on a 4-point scale from the combined faculty members' and students'

data. Overall coefficient alpha was .9624. This was a direct support for the internal consistency among the items and thus the overall reliability and validity of the content. The tool after pilot testing also showed a high degree of internal consistency reliability for all three parts. Five of the six dimensions of clinical teaching performance in Part I showed high internal consistency. The final list of items selected from the pilot tested tool documented a high degree of internal consistency reliability. Part I Clinical Teaching Performance yielded an alpha of .9581 for 25 items; Part II Clinical Rotation showed an alpha of .8425 for 7 items; and Part III Student Information showed an alpha of .8251 also for 7 items. The developed tool is a reflection of the combined perceptions of the AUP-CON faculty members and students. Part I reflects 5 dimensions of clinical teaching performance, namely, Interpersonal relations, Personal characteristics, Professional competence, Clinical teaching practices, and Evaluation practices. Parts II and III consist of 7 items each relating to the clinical learning experiences and self (student) evaluation respectively. The developed tool is a valid index to an instructor's clinical teaching performance. It is reliable and practical for use by students. It is recommended that the developed tool be used to evaluate the clinical teaching performance of clinical instructors at the AUP-CON, in addition to the classroom instrument currently in use. Where a common need exists among the clinical instructors as revealed by the use of the tool, specific activities should be designed and implemented to address the need precisely for the clinical teaching role. To the Clinical Instructors, it is recommended that the items in the developed tool be reflected upon as an index to desirable teaching behaviors in the clinical setting and secondly, feedback obtained from the use of the developed tool be used to gain insight into own strength and weaknesses and to assist them in improving teaching. For further research, this study may be done on a larger scale to verify the reliability coefficient and to make the findings more generalizable. It is further recommended that factor analysis be done to establish construct validity.

REY-MATIAS, MA. ELIZABETH V. CORRELATES OF ACADEMIC PERFORMANCE OF THIRD YEAR PHYSICAL THERAPY STUDENTS IN DE LA SALLE UNIVERSITY [LG995 1999 H32 R49]

Major project, Master of Health Professions Education, UP Manila, 1999.

Abstract: For a long time, the third year in Physical Therapy curriculum of De La Salle University has always been a time when failure rates are on the rise. As much as 20-30% of third year students fail in more than 50% of their enrolled subjects causing them to be dismissed from school. Whether or not this failure is a function of factors like selection criteria, students' personality or performance in Pre-PT remain important issues that must be resolved. This study therefore aimed to determine if there is a relationship between academic performance in third year and qualifying examination, general weighted averages in Pre-PT, perceived personality profiles obtained by interview and students' learning styles. The qualifying examination scores, general weighted averages in Pre-PT and perceived personality profiles of 145 physical therapy students who were able to complete third year during the school year 1996-1997 at the De La Salle University-Health Sciences Campus were obtained from the Admissions Committee. The group was requested to answer the Adelaide Learning Inventory for Medical Students to determine their preferred learning styles. Data were examined using Pearson Correlation and the Statistical Package for Social Sciences for simple and multiple regression. Findings show that there is a positive relationship between academic performance and qualifying examination scores, general weighted averages in Pre-PT and perceived personality profiles. These three composite measures used in the screening process for entry to PT Proper are therefore, reliable predictors to third year academic performance. The students' dominant learning style identified is the deep approach

followed by the strategic and surface approaches. The pathologic approach has the lowest frequency. The learning style was found not to have any significant relationship with academic performance. It is also not a predictor of achievement in third year. However, this study suggests that it is worthwhile to determine the learning style of students in addition to the qualifying examination, general weighted average in Pre-PT and perceived personality profile of students as a means of understanding the third-year students effectively. Results suggest the continuous use of the qualifying examination and pre-PT GWA in selecting students for PT Proper. On the other hand, interviews may still be used but must look more deeply on the student's personality. Information from this interview may not just be used for selection but also in providing guidance to students admitted to third year.

SANTIAGO, LORNA F. DEVELOPMENT OF AN EVALUATION INSTRUMENT FOR TEACHERS AT THE COLLEGE OF ALLIED MEDICAL PROFESSIONS, UNIVERSITY OF THE PHILIPPINES MANILA [LG995 1999 H32 S26]

Major project, Master of Health Professions Education, UP Manila, 1999

Abstract: This study aimed to develop an instrument for teacher evaluation at the College of Allied Medical Professions (CAMP), UP-Manila. Respondents in the study were CAMP faculty and students. Due to the small number of faculty members, all were included as respondents. Stratified random sampling was utilized to have a good representation of students from the three departments namely the Departments of Occupational Therapy, Physical Therapy and Speech Pathology. A representative sample of 20% from each of the department was used as respondents. A preliminary survey was conducted among the faculty and students to arrive at a list of behaviors which promote effective learning. A list of teacher characteristics was formulated

based on the results of the survey, literature review and the old rating scale of the College. This list was then presented to faculty and student respondents through a questionnaire that required them to choose which items are relevant in measuring teaching competency. Relevant items were selected and categorized. The instrument was then presented to the faculty as experts to review its content validity. This was established through a feedback questionnaire that covered the areas of clarity and number of items, sequence and categorizing of items, clarity of directions and appropriateness of the rating scale. Results show that the items in the instrument are valid, but several suggestions were given. These suggestions were then considered in the modification of the instrument. The instrument was pilot tested among a 20% student sample from each department to evaluate its inter-rater reliability and practicality. The instrument was found to be practical in terms of length of time of administration. The students were able to accomplish the three-page evaluation form at an average of 9 minutes. Determining the average time for administration is important to be able to allot a time limit on future use of the instrument. Percentage agreement among the responses of the raters was determined to establish inter-rater reliability. Results of reliabilities were all above 0.70, which agree with reports of acceptable values of reliability of other researchers. The faculty members at CAMP recognize the need to improve the existing evaluation instrument of the college. The outcome of this study may be used to replace the rating scale currently being used. The instrument will continue to be tested and refined for future use.

YU-MAGLONZO, EVA IRENE D. PERCEPTIONS OF FIRST YEAR MEDICAL STUDENTS ON MEDICAL SOCIOLOGY AS REFLECTED IN THEIR NARRATIVE REPORT [LG995 1999 H32 Y8]

Major project, Master of Health Professions Education, UP Manila, 1999

Abstract: Narrative reports could supplement structured feedback. It could provide a broader range of responses which could not elicit from the traditional structured questionnaire. However, few studies have analyzed narrative feedback in the health professions. This study focused on the use of narrative reports to determine the perceptions of First Year Medical Students on Medical Sociology. Implications and directions for improving the curriculum were also derived. Two hundred fifty (250) reflection papers were included in the study. Content analysis was used. It was patterned from Leininger's phases of analysis for qualitative data. The different phases were as follows: documentation of raw data, identification and categorization of component, pattern and contextual analysis, and finally, synthesis and interpretation. Results of the study were classified according to the guide questions given by the faculty to the students in writing their reflection paper. These included the following: most significant experience, ideas learned, helps in learning and hindrances to the learning process. The most significant experience considered by the students was the workshop. The workshop supplemented the lecture. Through the students' participation, they were able to relate the concepts to certain situations, voice their opinions, reflect and make decision. As to the ideas acquired, they learned about communication skills, clarification of their values and the determinants of health and disease. The content of these learning outcomes was similar to our syllabus. The teaching strategy included the workshop and small group discussion. As to the faculty, the students commented on their instructional abilities, personality and attitudes. Certain aspects of the learning environment such as noise hindered the learning process. Noise was an environmental factor which obstructed the teaching-learning process because students could not concentrate. These categories were analyzed and correlated in the context of the teaching learning principles. The predominating teaching-learning principles identified were meaningfulness, novelty, attainment of cognitive skills such as communication skills and the influence of environmental factors in the learning process. The course was considered meaningful because there

was practical application of the theories. For one, the lecture was integrated into the workshop. The novelty of using workshop as a teaching strategy facilitated student learning. Most of the cognitive skills particularly the communication skills were cited as the students' learning outcome. Lastly, the learning environment hindered their learning as evidenced by the various environmental factors which they have cited. Using the perceptions of the students based on their reflection paper, formative evaluation could be accomplished. It could supplement the quantitative data derived from traditional structured questionnaire. From this, we could derive data for faculty evaluation, learning outcome, and course evaluation. As to faculty evaluation, we could derive data or parameter not usually provided by structured questionnaires. As to course evaluation, almost all areas were mentioned by the students except for the grading system. Thus, additional guide question in the narrative report could be incorporated in the future to address such limitation. The learning outcome was expressed in terms of ideas learned by the students. The faculty of the Medical Sociology course at the University of Santo Tomas, through this narrative report, became aware of the unique comments of the students about them, the factors which helped and hindered their learning, their learning outcome, the student evaluation of the course and specific curricular issues such as time allotment and course organization. Based on the students' comments, the department as well as the administration could adopt measures that would address the deficiencies mentioned and continue the tasks recommended by the students. This would then lead to improving the course and enhancing the learning process.

2000

AGCAOILI, JOCELYN F. DEVELOPMENT OF A TRAINING PROGRAM FOR CLINICAL INSTRUCTORS IN PHYSICAL THERAPY [LG995 2000 H32 A34]

Major project, Master of Health Professions Education, UP Manila, 2000.

Abstract: A diagnostic survey was done among the clinical instructors (CIs) in the physical therapy affiliation centers where the University of Santo Tomas B.S. Physical Therapy interns affiliate in order to establish their training needs in clinical teaching and evaluation. A questionnaire was completed by 46 clinical instructors in 15 affiliation centers. The results were organized and summarized using measures of central tendencies and frequency distributions. All of the respondents did not have any teacher training prior to assuming responsibilities as CIs. Some CIs admitted that they were not aware of some of the functions of a clinical instructor. Majority admitted that they experienced difficulties and lacked the necessary confidence in the performance of their teaching duties including planning instruction, implementing instructional activities and evaluation of student's performance. Based on the results of the survey, an appropriate training program was then developed. As designed, the training program focused on instructional planning, methods and techniques of clinical teaching, proper communication and methods and tools of evaluation.

BANZON-ASILO, MARIA CECILIA A. PERCEPTIONS OF MEDICAL STUDENTS ON THE CLASSROOM BEHAVIOR OF THEIR GAY TEACHERS [LG995 2000 H32 B36]

Major project, Master of Health Professions Education, UP Manila, 2000.

Abstract: Since time immemorial, societies have always been unfair to gays. They perceived these individuals as abnormal, unnatural and even immoral. This was the reason why many gays kept these identities within themselves. With the advent of gay movements and other similar gender-sensitive organizations, more and more gays have

come out in the open. Many have been accepted without prejudice in various professions including medicine. But despite their penetration of the various professions, these gays continue to be ostracized and perceived as different. They are stereotyped and are still regarded within a particular frame of perception. This study hoped to take a closer look at how students perceived their gay medical teachers during the actual classroom interactions. It rested on the assumption that once their patterns of behavior are understood and are anchored on their basic tasks as facilitators of learning, the issue of their being different or stereotyped would finally be addressed. The subjects of the study were the first, second and third year medical students enrolled at the Far Eastern University-Dr. Nicanor Reyes Medical Foundation-Institute of Medicine. From a total of 1020 students, 25% were randomly selected. All the three-year levels were included in the study which generated more concrete and valid responses since they are self-confessed gay teachers in these year levels. The fourth-year students (clerks) were excluded because most of them are on outside rotations to different affiliated hospitals. Three focus group discussions were held, one per year level, to generate various behaviors of gay teachers as observed by the students. These behaviors were translated into different attitude statements which were categorized as to actions and mannerisms displayed and words spoken by gay teachers inside the classroom while holding a class, written in the form of a questionnaire. Students answered them using a rating scale of one to four and NO: one-being seldom; two- being often; three-being almost always; four-being always and NO-for not observed, on the frequency on how the different attitudes of gay teachers were observed by the students. The perceptions of students on the behavior of their gay teachers were then classified whether they facilitate or inhibit learning. And to get an in-depth perception of students where they could write what they wanted to, at the end of the rating scale were four open-ended questions on which of the classroom behaviors of their gay teachers they perceive as facilitative and inhibitory to their learning and how their (teachers) being gay affect their

performance as students as well as their perception of gays in general. The data gathered on both parts were tabulated and tallied. The number of students who categorized the different classroom behaviors of gay teachers were computed to get the percentage for each category. Findings of this study show that possible attitude statements like develop a light classroom atmosphere were almost always observed by the respondents from their gay medical teachers. It could also be inferred from the figures that these positive attitude statements were later classified by the respondents as facilitative to their learning. Likewise, figures show that the negative attitude statements, although not actually observed, were classified by the respondents as inhibitory to their learning, if ever these behaviors would be observed from their teachers, regardless of gender preference. It is also evident from the findings that gay medical teachers demonstrate a generally student-friendly attitude during class interactions. These gay medical teachers exhibit mastery of the subject matter. Responses also show that they display actions and mannerisms and utter words as their means of reaching out to students while holding the class. In contrast to public notion that gay teachers do misbehave inside the classroom which may badly influence student learning and student attitudes in general, respondents have a generally pleasurable perceptions of gay medical teachers. Gay medical teachers are appreciated not for being gays but for being good and effective teachers with strong mastery of the subject matter, creative and enthusiastic. Findings initially reveal the strong prejudices of students on gay medical teachers per se. They readily identified them with a peculiar set of classroom behaviors. Data, however, also suggest that later during the classroom interactions, students appreciate the whole experience as purely that of learning and the issue of being gay of their teachers no longer seemed to matter. This suggests that gay medical teachers possess the qualities of competent teachers and that their "peculiar classroom behaviors" deserve to be perceived as just another case of plurality in behavior of an already culturally diverse society.

IBAÑEZ, LETICIA T. COMPARISON OF THE EFFECTIVENESS OF SELF-INSTRUCTIONAL MATERIALS AND DIDACTIC LECTURE IN LEARNING PHYSIOLOGY [LG995 2000 H32 I23]

Major project, Master of Health Professions Education, UP Manila, 2000.

Abstract: This study was undertaken to compare the effectiveness and acceptability of the use of self-instructional materials (SIM) over the traditional lecture approach in learning Gastrointestinal Physiology. Two modules were utilized by 160 Year level III medical students for learning GI Physiology. Comparison of acceptability of the modular versus the lecture method was done using a questionnaire. Learning was determined by incremental change of score comparing pre-test results. Both teaching methods produced an incremental change of about 40-50%. The lecture method was preferred by students for making learning objectives clear, for making them understand the subject, for better recall and for preparing them for the exams making the modular approach more acceptable. About fifty percent (49.6%) of students preferred the modular approach, thirty-nine (39.5%) preferred a combination of modular and lecture methods, while only ten percent (10.9%) preferred the lecture method. Since many students chose the combined teaching methods, it may be in their best interest to make both modular and lecture methods available so that learning can be maximized.

JOCSON, RAQUEL C. ASSESSMENT OF STRUCTURAL KNOWLEDGE IN PULMONARY PHYSIOLOGY OF FIRST YEAR MEDICAL STUDENTS USING CASE NARRATIVES AT PAMANTASAN NG LUNGSOD NG MAYNILA [LG995 2000 H32 J63]

Special project, Master of Health Professions Education, UP Manila, 2000.

Abstract: This study implemented small group learning using case narratives to first year medical students at Pamantasan ng Lungsod ng Maynila, in the study of pulmonary physiology and assessed the students' structural knowledge attained during the learning activity. Four case narratives were designed, revised after review by physiology teachers of medical schools and implemented in small group discussion. Two groups of students (10 each group) were observed. They constructed concept maps on the case narratives. The similarity between students' and teachers' concept maps was determined using Closeness © measure and pathfinder scaling algorithm. Results of C-measures are: 0.95 and 0.91; 0.82 and 0.69; 0.81 and 0.90 and 0.90 for case narratives 1,2,3 and 4 respectively. C value of 1 signifies that the concept maps are identical. In pathfinder scaling logarithm, the distance between concepts was measured and correlation of similarity between teacher's and students' concept maps was determined. Correlation coefficients are: 0.84 and 0.87; 0.90 and 0.55; 0.77 and 0.97; 0.75 for case narratives 1,2,3 and 4 respectively. Correlation values are all above 0.5 signifying significant correlation. The students were able to perceive the cognitive benefits cited in the literature. In conclusion, students' knowledge developed through problem-based learning can be quantitatively evaluated using concept mapping. Small group discussion can produce outcomes very close to what the teachers intended to happen during the learning process.

MARCIAL, JOSELITA F. DESIGNING A HOLISTIC MODEL OF FACULTY DEVELOPMENT PROGRAM FOR THE COLLEGE OF NURSING AND MIDWIFERY, DE LA SALLE UNIVERSITY, DASMARINAS, CAVITE [LG995 2000 H32 M37]

Major project, Master of Health Professions Education, UP Manila, First Semester 2000-2001

Abstract: As faculty members in the university setting, nurse educators have been faced with various trends in the local and global situations. The University responds to these trends by aiming to produce well-rounded graduates. This places the responsibility upon the faculty to be also well-rounded educators. Among health professions (HP) educators, this became a challenge. The overall objective of this project was to develop a holistic design of faculty development for nurse educators. Specifically, the study aimed 1) to produce a list of comprehensive training needs of nurse educators at the De La Salle University College of Nursing and 2) to present a holistic design composed of a general blueprint and samples of some specific instructional units for each training area identified. Initial information about the holistic training of HP educators was derived from topics of conversations among HP faculty, from fora and conferences, and expressions from the nurse educators of De La Salle University-Dasmariñas (DLSU). This was followed by using formal needs assessment methods aimed at identifying faculty needs. The qualitative, descriptive research method was used. The study population was composed of all the 33 nurse educators of DLSU-D as key respondents and their dean and selected students as general respondents. Records and documents that contained the faculty profile tasks performed by faculty and their suggestions for training were reviewed. Then the faculty were further allowed to voice out their needs through faculty meetings and focus group discussions. The needs they identified were comprehensive. Information from them was corroborated by comments from the dean and the students. The overall findings pointed to faculty needs that covered comprehensive training areas: teaching, personal-professional, organization/co-curricular, and research. Findings were analyzed using the four-step method of qualitative data analysis of M. Leininger (1991). These findings became the basis of the comprehensive training areas included in the faculty development design. Based on the findings and the design made, it was concluded that the area on development of teaching skills was still a top need; this was followed by the need to be trained in other areas which also have

impact on teaching like personality development, organizational skills, and research skills development. Overall, faculty members such as nurse educators are concerned with holistic training. The study recommended the following: continuous needs assessment of faculty; updating of the design as needs constantly change; a faculty development project coordinator to take charge of implementation; an evaluation scheme to appraise impact training; and a strong institutional support. The blueprint was complemented by a more specific training unit for each area. Then sample instructional units of specific topics were incorporated in each training unit.

RECTO-LEGASPI, ANNA J.A. DEVELOPMENT OF A MODEL CLINICAL ROTATION IN A NON-TRADITIONAL SETTING FOR INTERNS IN OCCUPATIONAL THERAPY [LG995 2000 H32 R43]

Special project, Master of Health Professions Education, UP Manila. Summer 2000

Abstract: Emerging trends in health service provision takes the Occupational Therapist outside the traditional practice areas (i.e. hospital settings). OTs now find themselves assuming diversified roles such as that of entrepreneur, administrators and consultant in addition to performing the responsibilities of OT practitioner. Training programs need to address such emerging trends to prepare future professionals for the demands of practice after graduation. The College of Allied Medical Professions, University of the Philippines Manila collaborated with the Able Center and Skill Builders Therapy Center in setting up an internship program to address this need. A one-month clinical internship program was established with the intent of exposing the interns to the required competencies of an entry-level OT entrepreneur, an administrator and consultant as well as to the OT practitioner in a non-traditional practice setting. At the end of its first year of

implementation it was determined that a more structured program would enhance the intern's perceptions and acquisition of entry-level skills of OT entrepreneur, administrator and consultant. An instructional design was developed, and this was reviewed for its content validity. Thirty-three Occupational Therapists and twelve interns of Occupational Therapy participated in the study. There appeared to be a general acceptance for the content of the instructional design. Recommendations regarding selected learning activities, the time allotted for the completion of the activities and the evaluation methods chosen were incorporated into the revised instructional design. At the conclusion of the study the following recommendations were made: 1) a second round of review of the revised instructional design by the same respondents of the study; 2) an evaluation of the program as implemented for the OT interns of School Year 2000-2001; 3) closer coordination with CAMP to address student preparedness to participate in the prescribed learning activities. There was some skepticism noted when professionals reviewed the instructional design. Acceptance of such innovative programs should be addressed by careful study and deliberation by the profession. The changing healthcare environment will mean a change in employment opportunities for future OT professionals. It is the educator's responsibility to ensure that graduates are prepared to meet the demands of this changing environment.

SADANG-GALUTIRA, LAILANI M. ILOCANO ATTITUDES AS REFLECTED IN TEACHER-STUDENT INTERACTIONS [LG995 2000 H32 S23]

Major project, Master of Health Professions Education, UP Manila. Second Semester 1999-2000

Abstract: This study was undertaken to determine the reflection of Ilocano attitudes in various teacher-student interactions. It sought to answer what Ilocano attitudes are reflected in the day-to-

day, classroom and hospital/community interactions between teachers and students and how they influence (facilitate/inhibit) teacher-student interactions. The researcher worked on the framework that the Ilocano attitudes of bairin (shyness), panagdayaw (respect), panagram (politeness) and others could either facilitate/inhibit teacher-student relationship, more specifically, teacher-student interactions. Values generally act as controls of behavior and are reflected in attitudes hence, these can help behavior and patterns of relationship between teachers and students. The descriptive cross-sectional type of research was used. Seventy-five (75) students enrolled in the nursing, physical therapy and pharmacy courses served as respondents during the pre-testing phase of the questionnaire. Ten (10) moral dilemmas drawn from the researcher's experiences as an educator and from informal conversations and focus group discussions with different groups of students constituted the final questionnaire of the study. Five (5) attitudes were identified namely: self-striving/perseverance, intellectual pursuit/industry, courtesy/respect, obedience to authorities (submissiveness). Honesty/Openness and Utang na loob/padrino system. More than one attitude was called for in each moral dilemma. The questionnaire was administered to one hundred fifty-three (153) respondents which is the total of the 30% of each of the population per year level and course. Response rate was 94.77%. Frequency distribution and descriptive statistics were used to summarize and organize data. Most of the respondents were 18-20 years old female students of the Mariano Marcos State University, College of Health Sciences. Data obtained revealed the following as types of teacher-student relationships: 1) "patronage" 2) "superior-subordinate" 3) "coach-learner" and 4) "friend-friend" types. "Patronage" type of relationship refers to a type of teacher-student relationship where a good thing that had been done in the past needed to be reciprocated. Specifically, this type of relationship was identified in a situation where the student has some difficulty in a subject taught to him by a teacher who owed a debt from the student's significant others. The second type of teacher-

student relationship is the superior-subordinate type. It occurred most predominantly inside the classroom which is considered the domain of teachers, hence their authority and power over the student. The “coach-learner” type was also revealed in situations that occurred in the classroom and in the hospital settings. It is a type of relationship where the teacher serves as a guide to the student. Instances where a student needs more guidance from the teacher were included in the classroom setting. In the hospital setting, more guidance is needed because students are not only required to display their mental prowess but more so of their skills. These prove to be the most appropriate situations where teachers could serve best as coaches to their students. The last, the “friend-friend” type was identified from the community setting where the students are exposed for a certain period of time. During their exposure teachers and students live together and share almost everything. Because of this, they become well-acquainted and become closer with each other. It was also found out that as teachers and students molded farther from the classroom setting, a gradual diminishing of the superior-subordinate type of relationship between them occurs. The various type of relationships also revealed different attitudes that were found to facilitate learning. These included perseverance/industry/self-striving, assertiveness, frankness/honesty, diligence, self-directed learning and fear of getting low marks or fear of failure. Respect, courtesy and obedience to authority are attitudes that are intertwined with the previously mentioned attitudes. On the other hand, the padrino system and hiya (shyness) are not practiced by Ilocano students because these attitudes inhibit their learning. This studied the attitudes of students on various situations where they interact with their teachers. Whether or not these attitudes are consistent with their personal beliefs and actions remains uncertain. Until such is established, their values on these teacher-student relationships would not be conclusive.

SUNICO, MARIA GERALDINE M. ORGANIZATIONAL, INSTRUCTIONAL AND PERSONAL CORRELATES OF TEACHING PERFORMANCE: A CASE STUDY OF THE

FACULTY OF UNCIANO COLLEGES, COLLEGE OF DENTISTRY [LG995 2000 H32 S86]

Major project, Master of Health Professions Education, UP Manila, April 2000

Abstract: Teachers contribute significantly to student learning. Their performance is one of the various entities that have a lasting impact on student development. Their productivity is presumed to be a function of the organizational, instructional and personal factors that exact toll on them. This is a descriptive case study that aimed to describe the personal and academic profiles of the faculty, and to determine the organizational, instructional and personal factors that teachers attribute to their teaching performance. This study also aimed to establish the existence of any significant relationship between these factors and the performance ratings of the teachers. The study was conducted at the Unciano Colleges College of Dentistry. A total of 13 teachers handling the basic medical and dental sciences were included in the study. Combined qualitative and quantitative procedures were done to strengthen the study design. A series of focus group discussions and key informant interviews were done. The respondents were also asked to accomplish a questionnaire. Document analysis of results of student evaluation of teacher performance, and of other secondary data was done. The personal profile of the respondents was drawn from variables such as age, gender, civil status and number of children. The academic profile was drawn from such variables as educational attainment, number of units earned in a Masters' program, years of teaching and length of stay in Unciano Colleges College of Dentistry. The performance rating was drawn from the results of student evaluation of teaching performance. Quantitative data were statistically treated using SPSS (Statistical Package for Social Sciences program). Qualitative data were analyzed inductively, using the organizational, instructional and personal constructs as sensitizing concepts. Results showed that the organizational factors that emerged to

be salient were those that relate to organizational structure, task, people (leadership and management style, professionalism match and attitudes of colleagues, support staff and students) and technology (institutional resources and policies). Among the instructional factors, pedagogical and motivational skills, class size, student characteristics, faculty load and instructional resources emerged. Personal factors such as teacher efficacy, empowerment, interpersonal skills, personality and professional development factors were tested to be significantly related. Likewise, the teachers' professionalism, career stage, age, gender, civil status, number of children and teaching experience were shown to confound the subsystems of the major factors. Teaching performance of the faculty members of the UCCD is perceived to be related to 3 major factors, namely, organizational, instructional and personal factors. This suggests that physical, financial and psychological support of the administration is necessary to enhance the quality of teaching in this College. On the other hand, personal factors, which were found to be most significantly related to teaching performance, should be seriously taken into consideration. These factors are seen to relate to both organizational and instructional factors. Instructional factors such as pedagogical and motivational skills are closely related to personal factors. The teachers of UCCD are heterogenous despite their being homogenous in the novice stage. Personal factors can account for this. It is recommended that a comprehensive faculty development program be implemented and maintained in order to strengthen the faculty of UCCD. This program should address the needs of the organization as well as the instructional and personal needs of the teachers. Measures can be done on levels of both the administration and the individual teacher.

2001

ALDAVE, ALICIA A. DETERMINATION OF TERMINAL COMPETENCIES FOR GRADUATING MEDICAL

TECHNOLOGY STUDENTS [LG995 2001 H32 A43]

Major project, Master of Health Professions Education, UP Manila. April 2001.

Abstract: The study aimed to determine the terminal competencies of graduating medical technology students based on their professional roles and responsibilities as perceived by practicing medical technologists, researchers, laboratory administrators, pathologists and medical technology educators. The study reviewed secondary data and did task analysis to determine the minimum competencies of graduating medical technology students. Primary data were obtained from a rating scale instrument. Using a 115-item rating list of competencies drawn from the review of literature and task analysis, a preliminary survey was done on four practicing pathologists who are currently involved in medical technology education. They were asked to identify the professional role/s of medical technologists and rate each competency statements in order of importance: 4-very important, 3-important, 2-somewhat important, and 1-not important. Based on preliminary survey, all four respondents agreed that the professional roles of a medical technologist are that of being a laboratory diagnostician, educator, researcher and laboratory administrator/manager. Consequently, a 121-item rating list of competencies based on professional roles and responsibilities was developed. The actual survey of the 121-items final competency list was conducted in various laboratory hospitals and schools of medical technology in Metro Manila. The respondents of the study were chosen based on sampling criteria. They consisted of practicing medical technologists, laboratory administrators/managers, medical technology educators, pathologists and researchers. Out of one hundred twenty (120) questionnaires, only sixty-two (62) were retrieved representing 51.67 percent response rate. Based on the response to the actual survey questionnaire, the most significant professional role of a medical technologist as perceived by majority of

respondents was as laboratory diagnostician (95%). The other significant role of a medical technologist was that of an educator (82%), laboratory manager (74%) and researcher (71%). It is interesting to note that some medical technologist could perform a variety of tasks and assume a variety of roles. Frequency counts and percentages were used to determine the degree of agreement and disagreement on the competencies. The general research findings were processed and analyzed qualitatively and quantitatively. An overwhelming 124 out of 124 (100%) items on the competency list were considered important for a new graduate in the field of medical technology by majority of the respondents. Of 124 items, item #5 which refers to the ability of laboratory diagnostician to identify and label the clinical specimen correctly was the only single item rated very important by 100% of the respondents. A summary of the minimum list of terminal competencies for a graduating medical technology student was determined. Since, majority of the respondents rated the listed competencies as 4 and 3, a criterion level of 70% was arbitrarily set to distinguish those competencies which were considered very important and important. The respondents rated 64 out of 121 (51.61%) competencies as very important and 60 out of 121 (48.38%) competencies as important. Results of the study showed that while all the 124 items on competency list were perceived to be important by majority of respondents, students have many limitations in terms of teaching-learning opportunities as they are all under the supervision of medical technology staff and training officers. There is a strong need to provide more teaching-learning activities and curricular emphasis for the role of an educator, researcher and laboratory manager/administrator. The terminal competencies determined in this study could be used to develop the level competencies, intermediate competencies, review the course offerings, design training programs and formulate instructional designs for medical technology students.

APOLINARIO-POBLETE, MELISSA A. TEACHING AND EVALUATING AFFECTIVE ATTRIBUTES IN THE DENTAL CURRICULUM: PERCEPTIONS AND PRACTICES OF TEACHERS AND STUDENTS OF THE UP COLLEGE OF DENTISTRY [LG995 2001 H32 A66]

Major project, Master of Health Professions Education, UP Manila, January 2001.

Abstract: The profession of dentistry call for certain affective attributes in its members such as professionalism, compassion, ethics and life-long learning. Do dental educators teach students to develop these attributes? At the University of the Philippines College of Dentistry, the faculty and the senior and resident classes of dental students were surveyed regarding their perceptions on the inclusion of affective attributes in the curriculum and on the instructional practices used by the faculty in teaching them. There were forty-two faculty respondents, who represented all the courses in the curriculum except for five courses. The survey of the faculty showed that all faculty except one (97.6%) thought that attitudes and values should be part of the curriculum. The faculty ranked the attribute "honesty" highest in importance, followed by "caring for the patient", "discipline" and "love for God". Majority (92.9%) thought values should be included in the subjects they teach, while 88.2 replied that they would want to teach attitudes and values to their students. However, only 73.8 actually taught attitudes and values in their subject. When asked about the frequency of teaching attitudes and values, it was reported as "always" = 14.63%, "often"=26.8%, "sometimes" = 41.5% , "rarely" = 17% and "never" = 0% . A small number of respondents (22.5%) included attitudes and values in their written course objectives, and the most frequently cited were: "caring for the patient", "preparedness", "cleanliness", and "being considerate of patients' feelings. The teachers, however, also cited attitudes and values that they teach but which are not written in their course objectives, and the top four were: "honesty", "caring", "lifelong learning" and "discipline". The most frequently cited strategies

to teach attitudes and values were anecdotes or stories during lectures, case discussions, use of analogues and through checking attendance. Only half of the respondents (52.4%) reported that attitudes are part of the evaluation criteria for student performance in their subjects. The most commonly cited attributes were cleanliness, preparedness, promptness and caring for the patient. But only 35.7% of the respondent reported that they had an assessment tool for attitudes. The most commonly cited assessment tools were the use of clinical or laboratory performance checklists/rating scales and checking attendance. Majority of the faculty (90.5%) said that they experience problems in teaching attitudes and values, with frequency reported as: always=2.6%, often=15.79%, sometimes=50%, while 5.3% rarely experienced problems. Many faculty (n=9) cited "the presence of pre-set attitudes and values in students" most often as a problem in teaching affective attributes. With regard to evaluating attitudes, the most often cited problems in evaluating attitudes was the lack of assessment tools, and how to grade attitudes and values learned. Majority (88%) however were willing to learn more about teaching attitudes and values; and 85.7% were also willing to learn more about evaluating attitudes. The survey of the student's (response rate=60.6%, number of respondents=40) showed that almost all students (95%) except two think that attitudes and values should be part of the curriculum. The students ranked the attribute "caring for the patient" highest importance, followed by, "discipline", "love for God", and "honesty". These are the same top four attributes ranked by the faculty though the order is different, showing a similarity in values of the faculty and students. Majority of the students thought they learned attitudes and values as a result of their dental education (87.5%). The most frequently cited attitudes and values students thought they learned as a result of their dental education were "caring for the patient", "being considerate of patients" "feelings", "cleanliness", "life-long learning" and "preparedness". Only 25% thought that their teachers were able to teach them attitudes and values in all the courses in the curriculum. Among all the courses, the most

frequently cited subject where the students think they learned attitudes and values was Clinical Prosthodontics. With regard to the students' perception of the frequency that their teachers taught them attitudes and values, it was reported as: "always"=2.5%, "often"=35%, "sometimes"=50%, and "rarely"=10%. The students remembered anecdotes and stories during lectures as the strategy for teaching attitudes and values that their teachers used most often. This was also the strategy that the students liked most. When asked if they perceived their teachers as role models, only 62.5% did perceive their teachers as such, 20% did not while 12.5% answered that they only perceived some teachers as role models. When asked if they thought that attitudes should be emphasized more in dental education, 90% of the respondents answered in the affirmative. The Likert-type questionnaire administered to the students showed that for all the 30 questions, which represent all the affective attributes heretofore listed in the faculty and student questionnaires, generally showed a pattern of responses consistent with the listed desired affective attributes, with majority giving the expected answers, except for three items which had answers spread across the spectrum of the scale. The primary recommendations arising from the results of the research pertain to curriculum development. These recommendations are for including core values in the curriculum, the identification of the desired affective attributes from UPCD graduates, for purposeful teaching and thoughtful evaluation of affective attributes in all the courses in the curriculum, for designing an appropriate faculty development program for the teaching and evaluating of affective attributes, and most importantly for a commitment from the faculty to consciously role-model the chosen affective attributes to their students.

ATIENZA, MELFLOR A. MATCHING THE FELLOWSHIP TRAINING PROGRAM IN GASTROENTEROLOGY WITH THE DEMANDS OF THE PROFESSION [LG995 2001 H32 A85]

Major project, Master of Health Professions Education, UP Manila, Second Semester, 2000-2001

Abstract: The central task of clinical fellowship training programs is preparing trainees for eventual practice. Establishing correspondence between training and practice ensures program relevance and ultimately, quality health care. Given this rationale, the Philippine Society of Gastroenterology (PSG) laid down its core curriculum for the fifteen accredited training hospitals to implement. However, differences in program implementation and new developments in the field of Gastroenterology may affect preparedness of graduates. This study aimed to describe the graduates' professional activities and their perceptions of the adequacy of the program in preparing them for those activities, specifically, in terms of the degrees of preparedness in various areas of competencies and importance of those content areas in practice. This study utilized a cross sectional survey. A questionnaire was circulated to all 50 accessible graduates from 1997-1999. Interviews and review of secondary data were done. An area of competency was described as adequate if there was a match between the degrees of importance and preparedness. A significant discrepancy based on the Wilcoxon Matched-pairs Signed-ranks test was described as under-preparation or over preparation. Thirty-four graduates participated in this study representing 68 percent response rate. All are in clinical practice; most are affiliated with tertiary hospitals in Metro Manila and other cities. They vary significantly in their work schedule, types and number of cases handled. Other activities include research, teaching and administrative functions. Results showed under-preparation in the knowledge component of the program. There was adequate preparation in communication and administrative skills but under-preparation in teaching, research, problem solving, decision-making and clinical skills. Achieving the minimum numbers required by the PSG for diagnostic endoscopic procedures proved to be adequate in preparing respondents for practice. However, there was under-

preparation in ERCP and other therapeutic procedures. This was associated with the number of patients and the duration of rotation. The attitudinal component of training was perceived as adequate. Respondents reported adequacy of their preparation in the clinical rotations in the different areas while lectures and conferences were "somewhat adequate." Each institution had at least three consultants, but it was the time spent with trainees, the amount of supervision and the number of demonstrations that were associated with perception. Except for duodenoscopes and colonoscopes, the availability of facilities was not significantly associated with their perceptions. The study thus showed that to the graduates, an ideal teaching-learning environment is preferred but does not matter as much as the more crucial factors, namely, sufficient clinical cases and quality supervision of consultants. In those areas where there was under-preparation, specifically, knowledge, clinical, research and teaching skills, and therapeutic endoscopic skills, there is much room for improvement in the implementation of the Gastroenterology training program.

BABAO-BALGOMERA, NUNE. DEVELOPMENT OF A TOOL TO EVALUATE CLINICAL TEACHING PERFORMANCE OF 2ND YEAR FACULTY OF THE DELA SALLE UNIVERSITY HEALTH SCIENCES CAMPUS-COLLEGE OF MEDICINE [LG995 2001 H32 B33]

Special project, Master of Health Professions Education, UP Manila, April 2001.

Abstract: The Dela Salle University Health Sciences Campus-College of Medicine (DSUHSC-CM), has undergone tremendous changes and growth in the student population, the faculty, and the infrastructure since its inception in 1979 as Emilio Aguinaldo College of Medicine. To answer the increasing needs of the institution brought about by these changes, the administration initiated several moves which included the establishment of an Academic Personnel

Evaluation Board (APEB) in 1993 which was tasked to implement a teacher evaluation plan. In conjunction with these, the criteria for faculty evaluation has been developed and revised but it has left out the evaluation of clinical teaching. It is the objective of this paper therefore, to come up with a valid, practical and reliable tool for this purpose in the hope of improving the faculty performance in clinical teaching particularly Physical Diagnosis (PD). The expected improvement in clinical teaching that may be brought about by analysis of the results of the evaluation may hopefully contribute to facilitation of student learning. The use of student questionnaire in the evaluation of teaching is now commonplace and has been proven by various researches to be valid, reliable and practical. It is also highly acceptable in DLSUHSC-CM because it is economical and relatively easy to administer. Furthermore, student opinions and evaluations are given a high premium and has been the only source of evaluation data for the past decade in the same institution. Thus, the researcher chose to develop a student rating scale. The first draft of the student rating scale was developed using the characteristics of an effective clinical teacher as reported by various experts as bases in concurrence with the list of tasks of PD preceptors. The questionnaire consisted of twenty-four statements reflecting clinical teaching behaviors expected of a 2nd year PD clinical preceptor clustered into three major concepts namely: clinical supervision, clinical competence, and interpersonal relationship. This was sent to six (6) PD preceptors and fifteen (15) students to establish content validity using the Delphi Technique. The comments by the two stakeholder groups were taken into consideration in the revision of the tool. The revised instrument was field-tested to thirty (30) incumbent 2nd year medical students. The data that was gathered was subjected to factor analysis. Results of factor analysis showed that all items are measuring one core concept or dimension which pertains to the primary tasks of PD preceptors foremost of which are as follows: demonstration of skills and return demo; provision of adequate and closely supervised practice opportunities; and provision of an ideal role model. Due to this result the

categorization of the items were deleted in the final instrument. Modified content validity was then performed by comparing the final tool with various published and unpublished clinical evaluation tools which revealed similar contents. The final tool was administered to the study population which consisted of 115 students or fifty percent of the second-year class for school year 2000-2001. The instrument's practicality was also determined. The average time spent by a respondent to finish the questionnaire was ten minutes. Reliability testing was performed on the data from the final tool. Results showed a high Cronbach's alpha coefficient for all items indicating that the instrument is reliable. This is also supportive of the validity of the tool. It is recommended therefore, that the developed instrument be used as a formative evaluation tool of clinical teaching performance of PD preceptors at DLSUHSC-CM. Analysis of the results will hopefully lead to the development of specific action plans designed to provide feedback and help teachers improve their performance. It is also recommended that further validity and reliability studies be conducted on the instrument.

BALITA-PUMANES, MARIA CONSUELO B. FAMILY CONCERNS AND WORK ISSUES AMONG RESIDENT PHYSICIANS TRAINING AT THE PHILIPPINE GENERAL HOSPITAL [LG995 2001 H32 B35]

Major project, Master of Health Professions Education, UP Manila, October 2001

Abstract: Physicians who seek to acquire further training usually do so by undertaking residency in a particular specialty. The choice to do so follows the long cycle that begins with preparatory studies (bachelor's degree), medicine proper, postgraduate internship and the physician's licensure examination. In the process the person who takes up medicine consigns himself to a process of development and lifelong learning, not only in the personal sense, but also in the professional sense. The years spent doing these

usually start in the middle adolescent stage (age at College entry) and continues well into adulthood. The process entails many personal and financial sacrifices not only for the aspiring specialist but also his family, which supports him. The resident tries to balance his many roles and responsibilities, which are acquired within a given time, under different circumstances, both in the home and in the workplace. This acquisition of roles and responsibilities occurs in adulthood, with accompanying changes in the learning of new knowledge, skills and attitudes. As adult learners, training for the resident physician requires context, immediate relevance to his life and professions, and a more active participation. With the family life cycle and psychosocial development as context, the study was undertaken to investigate the life circumstances under which residency training takes place, his perceptions on his particular life situations specifically related to work and family, the sources of satisfaction and support systems which help the residents cope with the difficulties encountered. The questionnaire combined of features of Likert scale, multiple choice and completion items. It was initially pre-tested among a sample of residents who were either in surgical or non-surgical specialties. Questionnaires were sent to 540 resident trainees who are currently in full-time training at the Philippine General Hospital (PGH). A total of 232 residents responded, giving a response rate of 42.9%. The responses were coded using SPSS software. Data was analyzed and described using frequencies and percentage distribution. Based on the data, most of the PGH residents are single, in their late twenties or early thirties, and still living with their families-of-origin. This is consistent with the literature generalizing that physicians tend to prioritize their career before settling down and therefore marry late. Most of those who are married are in the newly married stage or stage of families with young children, likely to be married to fellow-physicians, and have differentiated from their families-of-origin by establishing their own household and childcare system. While many of the respondents tend to perceive that their home hours were inadequate, they are still fairly satisfied with the quality of

their home life. Respondents overwhelmingly agree that the number of hours spent at work is "too much." Surprisingly, many still regard their work as fairly or very satisfactory. This may be explained by the finding that their source of satisfaction or sense of achievement was also likely to be related to their work, and because the support systems available to them were very satisfactory. This is consistent with the literature that satisfaction of particular needs, expectation of success and provision of support were likely to motivate adult learners to undertake learning or a given task. Perhaps the most important finding in this study is the revelation that "teaching" is the most frequently mentioned difficulty encountered by residents training in PGH. This is in contrast with the foreign literature, which consistently identified long work hours as the top concern or issue among resident physicians training abroad. The finding has important implications in the training needs of PGH residents who, aside from providing patient care and doing research, are required to perform teaching functions for which adequate and deliberate preparation is also needed. Life events or milestones identified to be commonly occurring in their current life cycle stages are also potential sources for experiential sources for experiential learning which may help residents further develop professionally and psychologically. These aspects, which are part of the current life and work issues of residents, may require that the training strategies utilized by consultant-trainers be modified as well, to maximize teaching and learning.

BENITO, MARILYN A. DEVELOPMENT OF AN ONLINE MODULE IN NUTRITION [LG995 2001 H32 B46]

Major project, Master of Health Professions Education, UP Manila, 2001

Abstract: This project is a development research that followed four phases in developing an educational product. The first phase, Initial Product Planning, included a needs assessment survey among students and teachers of nutrition. A key informant interview among teachers and a

quick survey using a self-administered questionnaire, was done to collect information on the needs and problems of both groups, in terms of teaching, and in learning, the essential nutrients. The second phase, the Preliminary Development phase, is the preparation of the self-instructional material on the essential nutrients: its functions, sources, deficiency or excess, requirements or allowances. The third phase, the Educational Product Development, is the preparation and implementation of the nutrition material through online mode. This was done through web site and web pages creation, registration and upload to the Internet. The fourth phase, the Qualitative Evaluation phase, included a field testing of the developed online nutrition module among students and teachers of nutrition. The online module's accessibility, presentation and content were tested. Likewise, recommendations for improvement were elicited through the use of a self-administered questionnaire. Three hundred and seventy-nine (379) students and five (5) teachers participated in the first phase, while 109 students and 17 teachers participated in the fourth phase. The results of the study showed that, although students are satisfied with the way nutrition courses were handled, there are still problems and issues that needs to be addressed. Identified problem areas in learning nutrition concepts was on the scope of subject itself and the teaching methodologies and strategies teachers use in classroom teaching. This suggests that teachers need to address such problems to achieve meaningful learning experiences among learners of nutrition. The study also implies that the use of computer-assisted instruction, may be a potential method for enhancing nutrition education. As computers become an integral component of the student's life, so it can be a means of learning nutrition concepts as well. Finally, the study showed that online learning mode is useful, feasible and practical among students and teachers of nutrition. As the respondents find the module fun, and interesting way to learn the essential nutrients, points for improvements were given.

CADIZ-BRION, TERESITA S. ANG PAGKATAO NG MGA MAG-AARAL SA KOLEHIYO NG MEDISINA NG PAMANTASAN NG LUNGSOD NG MAYNILA SA PAMAMAGITAN NG PANUKAT NG UGALI AT PAGKATAONG PILIPINO [LG995 2001 H32 C33]

Special project, Master of Health Professions Education, UP Manila, October 2001

Abstract: Ang pagiging manggagamot ay isa sa mga pinag-pipitagang propesyon sa buong mundo. Marami ang gustong pumasok dito. Ngunit ito ay hindi maaring pasukin ng lahat. May mga pag-uuri ng pagkatao ang kinakailangan para maging isang ganap na manggagamot. Marami nang kriteria ang ginawa upang matukoy ang mga katangian ng isang mag-aaral na magbibigay sa kanya ng kakayahang maging isang doktor. Marami dito ang tumitingin sa grado ng mag-aaral sa dalubhasang pinanggalingan niya bago pumasok ng kursong medisina. Ngunit maraming pag-aaral din ang nagsabi na ito ay hindi sapat na basehan at ang pagkatao ng mag-aaral ay higit na mahusay sa paghula ng kanyang tagumpay sa larangan ng medisina. Sa pagtuos ng kakayahan ng isang mag-aaral na ninanais pumasok ng medisina, ang panayam ay isa pa sa mga mahahalagang basehan. Subali't ito ay mahirap at matagal gawain. Ang isang alternatibo ay isang eksamen na maaaring ibigay sa marami, madaling kunin ang resulta at hindi nababahiran ng mga persepsyon ng mga tagapamahala ng eksamen. Isa dito ang Panukat ng Ugali at Pagkataong Pilipino (PUP) nila G Virgilio Enriquez at Gng. Angeles Guanzon-Lepena, na may dagdag na katangian na pagiging akma sa pagkatao at paguugali ng Pilipino. Sa pag-aaral na ito dalawandaan at apat (204) ang kumuha ngunit isang daan at walumpo't walo (188) lamang ang natanggap sa dalawang skala ng panloob na katiyakan. Sapag-aaral na ito, nakita na ang mga magaaral na ito ay responsable, matiyaga, magalang, maalalahanin, mausisa, mapagtimpi at ambisyoso. Sila ay hindi sunud-sunuran, mapunahin, palaaway, mahirap kausap, pikon o

mahiyain. Ngunit sila ay matigas ang ulo at kulang sa lakas ng loob. Sa mga inaaming ugali, sila ay pilosopo, matapat, relihiyoso, malikhain at may kusang loob. Itinatangi nila ang paninigarilyo at hilig sa sugal. Sila ay konserbatibo at di gaanong tanggap ang seks sa mga di-mag-asawa o sa mga magkapareho ng kasarian. Sa pagtingin ng pagkakaiba-iba sa mga grupo, nakita na may pagkakaiba sa mga subkalang Ambisyon, Lakas ng Loob, Pagkamahiyan, at pagka-sunudsunuran, Pagkamapagkumbaba, pagkamatulungin, hirap kausapin, katiyagaan, pagka-responsible, pagkasegurista, tigas ng ulo, pagkamaramdamin, pagkapikon, sumpong, pagkamalikhain at pagkamausisa. Sa mga ugali, may mahalagang pagkakaiba sa karangyaan, kusang-loob, pagkamausisa, paninigarilyo, liberal na atityud sa seks bago magasawa, ekstramarital o homosekswal, paginom ng alak, hilig sa pagsusugal at pamimilosopo. Nakita din sa pag-aaral na may mahalagang kaugnayan ang mga iba't ibang salik na pang-demograpiya, pang-akademika at pang-personal sa mga iskor ng PUP. Ang antas ng pag-aaral ay isa sa mga salik na pang-akademika na masusing binigyan-pansin. Nakita na may mahalagang pagkakaiba ang mga resulta ng PUP habang ang mag-aaral ay umaangat sa antas ng pag-aaral. Nakita na wala gaanong pagkakaiba sa dimensyong Agreeableness. Sila ay may kalugod-lugod na pagkatao sa umpisa pa lamang. Ang Conscientiousness at Intellect naman ay tuloy-tuloy ang pag-akyat sa pagtaas ng nibel ng pag-aaral. Pinakamababa ang iskor sa Extraversion na nangangahulugan ng pagiging mahiyain at kulang sa lakas ng loob. Maraming mahahalagang aral sa edukasyong pang-medisina ang napagtibay at binuksan ng pananaaliksik na ito. Sa pamamagitan ng isang eksamen tulad ng PUP ay napakita ang iba't aspeto ng pagkatao at pag-uugali ng mga mag-aaral ng Dalubhasaan ng Medisina ng Pamantasan ng Lungsod ng Maynila at sa kabuuan ay nakita na ito ay malapit sa mga modelo ng isang ulirang mangagamot na nakita sa iba't ibang pag-aaral. Naging mahusay ang paraang ginamit sa prosesong ito sapagka't lumabas ang pagkakaroon ng mga kanais-nais

na katangian sa anyo ng positibong pagkatao at pag-uugali. Nakita rin na mahusay pa rin na basehan ang pagtingin sa gradong akademiko at panayam. Ngunit ang pagdagdag ng isa pang basehan tulad ng PUP ay maaaring magpa-ibayo sa mas masusi pang pagsusuri ng pagkatao at pag-uugali ng mga mag-aaral at mas lalo pang maitaas ang kalidad ng mga mag-aaral na tinatanggap sa daluhasaan. Sa katapusan, napatunayan ng pananaliksik na ito ang kahalagahan ng paggamit ng isang panukat ng pagkatao na gawa ng Pilipino, sinubukan, pinag-aralan at pinagsaliksikan sa mga Pilipinong mamamayan, at nakasulat sa Pilipino. Ang limitasyon lamang ng pagbibigay nitong eksamen ito ay wala pang mga norm na nagawa kung saan maaaring ihambing ang sinumang mag-aaral na kukuha ng eksamen. Maaring ibigay ang eksamen sa mas marami pang mga estudyante sa Pamantasan at maging sa ibang paaralan upang makabuo ng isang norm na tutuhog sa lahat ng mga katangiang ninanais makita sa mga mag-aaral sa pagtatapos sa dalubhasaan ng medisina. Kailangang tukuyin kung anu-ano itong mga katangiang ito na magbibigay sa isang mag-aaral na manggagamot sa hinaharap ng isang pagkatao na wasto para sa propesyong ito. Maraming magandang nakita sa pagkatao at pag-uugali ng mga mag-aaral. Dapat na lamang itong dagdagan ng sustansya at puspung pagyamanin. Sa kabilang dako, lutang-na-lutang na mababa ang pagtitiwala sa sarili at lakas ng loob ng mga estudyante. Dito nangangailangan ng mga programang tutugon sa mga kakulangang ito.

CADORNA, MARGARITA B. SMALL GROUP ACTIVITY AS AN INSTRUCTIONAL METHOD IN NEUROANATOMY [LG995 2001 H32 C37]

Major project, Master of Health Professions Education, UP Manila, May 2001.

Abstract: Neuroanatomy is traditionally lecture-based. But today's goal of health science education (HSE) is to produce competent health care providers who are critical thinkers, self-directed lifelong learners as well, demands a change in this customary dependence on lecture if Anatomy teachers are to remain relevant. Instructional methods that promote active learning need to be utilized. This study was conducted to explore the potential of a small group activity (SGA) that approximated the lecturer's knowledge gain as students acquired information themselves. The SGA, a compromise between lecture and small group learning, involved answering sets of questions, responses to which were the lecture content. Potential was gauged by comparing SGA and lecture in terms of learning achievement in the light of HSE's goal (cognitive, interpersonal skills and attitudes) and students' instructional preference. A quasi-experimental crossover comparative group design was conducted on 3rd year physical therapy students, divided into Block A (n1=125) and Block B (n2=118, but data from 38 students were unavailable hence, n2=80). Four Neuroanatomy topics were covered. For topics 1 and 3, Block A was assigned to SGA; Block B was given lecture. The blocks switched methods (crossover) for topics 2 and 4. At the end of each session, written outputs were submitted, or a 10-point quiz was administered, respective to the teaching method used. Both blocks were given the same long examinations covering the topics in the study following the college schedule. To assess cognitive learning, two groups of quantitative data were obtained and analyzed by t-test for independent pairs to test the hypothesis that there is no significant difference in cognitive performance of students taught by lecture and SGA. Based on the first group of data, i.e. ratings in post-lecture quizzes and SGA outputs, the hypothesis was rejected. The better performance in SGA was attributed to its teaching-learning transactions where comprehension was the cognitive level achieved, in contrast to recall for lecture. Based on the second group of data, i.e. scores in long examinations, the hypothesis was accepted. This finding suggests that: 1) factual knowledge could be learned in both SGA and lecture, and 2)

answering sets of questions as a form of active learning was not superior to the lecture in knowledge retention and recall. Skills and attitudes, pertinent to HSE's goal were noted during the instructional encounters. They were assessed/confirmed further by SGA outputs and comments of students. They were elicited in the SGA, and to a limited degree in the lecture. Survey results on students' instructional preference confirmed the wisdom of utilizing a combination of methods. Lecture was favored by 58.10% citing that it enabled them to understand the lesson better. SGA was favored by 20.27% and 12.03% opted for a combination claiming that SGA made them research and study and enabled them to participate in the discussion and work as a team. Based on the findings, SGA is recommended to be an option to the lecture. Moreover, SGA can accustom students in being active and responsible for their learning before their exposure to the more demanding types of small group instructional activities, such as problem-based tutorials.

CAPARAS, DELIA S. DEVELOPMENT OF STANDARDIZED EVALUATION TOOLS FOR ASSESSING CLINICAL COMPETENCE OF THIRD YEAR MEDICAL STUDENTS ROTATING IN THE DEPARTMENT OF PEDIATRICS, DELA SALLE UNIVERSITY MEDICAL CENTER [LG995 2001 H32 C37]

Major project, Master of Health Professions Education, UP Manila, April 2001

Abstract: Assessment of clinical competence is generally based on observed performance of skills. In the present setup of the Department of Pediatrics, Dela Salle University College of Medicine, evaluation consists of a single tool accomplished by only one rater, the preceptor. The existing evaluation tool provided variable and incomplete data which was not effective in identifying the competencies of the students. The criteria used were generalized, nonmeasureable and un-standardized with emphasis on the

cognitive component. This study was done to identify the overall competencies of the students, assessing both the product and actual performance of skills encompassing the three domains of learning. The objective is to formulate a valid, reliable, generalizable and practical evaluation tool utilizing the appropriate raters in order to come up with a fair and objective manner of assessing the clinical competence of third year students who rotated in the Department of Pediatrics. This is a descriptive developmental study conducted to three sets of respondents: 60 third year medical students, 20 preceptors (Pediatric Consultants) and 20 patient's caretakers. They were chosen by purposive sampling as they were manning the wards during the data collection procedure of the researcher. Four sets of evaluation tools were constructed using rating scales. Field testing was done to correct ambiguous items. The data was then subjected to tests of validity, reliability, generalizability and practicality to come up with standardized assessment tools. Actual collection of data was done from October to December 2000. A thorough review of the official curricula and appropriate documents were reviewed together with other literature. Major constructs of clinical competence were identified and included: "eliciting pediatric history", "performing appropriate physical examination", "formulating a logical diagnosis based on gathered data and physical examination", "formulating differential diagnosis", "selecting appropriate diagnostic work-up", "justifying a chosen therapeutic plan of management" and "interpersonal skill." Further analysis showed that year level 5's emphasis is on the formulation of primary and differential diagnosis. These constructs were broken down into specific behavioral items and were distributed according to the proportional weight of each construct earlier mentioned. The rating scales were developed, and the most appropriate raters were identified. They referred to the self and peer because there is active interaction among students and the length of exposure when they work as a group during the first session. On the other hand, the preceptor's assessment is based mainly on the discussion during the second session. The cognitive areas, primarily the formulation of

primary and differential diagnosis, are best rated by the preceptors being the content experts, the emphasis being on the higher hierarchy of learning. The noncognitive areas are assessed jointly by self, peer and caretakers. These include communication skill, listening ability and feeling of empathy. To establish construct and content validity, the completed rating scales for preceptors, patient, self and peer were presented to 5 content experts in Pediatrics. Through this Delphi technique, the instruments were revised thrice upon the recommendation of the experts. To determine interrater reliability, the data was subjected to statistical analysis utilizing kappa-statistic measure of agreement set at $p < .05$ level of confidence. Results showed a significant degree of agreement among the raters given to the students. This further indicates a strong interrater reliability in the responses of the raters. Results show a fairly acceptable level of agreement. The tools are generalizable based on the homogeneity of the subjects and the sample size which is more than the statistically required number. It is also practical because of the ease of administration and scoring, economical and user-friendly. This study shows that the evaluation of clinical competence of students involves several raters who will assess different areas of competency encompassing the three domains of learning. The results can be used to provide feedback to both students and faculty to improve clinical evaluation of students' performance during ward work.

CASTILLO, TERESITA R. AN EVALUATION OF THE INTEGRATED CLINICAL CLERKSHIP PROGRAM IN OPHTHALMOLOGY OF THE UP COLLEGE OF MEDICINE [LG995 2001 H32 C37]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2000-2001

Abstract: This study is a descriptive evaluation of the Year Level V Integrated Clinical Clerkship

Program in Ophthalmology (Ophthalmology 250). The program consists of a two-week clinical rotation of undergraduate medical students in Year Level V of the College of Medicine of the University of the Philippines. It focuses on providing medical students with the basic knowledge and skills required in the evaluation and management of patients presenting with eye diseases. This program was first implemented in 1995 as part of the curricular innovations of the INTARMED Curriculum. Since its implementation, the program evaluation has only been limited to students' perceptions with regard to the conduct of the program. This evaluation study was conducted to determine if the current program being implemented is in accordance with the formulated Instructional Plan for purposes of providing the administration with information needed for decisions revolving program modifications or revisions. The different program components (objectives, content, strategies, resources and methods of evaluation were examined and analyzed for this purpose. The operative context- that is details of how the program is actually conducted was also studied and analyzed to answer the different evaluative questions posted for this study. The evaluation study also includes the identification of program strengths and weaknesses.

ROXAS, MARISSA P. EVALUATION OF TEACHING AND LEARNING IN ANATOMY AT THE ST. LUKE'S COLLEGE OF MEDICINE WILLIAM H. QUASHA MEMORIAL [LG995 2001 H32 R69]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2000-2001

Abstract: This study aimed to evaluate the teaching and learning in anatomy at the St. Luke's College of Medicine. It obtained the perceptions of students concerning the components of the course, the performance of the department faculty and the adequacy of preparation of

students for the clinical disciplines. The study made use of rating scales, focus group discussions, interviews and record reviews. The students' rating scale consisted of statements pertaining to the course and to the faculty's pedagogical skills. A rating scale on the teacher's classroom skills was also accomplished by the researcher. A series of focus group discussions were done to corroborate data. Members of clinical science departments were interviewed to obtain their views on how anatomy prepared students for the clinical subjects. Record review of laboratory equipment, library materials, course objectives, institutional objectives, lecture outlines and examination questions was done. The mean scores obtained from the course and faculty evaluation were determined. Results showed that the components of the course were viewed with uncertainty. However, the performance of the faculty particularly with respect to the choice and organization of subject matter and instructional skills were regarded favorably. The researcher's observation of the classroom performance of the faculty were likewise generally favorable. Content analysis of the transcripts obtained from the focus group discussions and interviews revealed that anatomy was able to provide students with sufficient background for the study of clinical disciplines. Based on record reviews, these results were obtained: a) there is lack of congruence between course and college objectives, b) the school is able to provide students with sufficient laboratory and library resources, c) teachers organize their lectures based on a lecture outline or the format in textbooks and, d) many examination questions in gross anatomy lack content validity. It is recommended that modifications be made in these components of the course: course objectives, grading procedure, coverage of examinations, reports/assignments and laboratory sessions. It is also recommended that the faculty undergo further training on instructional strategies, test construction and evaluation techniques.

TANBONLIONG, SEVERINO L. CAREER STAGES & PERFORMANCE OF FACULTY MEMBERS OF THE UNIVERSITY OF THE PHILIPPINES COLLEGE OF

Major project, Master of Health Professions Education, UP Manila. Summer 2001.

Abstract: A professor in a university of a developed country undergoes a series of stable and transitional changes throughout his/her career that is commonly known as career stages. It goes from novice to early career to mid-career and ending in late career stage. Each stage presents new challenges that may be rewarding when he is productive, or he may also end up bitter at the end if he goes into a plateau stage and disengage much earlier. Unfortunately, the career stages of the Filipino professor is not recognized as a major factor in evaluating his performance. There are 30 faculty members in the Department of Orthopedics College of Medicine University of the Philippines Manila ranging in service from 1971 to 2001. These members offer a variety of interests, talents, aspirations and dreams yet they are expected to perform equally well at all times in all areas. The author set out to investigate the characteristics of the 27 faculty members of the department in the areas of research, training, service, administrative work, personal growth, family life and extension service with the use of a questionnaire based on educational and work profiles and an 82-item Likert Scale with responses ranging from always, almost always, occasional, seldom and never. This initial questionnaire containing 82 items was pilot tested on 6 faculties belonging to other surgical fields. Finally, the 60 items self-assessment questionnaire was administered on 27 faculty members of the department. The SPSS software was employed to test its reliability coefficient. The result was .82, meaning the tool was highly reliable. The answers were analyzed using the mean ratings, first individually then as a group based on their different stages in different areas of performances. From the analysis of the data, it showed that the faculty members on the novice stage to be very service oriented and they concentrated on building a family. They had no

problem in the area of training as these new recruits were home grown graduates. They had no time for research, extension service and administrative and personal growth. In early career, they shifted their concentration on research while maintaining a high mean score in training, service, family life but personal growth suffered. They were not keen on extension services. In mid-career, personal growth still was not a priority and due to their busy schedules, family life suffered too. Extension service was not considered yet. There were a few who had a very high mean score in all performances, but their family life unfortunately was left behind. In the late career stage, performance that suffered was on research, service, and personal growth. They still maintained high mean ratings on administrative functions and training. Family life is still a main part of their life while extension service had increased due to their influence and involvement in their professional societies as well as in their communities. Of the 4 career stages, the novice stage was not evident while the other career stages follow closely the western counterparts. It is hoped that the administrator of the department will formulate a valid tool for evaluating performances based on the career stages.

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ADARVE, RANIER M. A STUDY OF STUDENTS' LEARNING APPROACHES AND THEIR ENGAGEMENT WITH THE CONTEXT OF LEARNING: THE CASE OF UNIVERSITY OF THE PHILIPPINES COLLEGE OF DENTISTRY [LG995 2002 H32 A33]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2001-2002.

Abstract: Most educational researches on teaching and learning process give considerable attention to curriculum, evaluation and teacher's effectiveness but little attention is given on how

students approach the learning task. Since the aim of teaching is facilitation of learning, it is suggested that students' perspective must be considered. This study, therefore, was aimed at determining the learning approach profile of students of University of the Philippines College of Dentistry and explored the manner in which students interact with the various context of learning context. One hundred forty-seven (147) students participated in the study. The number represents the total number of the population (100% response rate). The study utilized Biggs' Study Process Questionnaire to determine the learning approach profile of the students. Using SPQ Manual, data were scored and interpreted in comparison with the norms. At the same time, purposive sampling of students was done. Twenty students were interviewed to describe the characteristics of the context of learning associated to the development of varying learning approaches. Results of the learning approaches revealed the following: Second Year and Third Year Female groups were having Deep Predominant profile. They learn with the intention to understand. First Year Male group has Surface Predominant Profile. This group primarily utilizes rote learning strategy and learn without deep understanding. First Year Female, Second Year Male and Fourth Year Male groups were having Surface-Achieving Profile, a profile that belongs to students who want to achieve but adopt a surface approach and usually unsuccessful. Third Year Male group had Low-Achieving Profile, in which students' motive to avoid failure is stronger than their need to achieve academic success, and lastly, the Fourth-year Female group as having High Deep-Motive profile. These students have high interest in searching for meaning and personal relevance, however, they lack strategy to achieve high marks. Results of the interview, on the other hand, highlighted specific perception of students on the context of learning particularly the context that includes students' interest, knowledge base and previous experience, effects of assessment, experience with teaching and teachers and effects of courses, departments and institution. These perceptions of the students provided the evidence that explains the influence and effects of context of learning to students

learning approaches. The study also provided specific recommendations for future studies on students' learning approaches. Such studies are of critical importance to understanding teaching and learning process from students' perspective.

ALCAZAREN, FRANCIS JEROME B. ATTITUDES TOWARD TEACHING AMONG GRADUATES OF THE NATIONAL TEACHER TRAINING CENTER FOR THE HEALTH PROFESSIONS [LG995 2002 H32 A43]

Major project, Master of Health Professions Education, UP Manila, Summer 2002

Abstract: Attitudes of teachers toward teaching is one of the factors that influences the quality of education. Yet, little attention is given to attitudes when it comes to educational researches. This study aims to look into the attitudes toward teaching of the MHPED graduates. In shedding the light on the attitudes of MHPED graduates toward teaching, it is hoped that this study will contribute to the development of better health professions educators and better teaching as well. A questionnaire was sent to all 55 graduates. There were 35 who responded, giving the survey a response rate of 70 percent. Descriptive statistical methods were used initially to summarize and present a picture of the collected data. The Sign Test, a statistical method was used to detect perceived changes in attitude before and after the attainment of the MHPED degree. The Sign Test was utilized to determine if there were significant differences in attitudes toward teaching among graduates of the NTTC-HP and the following variables: academic rank, years of teaching, profession, civil status and gender. The results of the survey showed that the MHPED graduates realized the importance of planning after MHPED degree. It was also found that more attention to the communication between teacher and student, and among students are given by MHPED graduates. An increase in consciousness was also noted with regard to time spent counseling the students, their availability for

consultation and the kind of help they extend to the students. The concern for students learning was also heightened after MHPED degree. And lastly there was increased willingness to continue learning whether through formal education, learning from colleagues or through more self-experience. The results revealed that attitudes toward teaching (pertaining to planning, communicating, assessment, counseling, providing resources, self-continuing education) among MHPED graduates varied according to gender, profession, academic rank. The study presents attitudes of the MHPED graduates toward teaching. Hopefully this study can contribute to the development of a valid instrument for attitude assessment of MHPED graduates. This will allow the NTTC-HP to study the attitudes development of its graduates and its impact on the MHPED course, health professionals and the health situation of the country.

ASPRER, JONATHAN M. DEVELOPMENT OF A FELLOWSHIP TRAINING PROGRAM IN COLORECTAL SURGERY [LG995 2002 H32 A87]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2001-2002

Abstract: Surgical diseases of the colon, rectum, and anus constitute a significant health problem in the Philippines. While many colorectal diseases can be adequately handled by general surgeons, a number of conditions require specialized knowledge, techniques, or technology that can only be acquired from a subspecialty training program. There is only one such training program in the country at present, and there are only twenty-six colorectal surgeons serving the entire Filipino population. Hence, the idea to establish such a program at the Jose R. Reyes Memorial Medical Center (JRRMMC) was first conceived in 1999 by the consultants of the Section of Colorectal Surgery, under the leadership of the Chairman of the Department of Surgery. The

development of the program was intended to increase the capability to train more colorectal surgeons in the country and at the same time, enhance the training of General Surgery residents in colorectal surgery. This project describes the development of the second Colorectal Surgery Fellowship Training Program in the country. The methodology consisted of the following: 1) Initial discussions exploring feasibility of the project; 2) Review of the literature to support the rationale for establishing such a program; 3) Determination that the JRRMMC Colorectal Section would be able to fulfill the requirements promulgated by the Philippine Board of Colon and Rectal Surgery (PBCRS) for such a program; 4) Development of the research proposal; 5) Participation of content experts to determine perceived needs for the program in terms of trainee requirements and patient care; simultaneous with 6) Collation of published and web documents as references in developing the program curriculum and training program manual; 7) Ongoing consultation with content experts for feedback; and 8) Extensive revision and completion of documents. The products of this process are: 1) the Program curriculum, containing the program of study, intended learning objectives, course content, planned learning experiences and trainee evaluation for a one-year Fellowship Training Program in Colorectal Surgery; and 2) the Training Program Manual, the operations guide that outlines the implementation and management of the program, describing its structure and governance, and detailing the qualifications, duties and responsibilities of both trainers and trainees. It is recommended that this program be implemented at JRRMMC at the soonest possible time, and that other institutions with a similar intent in the future utilize this program as a guide.

BES-MARIANO, MARIA ANA M. ESTABLISHMENT OF CONCURRENCE BETWEEN PEER AND TEACHER EVALUATIONS [LG995 2002 H32 B47]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2001-2002

Abstract: With recent developments in medical education affording both the academe and the students an easy access to all possible information there has been a transformation of their traditional roles as teachers and students to that of collaborators in learning. In addition, there is a need to reform evaluation of performance in medical education that puts overemphasis to facts with very little meaningful learning. Thus, the need to involve students in assessing performance in preparation for their future roles as health professionals and in making them more responsible for their learning. The purpose of this study is to compare peer and teacher evaluations in assessing student performance in the three domains of learning: knowledge, skills and attitudes and to establish in which domain(s) do they concur. Once proven that they concur, students would be recognized as capable of their own learning and could help evaluate their competence. An evaluation tool for small group learning activities using a Likert scale was developed and adapted for the use of peers and teachers evaluating student performance in two case discussions in Physiology. All first-year medical students in Pamantasan ng Lungsod ng Maynila and all faculty of the Department of Physiology during school year 2000-2001 participated in this study. Descriptive statistics were used to summarize data and provide a profile of the respondents. The t-test for unmatched pairs was used to establish concurrence between teacher and peer raters. Results showed that both raters do not concur in assessing knowledge, skills and attitudes. Teacher raters tend to give lower ratings compared to peer raters who gave higher ratings in all learning domains with the highest ratings in attitudes. Students concurred with teachers in distinguishing the same level of student performance in certain areas of the learning domains: knowledge (comprehension, synthesis and recall), skills (communication and organizing skills) and attitudes (attitudes to peers). On this basis peer rating is a potential source of evaluation. Rater characteristics, time constraints, group size, composition and dynamics, facilitating styles,

group dynamics and the type of case studies discussed were factors which affected how they rated differently in this study.

CONCEPCION, BLESILDA E. DEVELOPMENT OF A TRAINING PACKAGE ON CLINICAL TEACHING FOR CONSULTANTS OF AN INTEGRATED PEDIATRIC RESIDENCY TRAINING PROGRAM [LG995 2002 H32 C66]

Major project, Master of Health Professions Education, UP Manila, April 2002

Abstract: The training of residents is vital to ensure delivery of quality patient care. To achieve this aim, clinical teachers must possess the necessary competencies to enable them to fulfill a range of key roles in the training process. Hence, it is important that they be provided with the appropriate teacher training programs. This research and development study was conducted in the Department of Pediatrics of four tertiary medical centers in Metro Manila affiliated with First Integrated Residency Training Pediatric Program Inc. (F.I.R.S.T. Inc.). This is a consortium of four hospitals namely, Cardinal Santos Medical Center, The Medical City General Hospital, Our Lady of Lourdes Hospital and Victor R. Potenciano Medical Center whose goals are centered on collaborative training, research and service. The study primarily aimed to design a training package on clinical teaching for consultants of F.I.R.S.T. A needs assessment survey was initially done of active regular consultants of F.I.R.S.T. to determine their personal, academic and professional profile, the core topics to be incorporated in the training package and their preferred format and schedule of training sessions. Results showed that the consultants of FIRST Inc. considered the skills on planning the teaching process, knowing and using the different clinical teaching methods and assessing the residents as either important or very important and should be included in the training package. The following units of instruction were designed:

The Residents as Learners, Planning the Teaching Process, Facilitating the Learning Process, Evaluating Resident's Learning and Utilizing Media Effectively. The instructional design for each unit was formulated. It is recommended that this training package on clinical teaching be implemented for consultants of FIRST as an integral part of its staff development program.

GLORIA-CRUZ, TERESA LUISA I. DEVELOPMENT OF AN EVALUATION SCHEME FOR SENIOR RESIDENTS IN OTORHINOLARYNGOLOGY [LG995 2002 H32 G56]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2001-2002

Abstract: Evaluation is established as one of the essential components of an effective educational program. The Department of Otorhinolaryngology of the UP-PGH Medical Center maintains excellence and leadership through relevant training of future specialists. However, the evaluation of the residents in training is presently unstructured and unclear. This project thus aimed to develop an evaluation scheme for graduating residents as an initial step in producing an evaluation plan for all year levels of residents. The objectives are to determine the preferences of the key players in the residency training program regarding the purpose, focus sources of data, evaluators, methods, tools and frequency, and management of an evaluation scheme; to compare the variability of the preferences of the different groups of respondents; to infer from the perceptions of the key players the framework for evaluating senior residents; and to design an evaluation plan for senior residents. This is a research and development study design. The research part included a review of literature, use of previous knowledge and experience and a needs assessment or preferences survey regarding the various components of the evaluation scheme. Development of the evaluation plan included

information collection and analysis using the results of the survey and field testing of formulated and adopted tools of assessment. The final product is an evaluation scheme or plan for senior residents of Otorhinolaryngology. Results of the survey were subjected to qualitative and quantitative analyses of data. Based on these, the purpose of evaluation was inferred to be both formative and summative. The domains or foci to be evaluated included not only Knowledge, Skills and Attitudes but also Research, Teaching, and Administrative outputs. The standard of evaluation will be based on the department's existing learning objectives and the combination of percentage allocations that was preferred by the most number of respondents was Knowledge=40%, Surgical skills=30%, Attitudes=15% and Research Outputs=15%. Teaching and administrative achievements will only be assessed for formative purposes. The preferences survey indicated, in varying degrees, that the consultants, residents, OR staff, Ward staff, were considered as appropriate evaluators of residents' performance. There was an overwhelming preference for the chief resident as an evaluator and a majority response for excluding the self as an evaluator for summative purposes. Preferred data collection procedures for the evaluation were the written, oral and practical examinations, as well as rating scales for attitudes, surgical skills and overall clinical competence. The survey also revealed the overwhelming positive response to the willingness to participate in the evaluation scheme by the respondents and their belief in the worthiness of the proposal. These, among others, were considered in the management plan of the evaluation scheme. Although evaluation of residents in the Department of Otorhinolaryngology exists, there is a need for a more structured, more systematic and therefore more meaningful scheme. This project developed an evaluation scheme for senior residents in Otorhinolaryngology that may be useful, not only in its original setting, but in other training institutions.

GRAGEDA, MARIA ELIZABETH M. EFFECT OF AN INNOVATIVE TRAINING PROGRAM ON THE CLINICAL PERFORMANCE OF PHYSICAL THERAPY INTERNS [LG 995 2002 H32 G73]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2001-2002

Abstract: This research describes the entry-level clinical competencies of Physical therapy interns and how it compares with the expected entry-levels set by their clinical supervisors. This study also aims to look at the significance of academic affiliation to the student's entry-level skills, knowledge, and attitude. Lastly, this study also aims to look at the effect of an innovative training program in helping the interns achieve the expected exit competencies. A pre-experimental study design with a one-group pretest posttest design was used in the implementation of the study. Forty-three PT interns from the University of the Philippines and the University of the East Ramon Magsaysay Memorial Medical Foundation, underwent training at the Philippine General Hospital Physical Therapy Section from August 2001 to January 2002. The implementation of study was divided into four major phases: gathering information, re-designing of the training program based on the information gathered, actual implementation of the program and lastly, evaluation. Results of the study show that the actual entry-level knowledge and attitude of the students are higher than what is expected from them by the clinical supervisors, but the students are higher than what is expected from them by the clinical supervisors, but the entry-level skills are lower than the expected level, more so in communication and patient management. No significant difference between the entry-level scores of the students based on their academic affiliation was noted. Based on results of the post-tests, it was seen that the exit level was met, with a more significant increase improvement in the intern's clinical skills and attitude, than in their clinical knowledge. Comparing the pre-test and the post-test results,

it was seen that there was a significant increase in the skills, knowledge and attitude of the interns, again with a much higher improvement in their clinical skills, than clinical knowledge in patient assessment, communication, and patient management. The results show the importance of designing training programs based on objective information regarding the actual entry-level knowledge, skills and attitude of students, and not merely on the clinical instructor's expectations and assumptions. Knowing the actual entry-level competencies of the students will help in re-designing the program to make it more relevant to the students. Training programs were meant to adapt to the needs of the particular students currently undergoing training. What worked for one batch may not work for another. The results of this study also show that training programs should be made dynamic and innovative so that it will become relevant to the needs of the students. Each individual student and each batch of students will have different capabilities, and this should be greatly considered in the design of the program. A strict program that does not adapt to the needs of the students does not maximize not only the learning opportunities, but also the potentials of the individual student. Efforts from clinical training program developers and implementers should be made to objectively determine the entry-level capacities of the students prior to start of training. Administration of a diagnostic tool and analyzing and actually using the results in the re-designing of the program will greatly help in making the program relevant to the students' needs. All sources of information should also be considered: results of diagnostic examinations, self-assessment of the students, clinical supervisors and educators, academic instructors and past experiences of both the interns and the clinical supervisors. Based on the results of this study, the author recommends that educators involved in the development and implementation of clinical training programs apply the principles of data gathering and diagnostic testing prior to actual training to make the program more relevant to the needs of the student. Adequate time should also be given to analyze the results of these diagnostic tools, so that the results may be considered in the re-design of the training program. The four phases

identified may be utilized by clinical program designers to suit the needs of their particular institution and students.

MARALLAG, ALIDA L. THE LIVED EXPERIENCES OF THE NURSING FACULTY AND STUDENTS OF SAINT PAUL UNIVERSITY WITH PROBLEM-BASED LEARNING [LG995 2002 H32 M37]

Major project, Master of Health Professions Education, UP Manila. October 2002

Abstract: The study focused on the experiences surrounding Problem-Based Learning (PBL) in St. Paul University as perceived by the nursing faculty and students, as part of the 10-year re-engineering of the Bachelor of Science in Nursing program. It aimed to 1) determine the lived experiences of the Nursing faculty and students, 2) identify the similarities and differences in the experiences, and 3) define the meanings faculty and students make out of their experience by describing the phenomena related to those experiences. The study made use of a phenomenological approach with qualitative triangulation of observation, administration of questionnaires and interviews to obtain and extract data. Non-participant observation procedures were carried out to describe the PBL process in St. Paul University-College of Nursing. Administration of questionnaires provided initial subjective data from respondents and responses were categorized based on the common patterns that emerged and provided basis for questions used in the PBL life stories. The explication of the respondents' life stories obtained through focus group discussions and personal interviews involving guided conversation, provided deeper understanding of the experiences with meaning extracted and constructed by the latter. The data were categorized based on emerging patterns and themes using the constant comparative method of qualitative data analysis. The PBL process employed by the College of Nursing involved the presentation of prototype nursing

and other related problems to students as stimuli and starting points for learning and discussion. The problems were identified, analyzed, synthesized and resolved by 8-10 students working in groups facilitated by their respective tutors utilizing small group learning/discussions, engaging in self-directed/independent study and tutorial sessions iteratively. Three major themes were extracted and described the experience. These were referred as 1) transition PBL, 2) going through PBL, and 3) gains in PBL. Basically, the cycle involves a process of change or transition beginning with strong feelings of rejection, doubt and fear coupled with initial coping and adjustment. What followed was a more positive way of coping, getting through things and facing challenges to fit into the system and finally, an acceptance of the change which enabled them to develop insights, make meaningful learning out of the experience and integrate learning to everyday tasks. In general, the findings revealed that the PBL experience was stressful and difficult but worthwhile as well. The findings in the study indicated that stress accompanies curriculum transition and change. It required adjustments and the process was fraught with difficulties. Findings on the implementation issues and PBL outcomes described in previous researches were supported in this study. There was evidence to suggest that the use of problem cases and engaging students in small group activities and independent study, led to the development of responsibility to learn one's own and skills to work in groups. Faculty and students were likely to shift their attitudes in a positive direction towards change once they have direct experience and when the change is perceived to have benefits that outweigh the difficulties, as in the respondents' PBL experience. Lastly, in order for curriculum innovation to be sustained, continuing faculty education and training are needed as well as establishing new social and learning contracts with students.

MOLANO, ALBERTO MA. V. DEVELOPMENT OF MUSCULOSKELETAL SYSTEM MODULE FOR THE PROBLEM-BASED CURRICULUM OF THE FACULTY OF MEDICINE AND SURGERY, UNIVERSITY OF SANTO TOMAS [LG995 2002 H32 M65]

Major project, Master of Health Professions Education, UP Manila, April 2002.

Abstract: Recent decades have shown an emerging interest in change in medical education. Institutions globally and locally began to initiate innovations to address some recognized issues in student learning in the midst of expansion in medical information. The University of Santo Tomas Faculty of Medicine and Surgery, through the Department of Medical Education, initiated a Two-Phase Rocket approach of curriculum change, beginning with an integrated, problem-oriented curriculum, which gradually shifted to problem-based learning method. The overall objectives of this study was to develop the musculoskeletal module of the PBL curriculum, specifically, it was aimed at serving as a module for the development of other modules in the curriculum, and establishing a model module which can be adopted by the other PBL curricula. Furthermore, the study was aimed at formulating a tutor and a student guide. The second part of the study was to evaluate the musculoskeletal system module with the use of a rating scale, with the faculty members as evaluators. The results were to be used for module improvement. The study developed the concept map, blueprint of activities, instructional design, tutor guide and the student guide, with the component tutorial problems, which were based on key issues raised by various authors of module and tutorial problem development. The whole module was evaluated by faculty members who were to teach this module in the second year of the PBL curriculum. The responses to the various items of the rating scale were all favorable, that the faculty members agreed to all aspects of the module being clear and relevant. At the conclusion of the study, recommendations were made for a careful and deliberate planning in any curriculum change, to obviate the pitfalls and complications. The importance of continuous evaluation involving all stakeholders is emphasized.

TUMANG, HEHERSON M. EMPATHY PROFILE OF THE STUDENTS AND FACULTY: UP COLLEGE OF DENTISTRY [LG995 2002 H32 T86]

Major project, Master of Health Professions Education, April 2002.

Abstract: Current literature regarding the emerging importance of emotional intelligence for professional success has gained much attention since the early 1990's. Empathy, which is an essential construct of intrapersonal and interpersonal intelligence, is the focus of this study. It seeks to determine and explore the empathy profile of the College of Dentistry, University of the Philippines Manila in an attempt to obtain awareness to the role of empathy in dental education and professional competence. This is a descriptive study conducted from October 2001 to March 2002 at the University of the Philippines College of Dentistry. A total of 127 students from the preclinical and clinical dentistry proper and 35 faculty members participated in the study. To determine the empathy profile, two instruments were used: a) the Interpersonal Reactivity Index (IRI) devised by Davis--a dispositional measure of empathy and b) a set of nonverbal sensitivity or decoding tests by Mayer, Caruso and Salovey, a performance test of accuracy in identifying emotions in faces, designs, music and stories. Data obtained were processed and analyzed using measures of central tendency and distribution. The study also sought to determine if there is a difference in the profile of the students and faculty according to age, gender and experience. The empathy profiles in turn were also linked to self-report items of personal characteristics, security of family relations and parental discipline techniques. Correlations analysis was also conducted to determine the Pearson's Product Moment Coefficients of Correlations. One way ANOVA was performed to determine if the empathy profile vary with age, gender, level of experience and the self-report items of the respondents. The results show that the students and faculty of the University of the Philippines College of Dentistry are normally empathic as seen from

their Fantasy Scale (FS) and Empathic Concern (EC) scores. While Perspective Taking (PT) and Personal Distress (PD) scores showed higher values, this means that compared to the normative values, the respondents of the present study are more empathic on these measures. It is evident from the results of the Interpersonal Reactivity Index that the respondents generally scored high on the affective factor EC, which indicates that relatively the respondents have a tendency to respond to distress in others with the reactive response of sympathy, concern and compassion. Similarly, the high PT and FS scores indicate the respondent's likelihood of engaging in attempts to entertain the point of view of other people (PT) and to a lesser degree attempt to imagine themselves in the circumstances of another (FS). The low PD scores, which assess affective outcomes, is indicative that in the face of another's misfortune the respondents will likely not feel as anxious or uncomfortable of the state of mind of the other. The results indicate that there was specific variability in the empathy profile of the subjects. Gender and psychosocial development patterns emerged in the profile. For the Perspective Taking component, studies on this found significant relationship in a direct manner to self-esteem and other-oriented sensitivity, and inverse relationship to measures of social dysfunction, fearfulness, and self-oriented sensitivity. The faculty scored higher in this regard compared to the students, this confirming literature that Perspective Taking is significantly related to age. For the Fantasy component, studies on literature found this to be significantly related in a direct manner to emotional reactivity and other-oriented tendencies. The students in this study scored higher than the faculty. In contrast, the Personal Distress component was found to be significantly related in a direct manner to social dysfunction, emotional vulnerability, fearfulness, and self-oriented sensitivity, and inversely related to self-esteem as well as age. This is evident in the lower scores of the faculty on this measure. As to gender, females distinctly scored higher than male counterparts on the affective components of empathy. As to level of experience, results indicate that the Fantasy Scale and Personal Distress IRI subtests present a diminishing trend as

one goes up the levels of experience; no noticeable difference was observed in the other two scores. Age was also seen to be positively correlated to Perspective Taking while negatively correlated to Personal Distress. In Perspective Taking, the faculty scored higher than their student counterparts. The results point to experience as a variable to emotional reactions to events in the environment. Those with more information about emotions are not disposed to readily or intensely react with greater effect to the observed experiences of others. Variability in nonverbal sensitivity or the ability to identify emotions in a variety of arousal modes was also evident in the results. The respondents performed similarly in identifying emotions in faces which was most likely due to the abilities of the respondents for direct association or labeling or an ability to draw from some form of classical conditioning. These modes of arousal operate largely automatically and without conscious direction by the observer. However, contrary to the principle mentioned there was an observed decline in identifying emotions in music and designs by level of experience. The results of the nonverbal Sensitivity tests parallel those of the IRI. It substantiates gender patterns reported on literature that females are more emphatic than their male counterparts. It revealed that the students were better at identifying emotions in stories. In terms of the composite score (total nonverbal sensitivity score), the students were more accurate at decoding emotions in a variety of arousal modes than the faculty. This shows that age is negatively correlated with the nonverbal tests particularly music, design, and the total Nonverbal Sensitivity test value. The ability to identify emotions in stories taken on advanced cognitive processes. It involves role taking and elaborated cognitive networks. This is related to Hoffman's mode of language mediated association which is determined by the observer's past experiences. This was seen in the results where the faculty obtained higher value for this measure. The self-report reveals that the respondents of the study believe themselves to be emotional in temperament, and of secure family relations. Majority of the respondents reported either power assertion or induction as their

parental discipline styles. Consequently, it is apparent that, as projected from self-reports on temperament, security of family relations and parental discipline the respondent gender and psychosocial development may have links on their empathy profiles. Temperament, security of family relations and induction as a parenting style are positively related to empathy. Emotionality shows positive correlation to the Fantasy Scale, Empathic Concern and Personal Distress. Sociability, activity and security of family relations are shown to be negatively correlated to Personal Distress.

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ABANILLA, MARIA ZENaida L. ATTITUDES OF CAMP INTERNS TOWARD THEIR PROFESSIONS AND THEIR PATIENTS [LG995 2003 H32 A23]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2002-2003

Abstract: Attitude is often an overlooked aspect of education and is usually a result of incidental learning. With the high standards that society demands of health professionals, we can no longer take the chance that our students will develop the attitudes that we require of them. For the faculty to have more relevant affective curriculum, it is necessary to find out what attitudes CAMP interns develop as of the current curriculum. The objectives of this study were to determine the attitudes of CAMP interns regarding their professions and their patients, to describe the perceived factors influencing them, and to determine differences of attitudes across the three groups of students. The method of gathering data was through the use of an especially designed attitude rating scale, moral dilemmas, and discussions with a group of interns and three clinical supervisors. The rating scale was previously designed and tested on a group of

interns and was modified accordingly. This was administered to the PT, OT and SP interns within a span of four weeks. Out of 99 respondents, only 67 replied for a response rate of 68%. Of the 67 subjects, 43 were PTs, 17 were OTs, and 7 were SPs. The results of the survey were tallied and grouped according to attitudes and groups of students. Using descriptive statistics and analysis of variance, items with low scores and significant differences were singled out. The students achieved a score of at least four in 13 out of 16 constructs. These are concern for patients, lack of cynicism, communication skills, volunteerism, respect for patient, responsibility and accountability, ethics, professional relationships, sensitivity, role in society, honor and integrity, presence of role models, and research. These were supported by the results of the moral dilemmas. There were significant differences in the constructs of concern for patients, lack of cynicism and research. The PTs scored the highest in the three constructs while the OTs scored the lowest for concern for patients and research and the SPs scored the lowest for lack of cynicism. Most of the students prefer to manage pediatric patients while agreeing that they do not make better patients. It is the motivation and disposition of the patient that makes them better patients. Overall, CAMP interns have a positive view of their patients and their professions. The existence of significant differences across the three groups of students leads to the acceptance of the alternative hypothesis; that there exists a significant difference across groups of students that was more apparent in three constructs. However, this difference does not translate into a more positive or more negative attitude towards their professions and patients. The researcher recommends the following to further improve this study. First ensure a more efficient system of administering the data collection tool with the researcher physically present when the subjects accomplish the tool. Second, perform a thorough statistical analysis prior to the conduct of the focus group discussion to ensure that all important points are covered in the discussion. This includes constructs and individual items with very high and very low scores, and those presenting with a significant statistical difference. Third, expand the

selection for the clinical supervisors to include those from other affiliation centers. And lastly, document the discussions on video.

ADIVISO, SHIRARD LEONARDO C. PROBLEM SOLVING METHODS OF CLINICAL CLERKS IN THE DE LA SALLE UNIVERSITY HEALTH SCIENCES CAMPUS [LG995 2003 H32 A38]

Special project, Master of Health Professions Education, UP Manila, Second Semester 2002-2003

Abstract: Specific decisions in managing the patient necessitates an organized approach to gathering of information and a systematic approach to evaluation of that information and formulation of treatment plans. At De La Salle University Health Sciences Campus (DLSU-HSC) Department of Surgery, faculty members have noted that residents, interns and students have difficulty relating the clinical presentation to patient's illness. A great majority failed to synthesize the available data into diagnosis. There are many reasons why medical students fail to utilize problem-solving skills in their daily activities. These include long curriculum hours, too much didactic teaching, excessive lectures with little problem-solving activities, no student responsibility for mastering lower order thinking skills, training students who only want predigested facts, uncooperative faculty, and resistance to change. The objective of the study is to determine the different problem-solving methods utilized by the clinical clerks at De La Salle University Health Sciences campus. The researcher utilized several questionnaires and a series of focus group interviews of hypothetical and actual case scenario of most common surgical diseases encountered by the twenty clinical clerks during their rotation in General Surgery from April to May 2002. The results of the study revealed that the clinical clerks only utilized four kinds of problem-solving methods. The three, namely: traditional, early hypothesis generation and forming differentials are established methods

from the review of literature. The last one is labeled unclassified since it is not similar to any one of the known methods. The study also showed that majority of the students would like to have problem-solving skills taught during the early years of medical education, which should be handled by the clinical faculty. The study also revealed that problem-solving skills are learned from the preceptors and mainly in the Department of Surgery and Medicine. They also believed that small group learning activities and problem-oriented lectures enhanced the development of problem-solving skill. However, they perceived that the present curriculum does not develop problem-solving skills. Thus, they proposed changes like shifting to Problem Based Learning, utilizing case problems, discussing in small groups and giving constructive criticism to develop problem-solving skills among students. Medical students do not automatically develop problem-solving skill. This should not be left to chance. This basic skill should be taught properly and utilized frequently to achieve expertise. The students also demonstrated a superficial level of competency in engaging in more complex thinking skills. This may be due to their lack of mastery of the lower order cognitive skills. Based on the results of the study, the following are recommended: 1) that volunteer faculty members undergo training sessions in teaching problem-solving skills and methods; 2) that problem-oriented or case-based lectures using principles of small group learning be conducted; 3) that the faculty will not only concentrate on factual data, but also on the process of thinking during preceptorials; 4) that Objective Structured Clinical Examination (OSCE) as an assessment scheme to develop more problem-solving skills instead of sole written evaluations be adapted; 5) that medical students achieve mastery of lower order thinking skills in order to develop more complex cognitive skills.

ALINEA, MA. CECILIA D. AN ETHNOGRAPHIC STUDY ON THE ENDORSEMENT CONFERENCE OF THE DEPARTMENT OF PEDIATRICS, COLLEGE OF MEDICINE-PHILIPPINE GENERAL HOSPITAL UNIVERSITY OF THE PHILIPPINES MANILA [LG995 2003 H32 A45]

Abstract: The Endorsement Conference is a teaching-learning strategy utilized by the Department of Pediatrics-Philippine General Hospital whereby the post duty team (senior and junior residents and medical students) updates the house staff of the present condition of endorsed critically-ill and newly admitted patients. Through the years, trainees noted that it has evolved in its structure and its target learners have become less participative, perceiving it as a less than valuable tool for learning. Due to this perception, an investigation into the dynamics behind the strategy was made. The main objective of this study was to provide a holistic picture of what the endorsement conference is like and how learning takes place in an objective, accurate and thorough manner. Using ethnography as study design, data collection procedures included documentation of actual goings-on in the thrice-a-week activity in a 2-month duration through a triangulation of audio and video tapes of the conference, collection of educational resources used, sociometry, flowcharting of direction and frequency of comments, focused group and individual interviews, and a semantic-differential rating-scale. The following areas were captured in the study: the physical environment, the intellectual and social atmosphere of the conference, how the conference rules were learned, modified and enforced, and the kinds of concerns the participants have of the activity. The study population included faculty members, fellows, residents and medical students (3rd to 5th year) who were the participants of the conference. Purposive sampling was employed for key participants and convenient sampling was used in focused group and individual interviews, and in the answering of the rating scale. Qualitative data analysis was used to triangulate and further analyze the data collected. Notes, records, and transcriptions were content analyzed, with focus on the recurring themes, intensity of how each theme was expressed, and

patterns of verbal interaction among the participants using the Brown Interactive Analysis System (BIAS). Findings revealed that the endorsement conference was a traditional activity of the department, handed down from generation to generation and learned through experience as a student or a junior resident trainee. Aside from a general description of its schedule, participant roles and content flow in the annual report since 1996, the endorsement has not been documented in terms of its definition, objectives, general setup and implementation and evaluation. The conference was perceived to start early (7:30/8:00AM) and frequently conducted (thrice a week) with an average duration of one hours and 21 minutes at the Audio-Visual Room of the department. Its target learners included the whole house staff, with the senior members as facilitators and the post duty junior residents and medical students as presenters. The physical environment (A-V room) was perceived as well-lit, equipped with adequate sound system and other A-V equipment. The intellectual atmosphere was described in terms of the teaching-learning tools used by the participants such as facilitating and presenting. Facilitation was the primary teaching-learning tool used, and learning was noted to be facilitator-dependent due to the facilitator's ability to direct the conference being the rate-limiting step in task accomplishment. The presenters' preparedness in presenting and answering questions, though, were also contributory to achieving learning. All facilitators were perceived positively, with the chief resident being described as the most purposeful and informative. The first-year residents as presenters were perceived to lack the mastery of presenting a more complete history and physical examination, while the medical students seemed to provide a complete and relevant one, presenting clearly and in a lively manner, though tired due to their post-duty status. The social atmosphere, described in terms of the audience's interaction with all the participants, showed the audience being perceived as sleepy, preoccupied with other things, and passive as participants, though interested in the discussions. Its interaction with the presenter and amongst themselves were perceived as dynamic, open, friendly but

somewhat serious. The presence of a hierarchy of authority was noted during endorsements, with the consultants high up in the totem pole. The endorsement conference was generally perceived as a valuable tool for learning despite its shortcomings in the technical aspect of its implementation. Thus, it was recommended that the department authorities reevaluate its present status, document its definition, objections, set-up and evaluation process, train the house staff on facilitation skills to maximize learning, and reorient them of conference's true nature and value.

CLEMENTE-MORADA, EDNA SARAH. CONSULTANTS' PERSONAL CHARACTERISTICS IN THE CLINICAL SETTING: INFLUENCE ON RESIDENTS' ATTITUDE TO LEARNING. [LG995 2003 H32 C54]

Major project, Master of Health Professions Education, UP Manila, May 2003

Abstract: A number of studies have attempted to identify the characteristics of the attending physician that influence learning in the clinical setting. The authors of these studies mentioned especially the clinical competence and teaching skill components in facilitating learning. Still, others have identified some characteristics that are beyond academic and clinical competencies. This study sought to focus on personal characteristics. Its aim was to identify the different personal characteristics of consultants which can influence attitude to learning of residents. It also aimed to determine which of these consultants' characteristics are facilitative or inhibitive to learning. A demographic profile of the residents included in the study was gathered. Ten selected residents from The Medical City participated in two focus group discussions (FGD) on how personal characteristics of consultants have affected their learning. Development of a questionnaire ensued after the FGD. It was directly administered to all 106 residents of the different departments of The Medical City after

its pilot testing. Response rate was 74%. Frequency distributions and measures of central tendency were utilized to analyze the data using the Statistical Package for Social Sciences (SPSS). Profile of respondents included mostly female resident-trainees, single, in their late twenties, university hospital graduates, fresh graduates (within the last 5 years), mostly finished internship at The Medical City and mostly in the first-year residency. This study revealed that the facilitative characteristics of consultants influencing residents to learn are competence, approachability, respectful attitude, confidence, orderliness and caring attitude. In contrast those that appeared to be inhibitive are temper/mood, discouraging attitude, inconsistency, ingratitude, anxiety, and impulsiveness. The study concludes that residents' learning is influenced by consultants' personal traits or characteristics. The ability of consultants to serve as role models to their trainees is imperative. The consultants must be aware of the influence they exert as role models and should fully take advantage of this particular perception in their interaction with residents. It is recommended that a correlational study with resident's learning style and learning environment as variables be undertaken so as to fully comprehend residents' responses. Also, it is recommended that reliability and validity of the questionnaire be further tested. Lastly, a multi-center study can be undertaken to augment sample size and establish trends regarding the subject matter.

FERNANDO, GRACIEUX Y. THE CAREER CHOICES OF INTERNAL MEDICINE RESIDENTS OF THE UNIVERSITY OF THE PHILIPPINES-PHILIPPINE GENERAL HOSPITAL [LG995 2003 H32 F47]

Major project, Master of Health Professions Education, UP Manila, October 2003

Abstract: This study was conducted to examine the career choices of internal medicine residents at the University of the Philippines-Philippine General

Hospital (UP-PGH), including the different factors that influenced these decisions. By looking into the career choices of internal medicine residents of the UP-PGH, it was hypothesized that, quite possibly, the choices they made were influenced by factors that were within the realm of influence by the medical training program. To answer these concerns, a descriptive, cross sectional study was developed. In order to gather the needed data, a survey questionnaire was developed in which medical residents were asked to select their future career choices, rank the different subspecialties of the internal medicine department, and rate the different factors that influence these career decisions. The questionnaire was developed through literature research, which helped generate a list of possible factors. This list, in turn, was further narrowed down to what was applicable to the current environment of the Department of Internal Medicine, UP-PGH, through interviews with key informants like residents, fellows, and consultants of the department. It was then pre-tested on a similar group of internal medicine residents in a different training institution for ease of utilization and clarity. The revised tool was then administered to 60 residents of the Department of Internal Medicine, UP-PGH. Descriptive statistics were utilized to describe demographics of respondents, career choices, including place of practice and activities involved in during practice, subspecialty preferences, degree of factor influence, and rank of general factor categories. Kruskal-Wallis analysis of variance was conducted to determine whether there was variation in responses across various year levels of training and other demographic factors. Of the 60 targeted respondents, 57 (93.2%) returned completed survey forms. Male to female ratio of respondents was 1.1:1. The results show that internal medicine residents of UP-PGH have an average age of 28 years, most likely single, have a more than 50% chance of having one or more relatives who are also doctors. In more than 85% of cases, these residents plan to go into fellowship training after residency. Upon completion of training, they reported to plan to practice in Metro Manila and get involved in both clinical and hospital-based practice in 85% of the time. However, only 50%

are interested in teaching and only 30% would continue research, most of these being male. A look at the factors that influence these choices show that they value highly intellectual fulfillment and personal interest as influencing factor. Additional influences involved several training-related factors, in particular, their exposure to role models and to the different patients that they have handled. This intellectual need is tempered by their humanitarian aspects, reflected in the value they place in service to others, particularly the underprivileged. Yet despite these, the residents remain grounded in reality, recognizing the important influence that economic needs play on any career choice. These important factors, however, remain deeply personal and a part of the individual's background and value system. Because they are inherent to the individual, moves to modify the training program may be unsuccessful unless they deal with values exposure, clarification, or development. Should the training program look to influence the future career choices of its medicine residents, however, it would have two very important tools at its disposal: the consultant staff, which serve as role models, and the variety of patients encountered during their training, which can help fuel their intellectual curiosity.

OCAMPO-ANDRES, IMELDA S. DEVELOPMENT OF PROBLEMS FOR PROBLEM-BASED LEARNING APPROACH IN OB-GYN RESIDENCY TRAINING PROGRAMS IN THE PHILIPPINES [LG995 2003 H32 O33]

Major project, Master of Health Professions Education, UP Manila, April 2003

Abstract: Problem-based Learning (PBL) has become, in recent years, the major innovation in most medical curriculum all over the world. Though starting in universities of more developed countries like the McMaster Medical School in Ontario Canada University in the 1960s and the University of Maastricht in the Netherlands in

Europe in the 1970s, it soon gained a lot of following in several other countries in the Northern Americas, Australia and later on, the Philippines. In the Philippines, the Association of Philippine Medical Schools was one of the first to accept the challenge. Many educators believe that the PBL is an important approach that could bring deeper learning and would eventually come out with better doctors serving our country. In the same token, the Philippine Obstetrical and Gynecological Society through its academic arm accepted, likewise, the challenge and ventured to adopt this new teaching/learning approach in the implementation of its training programs in our country. The overall objective of this paper is to develop problems using the PBL approach for OB-GYN Training Programs all over the country. This sample problem would serve as model or guide in preparing problems for other topics in the future. VAGINAL BLEEDING, a very common problem obstetrician-gynecologists meet in their everyday practice, served as the topic for which concept maps were made. Although the concept maps varied, the general approach was congruent with each other. These concept maps were used to make 'trigger' cases and formulate objectives for VAGINAL BLEEDING. The next step was to pretest these 'trigger' cases to would-be OB-GYN Residents to find out if the cases made were successful in attaining the objectives for which they were made for in the first place. Towards the ends, recommendations were suggested for the successful adoption and implementation of the PBL approach in the OB-GYN Residency Training Program in the Philippines. Understandably, this is just the first step. But, this is a big leap in the OB-GYN Residency Training Program in the Philippines.

ONG, CESAR M. PERCEPTIONS OF THE TEACHERS AND STUDENTS OF THE COLLEGE OF MEDICINE OF THE MANILA CENTRAL UNIVERSITY ON THE CRITICAL THINKING SKILLS OF STUDENTS IN A PROBLEM-BASED LEARNING CURRICULUM. [LG 995 2003 H32 O54]

Major project, Master of Health Professions Education, UP Manila, First Semester 2003-2004

Abstract: The latter half of the 90s have witnessed the introduction of Problem-based Learning (PBL) in Philippine medical schools. The approach is based on active learning in small groups with clinical problems as the stimulus for learning. One of the often-quoted advantages of the strategy is the development of critical thinking skills among the students. **Objectives:** The study was undertaken to describe the CT skills of students under the PBL curriculum of the Manila Central University - College of Medicine as perceived by their teachers and students themselves and to compare the perceptions of the teachers and the students. **Methodology:** This study is a descriptive research. All 323 students in the first three years of medical school, as of February 2002, and the 60 faculty members acting as tutors in the small group discussions were included in the study. Likert-type opinionnaire on six core CT skills (problem identification, problem description, problem exploration, applicability, integration and reflective thinking) was distributed to all students and tutors. Existing evaluation tools in the college, including the final examinations in three blocks, were also analyzed for CT skills. The responses of the teachers and students were compared and analyzed using the Mann-Whitney U test. The responses of the students and teachers across the year levels were similarly compared and analyzed using the Kruskal-Wallis test. **Results:** All 323 students and 40 tutors participated in the study. All students believed they demonstrated CT skills although they differ in their perceived strong and weak areas. The first-year students had similar perceptions on the abilities to demonstrate applicability and to link ideas during problem exploration. The second-year students shared similar perceptions in their reflective thinking skills. The third-year students had similar perceptions on their skills to clarify concepts in problem description and reflective thinking. However, across the year levels, they have markedly different perceptions on their ability to demonstrate CT skills. Tutors in the first year had similar perceptions on the ability of their

students to demonstrate all indicators of CT skills. Tutors in the second year shared this observation, except in the ability of the students to identify knowledge and skills from previously acquired information needed to solve problems. The only skills not observed by tutors in the third year were on the ability of the students to apply the present learning similar situations. Across the year levels, the tutors agreed that the students demonstrated these CT skills although not necessarily implying that they were becoming more evident from one year to the other. When the responses of the students were compared with the tutors, statistically significant differences were noted. If the core CT skills were considered, both students and teachers agreed that the students exhibited all six skills. However, the means of their responses were statistically difference. When existing tools were analyzed, the responses of the students during the peer- and self-evaluations were statistically different. The mean scores of the students three blocks on different year levels on analytical questions in their final examinations were similar to each other. Conclusions: CT can be measured by using indicators reflecting core skills. The students of the MCU-CM believed that they exhibited these skills. Their tutors believed that they exhibited these skills but were not as satisfied as the students. The students rated themselves lowest in justification as part of problem exploration, and highest in reflective thinking. The teachers did not see any statistically significant difference among these core skills in their students.

VELAYO-PILONES, ELVIRA. FACULTY-LED SMALL GROUP LEARNING VERSUS DIDACTICS PRESENTATION IN A GENETICS COURSE IN MEDICAL BIOCHEMISTRY: A COMPARATIVE STUDY [LG995 2003 H32 V45]

Major project, Master of Health Professions Education, UP Manila, April 2003.

Abstract: In recent years, the traditional didactic format has been under critical review as a method of teaching because of its inhibitory effects to developing analytical and investigative skills important among medical students. Various curricular innovations have thus been proposed with renewed vigor to address this particular dilemma. Small group learning is one such innovation which aims to promote a more active and dynamic role for the medical student in terms of knowledge, attitude and skills acquisition thereby empowering him to further advance self-education. In a small group interaction, students gain a more profound understanding of information and obtain the opportunity of cooperatively working in a group and develop essential group skills. The use of SGL in Philippine medical education, however, has not been thoroughly studies and its potential benefits still not yet sufficiently validated. This research paper compared the performance of first year medical students in a genetics course taught using small group learning and didactic presentation. In a randomized pretest, posttest research design, all first-year medical students were randomly assigned to either one of the two instructional settings. Outcome measures included immediate performance in pretest and posttest and feedback from attitude toward learning assessment questionnaires In terms of gains in actual knowledge as evaluated in a multiple-choice type comprehensive examination, statistical comparison using t-test for unmatched pairs in the post test performance of students in an SGL format versus that of didactics presentation showed no significant difference ($p=0.380$). Scores in the post- test examination, however, were significantly improved in both SGL ($p<0.001$) and didactics ($p<0.001$) groups. Posttest ratings in the attitudinal rating scale were significantly improved for both groups on Wilcoxon Signed Rank Test ($p<0.001$). The responses also showed that an SGL experience had a propensity to influence attitudes relating to information processing and self-directed/independent learning. An SGL environment was found to positively reinforce a student's confidence to tackle a subject matter usually by means of self-study and/or

collaboration with fellow students (Wilcoxon $p=0.007$), capacity to integrate previous learning to present goals (Wilcoxon $p=0.012$), motivation to study (Wilcoxon $p=0.035$), confidence of their ability to pass evaluation tools on the basis of what they know and understand (Wilcoxon $p=0.021$) and a healthy appreciation of feedback or reinforcement phase (Wilcoxon $p=0.005$). The preliminary results show that type of teaching-learning process (whether didactics or SGL) did not affect the performance of students in a competency-based comprehensive examination in genetics. However, any institutional initiative towards a dramatic curricular shift from a conventional didactics-based learning environment should be substantiated by a more comprehensive study.

2004

ALVIAR, NOMAR M. ATTITUDES OF PHYSICAL THERAPY STUDENTS TO COMPUTER-ASSISTED INSTRUCTION [LG995 2004 H32 A48]

Special project, Master of Health Professions Education, UP Manila, Summer 2004

Abstract: The benefits of computer-assisted instruction are more assured if users possess a sustained positive acceptance of the instructional medium. This study explored the factors that influence health professions students' attitudes to computer-assisted instruction using Davis' Technology Acceptance Model as the major grounding framework. Attitudes to computers and computer-assisted instruction were elicited from a sample of 63 physical therapy students of Pamantasan ng Lungsod ng Maynila who made use of a computer-based self-instructional module on cell structure and function. Positive attitudes to computer-assisted instruction were expressed by all respondents across socio-demographic groups and learning style preferences. These attitudes

were significantly influenced by positive attitude towards computers and generated a considerably greater intent among physical therapy students to make use of computer-assisted instruction.

CABALLERO, MARIELIZ V. JOB SATISFACTION OF OCCUPATIONAL THERAPY TEACHERS [LG995 2004 H32 C33]

Major project, Master of Health Professions Education, UP Manila, Summer 2004.

Abstract: Information on the job satisfaction of faculty members is important in determining whether they are most likely to remain in teaching and what aspects of their performance are believed to be satisfying. Changes of satisfaction between periods of employment to present employment can also be helpful to fully understand and identify factors that can affect quality of performance. Persons who manage faculty members are provided with information on what energizes each member. The administration can do a great deal in understanding individual characteristics of their faculty and reducing demotivating factors which could lead to stress and burnout. This paper aimed to identify levels of satisfaction among full time OT teachers working in the academe from period of recruitment to present employment. Significant differences were also noted based on individual profiles and experiences. Fourteen respondents from schools covering the National Capital Region, Cordillera Administrative Region and Region 3, 4, and 7 participated in the study using purposive sampling. Only full-time teachers with academic appointment were chosen for the study. Data were collected using behaviorally anchored rating and key informant interviews to triangulate results and minimize bias. The questionnaire used two-response format with a four-point horizontal Likert scale - which for positive statements, ranged from strongly disagree (1) to strongly agree (2) Negatively phrased statements were reversed (e.g. I feel as though I am in the wrong job) to

equalize the outcome of the statement on sum of the score, so that a positive score is achieved. Items adapted from previous studies were used to infer the general job satisfaction of OT faculty and specific tests to measure the following variables: school management, work conditions, relationships with colleagues, and promotional opportunities. It also measured the four dimensions of the job that included professional development, administrative work, research and teaching activities. The respondents gave two answers to each item: (a) the satisfaction that he/she felt in the initial stages of his work/job, and (b) the satisfaction that he or she perceived at present. The results indicated that there is increased dissatisfaction among female, tenured, married faculty members who hold an advanced degree in the areas of school management, work conditions, professional competence, and administrative duties. Teachers with high educational level are more dissatisfied with the intrinsic aspects of teaching such as creating and designing programs for students but believed to have more opportunities for advancement than those who held baccalaureate level. Most of the respondents expressed lack of collegiality among peers that could greatly influence satisfaction in the workplace. Overall job satisfaction was found among male, single and non-tenured faculty members with a minimum work experience of 5 years. Older and more experienced teachers specifically those who are working from 5 years and above were believed to be more prone to financial and psychological changes which when left unnoticed can lead to disillusionment and burnout. Certain aspects of job satisfaction and their effect on quality of performance such as career longevity, characteristics of the faculty and the intrinsic factors involved must be addressed that might positively affect issues concerning recruitment, retention, promotion prospects of OT faculty members in the academia.

COLOMA, MARIA LOURDES. PERCEPTION OF CRITICAL THINKING AMONG MEDICAL CLERKS AT THE UNIVERSITY OF SANTO TOMAS HOSPITAL [LG 995 2004 H32 C65]

Major project, Master of Health Professions Education, UP Manila, First Semester 2004-2005

Abstract: The development of critical thinking (CT) skills is one of the vaunted objectives of medical education worldwide. The medical curriculum at the University of Santo Tomas (UST), however, does not provide for direct teaching of critical thinking presently, save for a few sessions of critical appraisal of medical literature in Clinical Pharmacology in the second year. The study was undertaken to assess whether or not critical thinking needs further space and depth therein. Its objectives were 1) to determine the extent to which the clerks' mental image of CT matches with the core concepts of CT as cited in literature and 2) to locate where the gaps are. This survey was conducted in April 2004 using a questionnaire that sought the clerks' idea of different dimensions of critical thinking. The clerks expressed their concept by selecting from multiple items, indicating agreement or disagreement with statements and listing what they thought to be instances of critical thinking during their clerkship. The percentage of correct responses and frequency distribution of responses were tabulated. The mean score for each dimension was derived. The response rate among the study population was 74.05%. The percentage of correct response for the goal of CT was 5.7%; constituent processes 9.9%, related terms 0.0%, and mental strategies availed of 18.3%, predisposing abilities and attitudes 28.9%, statements 1.9%. On a scale 0 - 5 from absent to full congruence with globally accepted core concepts of CT, the mean score was 2.8. The mean scores for different dimensions were, goal 0.2385; component processes 0.2960; related terms 0.4262; mental strategies 0.6250; prerequisites 0.6738; and statements 0.6681. The students gave between 0-28 examples of how they utilized CT in clerkship. The mean percentage of correct examples was 21.7% The low percentage of correct answers in all parts of the survey depicts a flawed mental picture of critical thinking in the study population. The medical clerks' concept of CT overlaps with those of problem-solving and decision-making. The

defect in their perception appears to arise from lack of foundational knowledge about CT, prior exposures notwithstanding. Indicating a wide disparity between the UST medical clerks' held beliefs of what CT is about from those expounded in CT literature, the results appeal for further clarification, elucidation, and practice of critical thinking within the curriculum.

CRISOSTOMO, VIRGINIA P. EVALUATION OF THE RESIDENCY TRAINING PROGRAM OF THE DEPARTMENT OF PEDIATRICS IN THE UNIVERSITY OF PERPETUAL HELP RIZAL MEDICAL CENTER. [LG995 2004 H32 C75]

Major project, Master of Health Professions Education, UP Manila, Summer 2004

Abstract: The Residency Training Program of the Department of Pediatrics in the University of Perpetual Help Rizal Medical Center was established in 1983, initially accredited as Phase I by the Philippine Pediatric Society and later reaccredited as Phase II B. The School of Medicine was opened in 1996 and brought in medical students to the environment of the residency training program. Thru these changes the three-year residency program had produced forty-four graduates. Now on its twentieth year, a program evaluation of the residency training had not been done. This study was undertaken to evaluate the Residency Training Program of the Department of Pediatrics at the University of Perpetual Help Rizal Medical Center in terms of the following: quality and performance of the consultant's, performance of residents-in-training, performance of graduates of the Residency Training Program, teaching-learning activities, availability of facilities and resources. It also aimed to determine the strengths and weakness of the program and to give suggestions on how to improve the program. As part of the evaluation process, questionnaires were sent which yielded a 75% response rate. Records were reviewed and the respondents (Consultants, Graduates,

Residents) were interviewed. Data were analyzed qualitatively and quantitatively. Demographic data was analyzed using descriptive statistics. The distribution of the overall ratings of the respondents were compared using Wilcoxon rank sum test at 5% level of significance. Findings revealed that the Residency Training Program was properly implemented but needed improvements in some areas. The program had expert consultants but they were not always available. The residents were passing their evaluation but had to improve on their cognitive skills and attitudes. The graduates had good private practice but a significant number should be encouraged to take the Diplomate examination. The strong points of the training program were: expertise of the consultants, service rotations, and adequate teaching-learning activities. The weak points of the training program were the poor attendance of the consultants, inadequate clinical materials and facilities. Based on this study the following were proposed to improve the residency training program: (1) Provide independent study time and feedback of evaluation for the residents-in training (2) Encourage the graduates to take the Diplomate Examination by attending either a review class or the lectures in Pediatrics at the Jonelta School of Medicine and (3) for the administrators and consultants to address the weak points of the residency training program such as poor attendance to conferences, inadequate clinical materials and facilities.

CRUZ, JESSICA ONA. MEDICAL STUDENT'S ATTITUDES TOWARD OBSTETRICS AND GYNECOLOGY CLERKSHIP AT THE FAR EASTERN UNIVERSITY NICANOR REYES MEDICAL FOUNDATION MEDICAL CENTER [LG995 2004 H32 C78]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2003-2004

Abstract: Purpose of the study: The aim of this study is to determine whether there will be changes in the attitudes of medical students towards the Obstetrics and Gynecology rotation at the Far Eastern University Nicanor Reyes Medical Foundation Medical Center. It also aims to explore the reasons behind these changes. These attitudes are toward three aspects of the rotation namely, the teaching-learning activities, the staff and the specialty field as a career option. Methodology: Sixty students (fourth year junior interns or medical clerks) rotating in the Department of Obstetrics and Gynecology of the Far Eastern University Nicanor Reyes Medical Foundation Medical Center were given pre-rotational questionnaires concerning their attitudes towards the teaching-learning tasks (including the duties and responsibilities while rotating in the department), towards the consultants, residents and staff nurses, and towards Obstetrics and Gynecology as a future career choice. The questionnaires were in the form of semantic differential scales and ranking. The same set was given on the last days of rotation. The before- and after-rotation responses were compared using the Wilcoxon Index. Focus group discussions were carried out to explore the reasons and explanation behind responses. As indirect indicators for attitude change, mean entry test and history scores were also compared to mean exit scores using the T-test. Results showed that activities that were initially viewed as favorable received even more favorable results after rotation while those activities scored unfavorably got more unfavorable responses. Favored tasks included conferences, ward rounds, outpatient activities and surgical procedures. In these activities, students felt more actively involved, they perceived their roles were more significant as part of the team, there were less occasions for reprimand (friendlier), and they felt that the outcome of accomplishing the task compensated the effort they have invested on it. Staff members also received favorable responses before and after rotation in all the scales. As a career option, seventy percent of respondents included the field as an option before rotation. At the end of rotation, there were three who dropped OB-GYN as one of their choices, but

three students included it such that at end rotation, the field retained its previous ranking. The general trend of favorable responses were supported by significantly higher mean test scores on the exit exams and histories. Conclusions: Results of the study illustrate that elements of the rotation served to reinforce and strengthen pre-rotational attitudes that students held at the start. The fact that favorable views were held for most of the activities suggests that the clerkship training provided or satisfied major motivational factors and learning conditions that are important for the acquisition of knowledge, skills and attitudes in the specialty field. However, the persistence of unfavorable views to a few equally essential activities also suggests that training in these areas must be modified to accommodate important motivational and learning needs of the medical clerks. Through these modifications, negative views can be reduced, and positive ones introduced as these do much to optimize student learning.

DOCE, MARIA LOURDES D. COMPARISON OF COMPUTER ASSISTED INSTRUCTION WITH A LECTURE-DEMONSTRATION FORMAT IN TEACHING RESTORATIVE DENTISTRY [LG 995 2004 H32 D63]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2004-2005

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Cristina F. Mencias MHPEd, PhD, Member; Heherson M. Tumang DDM MHPEd, Member.*

Abstract: The information technology infrastructure and laboratory equipment of Davao Medical School Foundation, geared to prepare its students for global competitiveness, is an environment conducive to computer assisted instruction. This educational strategy has gained

ground in the medical and allied health fields as an alternative teaching-learning strategy. Though not unresponsive to this development, the DMSF administration and faculty have to consider integrating to this innovation into the curriculum and replace or augment the lecture method that is pervasive across year levels to prepare its students to become self-directed learners. This study compared the effectiveness of CAI and the lecture demonstration method on student's knowledge and skills acquisition and determined their attitudes toward the use of the two strategies. Twenty-two second year dental students of the Davao Medical School Foundation-College of Dentistry who are enrolled in the Restorative Dentistry II subject were matched on pretest scores and first year GWAs and randomly assigned to the lecture-demonstration and computer instruction (CAI) groups. The two methods were based on the same instruction design and only differed in the teaching-learning activities. Instruments used in the study were submitted to experts for validation and pilot tested by third- and fourth-year students of DMSF College of Dentistry. Cronbach's Coefficient Alpha was used to test their reliability. In the analysis of posttests scores of the two groups, the t test values proved that there was significant improvement in their knowledge ($p = 0.001 < 0.05$) but results showed that the only performance of the lecture group improved when the whole group was divided (lecture-demonstration group, $p=0.009 < 0.05$; CAI group, $p= 0.055 > 0.05$). When the two groups compared in the pretest and posttest, results demonstrated no significant difference (pretest, $p=1.00 > 0.05$; posttest, $p=0.845 > 0.05$). The practical scores showed no significant difference in the performance of the two groups ($.364 > 0.05$). In measuring the attitudes toward the two strategies, however, the students in the lecture-demonstration group gave their method a higher mean rating (as an education tool, $3.43 > 3.33$; preferred learning medium, 3.58). This study concludes that computer assisted instruction is equally effective as the lecture-demonstration format in teaching restorative dentistry concept. This study recommends that the administration promote the use of CAI among the faculty and

students to maximize the use of available information technology facilities of the school and to consider CAI as a supplemental tool to the lecture method rather than as a stand-alone educational tool.

GARCIA-SAFRA, SHEILA ARELLI B. STUDENTS' PERCEPTIONS AND MOTIVATION ON THE PHYSICAL THERAPY PROFESSION: THEIR RELATION TO ACADEMIC PERFORMANCE [LG995 2004 H32 G37]

Major project, Master of Health Professions Education, UP Manila, Summer 2004

Abstract: The Physical Therapy profession has been in existence in the Philippines for more than three decades. Unfortunately, it has not clearly established its professional identity. Even students taking up the program do not have a clear understanding of what would be their future profession. This study described the perceptions of students about PT profession then compared them across year levels. It also determined factors influencing students' perception, their preference in terms of career options and correlations between students' perception of the profession, motivation and academic performance. Students from 1st to 4th year were included in this correlation study. Data were generated through a questionnaire. Pearson correlation coefficients were computed to establish significant correlations between students' perception score, motivation and academic performance. Level of significance was set at $p < 0.05$. Perception of the students about the profession and decision in taking up the course were greatly influenced by the parents. Students took up PT because they wanted it to be their pre-medicine course as they wanted the opportunity of working abroad. Most common misconceptions among the students were that physical therapists perform general massage, apply reflexology principles and diagnose patients' disease. Cancer patients and pregnant women were last perceived as possible clients.

Reflexology clinics, sauna baths and massage parlors were wrongly perceived as acceptable places of work for physical therapists. Students' perception of the profession varied across year levels and became better as the year level increased. Some constructs on student motivation were correlated with the students' perception of the course. There was no correlation between students' perception of the profession and motivation with academic performance. The study showed that students did not have a clear understanding of the profession even if they are already enrolled in the PT program. Variation in students' perception of the profession across year levels might be expected due to the professional socialization that occurred as the students progressed through the program. However, better understanding of the profession even before the student starts with the program may form a vital role for their motivation in pursuing their studies, finishing the course and practicing their profession.

HERNANDEZ, FRANCISCO L. THE EUREKA EVENT: AN INDEX OF CONCEPTUAL UNDERSTANDING IN MEDICAL EDUCATION [LG 995 2004 H32 H47]

Major project, Master of Health Professions Education, UP Manila, First Semester 2004-2005

Abstract: The "moment of learning" or "Eureka Event" is when the short-term memory unit of any lesson passes into the long-term memory banks of the brain. These chunks of information then become identifiable concept that is easily retrievable and lasts a lifetime. This packet of knowledge, skills and attitudes then becomes part of the students' being. This moment of learning is difficult to capture but is palpable and visible. The recognition of this "moment of learning" is of great value to the Teacher because he can gauge whether he is being understood, he can leave that plane of conceptual understanding and proceed to the next level of effortlessly. This study attempts to define this "moment of learning" or "Eureka Event". Ten first year medical students volunteered

to participate in this study. They were given three progressively difficult tasks. While they were doing it, they were videotaped and their oxygen saturation (pO₂) and pulse rates were measured. After each task, the students were interviewed. The results show a significant rise in oxygen saturation and pulse rates when the students achieved a "moment of learning". The interviews disclose unanimous feelings of euphoria and well-being when they have achieved their objectives. This "Eureka Event" is reproducible and may be used to plan out teaching and learning strategies to achieve better conceptual understanding.

LARA, MARIA TERESITA C. A COMPARISON OF THE "EYEBALL METHOD" AND THE ITEMIZED RATING SCALE IN ASSESSING STUDENT COMPETENCE IN PRECLINICAL AND CLINICAL RESTORATIVE DENTISTRY [LG 995 2004 H32 L37]

Special project, Master of Health Professions Education, UP Manila, First Semester 2004-2005

Abstract: A comparison of the scores given by each rater using both assessment methods showed a strong to very strong positive correlation ($r=0.375 - 0.94$). In other words, all nine faculty members showed a strong to very strong correlation in the scores they gave regardless of the method used. These results likewise imply that high intra-rater reliability was obtained for both assessment tools were classified as pass or fail and their proportions were compared, it was determined that there was no significant difference in the proportion of pass and fail scores obtained using the "eyeball method" and the itemized rating scale. Based on these findings, the null hypothesis or hypothesis of no significant difference between the ratings obtained using the "eyeball method" and itemized rating scale was acceptable. The alternative hypothesis or the hypothesis that the "eyeball method" and the itemized rating scale are both reliable assessment tools for Restorative Dentistry were likewise accepted based on the results of this study. The

results of this study strongly demonstrate the reliability of the currently used assessment tool at the UPCD Restorative Dentistry section, the "eyeball method", particularly as it compares well with a method that is known for its objectivity, the itemized rating scale. These results provide an answer to the issue of subjectivity and lack of consistency often associated with the use of the "eyeball method" of assessment. These results likewise imply the existence of calibration that has been observed to develop between raters who have had a long working relationship and common training ground. The recommendations arising from this study relate to the maintenance of reliability in the assessment at the Restorative Dentistry section and the establishment of reliability in assessment in other sections or disciplines at the UPCD. In particular, it was recommended that the use of the "eyeball method" at the Restorative Dentistry Section, UPCD be continued but that individual differences in rating between raters are clarified and reliability tests or studies are constantly done to ensure the maintenance of reliability in assessment. Similar studies may be conducted in the other sections to establish reliability in assessment.

MAGTANONG, DANILO L. CORRELATES OF THE UNIVERSITY OF THE PHILIPPINES COLLEGE OF DENTISTRY STUDENTS' READINESS FOR THE PRACTICAL EXERCISES OF THE DENTISTS' LICENSURE EXAMINATION [LG995 2004 H32 M34]

Major project (Master of Health Professions Education, UP Manila, Second Semester 2003-2004)

Abstract: Graduates of the University of the Philippines College of Dentistry (UPCD) are acknowledged 'excellers' in the theoretical part of the Philippine Licensure Examination for Dentists. However, they are not known to be topnotchers in the practical exercises of the said Board examinations. This paper looked into the

correlates of UPCD students' readiness to take the performance test given by the Board of Dentistry. Student factors were the focus of this investigation and they were categorized into demographic, academic and attitude factors variables. Training was not regarded in this study as a factor of interest because of the assumption that no major changes in the curriculum happened in the last few years. Demographic factors included the age, gender, region of origin, marital status, income of the family, educational attainment and occupation of parents, and residence (geographic, represented by travel time; and residence type, whether living with parents at the time of training or not) of the students. Academic variables consisted of clinical performance grades obtained during training in disciplines with practical exercises in the Board examinations such as Complete Dentures (CD), Removable Partial Dentures (RPD), Fixed Partial Dentures (FPD), and Restorative Dentistry (Resto). Levels of confidence, motivation and anxiety during the examinations were the variables categorized as attitudes. These variables were investigated for correlation with ratings in the practical exercises of the students in the Board examinations. Forty-three respondents who took the Board examinations in the year 2000 to 2002 were included in the study. From the total 82 graduates (N), the sample size (n) comprised 66% of the accessible population (65 students). The results of the study indicated that among the variables studied, confidence was found to be positively correlated to the RPD practicals ratings. While all the other variables did not exhibit significant statistical correlations with any of the four subjects in the practicals, the findings regarding the attitudinal characteristics, particularly the level of confidence, and the relatively poor performance of the students both in school and in the practical examination of the licensure test, led to a strong recommendation that the clinical training program of the college should be reviewed and improved to be responsive to the needs of the students. In addition, none of the demographic variables in the study showed correlation with the student ratings in the practical exercises of the Board examinations. Therefore, it was likewise recommended that the demographic

characteristics of the students applying for admission in the college need not to be included as criteria for admission decisions.

MANAPAT-REYES, BERNADETTE HEIZEL D. ATTITUDE CHANGE TOWARDS THE PRACTICE OF MEDICINE DURING MEDICAL EDUCATION AMONG UNIVERSITY OF THE PHILIPPINES COLLEGE OF MEDICINE STUDENTS [LG995 2004 H32 M36]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2003-2004

Abstract: The development of attitudes during medical education is a function of maturity and learning gleaned from the formal as well as the operational and informal curricula. The curricular experience is hoped to affect the development of attitudes that the institution holds. Thus, this project was conducted to determine if a relationship exists between medical education and students' attitudes towards the practice of medicine at the UP College of Medicine. It set out to describe the degree of expression of certain attitude highlighted in the mission-vision statement of the College, compare the attitudes of students among the different year levels, and between the direct and lateral entrants to the INTARMED program. This was done by conducting a cross-sectional survey among a random sample of 308 students from year levels 3 to 7, using an especially designed questionnaire designed to track consistency in their statements of beliefs, feelings and actions regarding particular attitude objects. Responses were presented as mean scores on a scale of 1.00 to 4.00, with the latter being the highest possible score obtained per construct. The results and findings support the hypothesis that a relationship exists between medical education and the students' attitudes towards the practice of medicine. Some attitudes were very favorably expressed, obtaining mean scores of ≈ 3.00 for each construct on the scale given. These scores for the largely cognitive constructs of dedication to

learning (3.42) and responsibility (3.31), some of the professional attributes of a physician such as humanism (3.27) and compassion (3.10), and attitudes that correspond to the development of social responsibility as social awareness (3.11) and nationalism (3.04). Other attitude constructs were favorably expressed, with mean scores between 2.75 and 3.00. These included respect for rights of others (2.73), respect for privacy (2.82) and community-orientation (2.90). For these attitudes there was inconsistency of expression of beliefs, feelings and actions pertaining to the particular constructs. There was no difference in the attitudes of lateral and direct entrants to the INTARMED program. However, the degree of expression of most of these attitudes varied amongst the different year levels, except for dedication to learning, which was consistently expressed from year levels 3 to 7. Students who have just completed internship had generally lower mean scores for most constructs. These findings are contrary to the hoped-for enhancement of the degree and consistency in which attitudes advocated by the College should be developed. In general, although the study did display a favorable expression of most attitudes towards the practice of medicine, the relationship between medical education and the development of attitudes appeared to be converse for most attitude objects. The medical experience did not appear to be successful in promoting the growth of attitudes that the College advocates.

SALINDA, MARIA CECILIA G. TEACHING BEHAVIOR PROFILE IN CLINICAL STUDENT-TEACHER INTERACTIONS AT THE UNIVERSITY OF THE PHILIPPINES COLLEGE OF DENTISTRY [LG 995 2004 H32 S25]

Major project, Master of Health Professions Education, UP Manila, Summer 2004

Abstract: This study aimed to categorize teaching behaviors that occurred and identify teaching-learning climates that prevailed during student-

teacher interactions at the Oral Medicine, Operative Dentistry, and Prosthodontics Sections of the Department of Clinical Dentistry, University of the Philippines College of Dentistry. Using qualitative research methods, twenty-one clinical faculty members and forty-seven clinicians were observed in sixty-three student-teacher interactions. Teaching behaviors were categorized by identifying ways by which clinical faculty members taught critical thinking (CT) skills, determined if these teaching behaviors fostered CT, determined what factors fostered CT. The frequency of emergent teaching behaviors categories and prevailing teaching-learning climate were tabulated. The teaching behaviors were categorized as "Authoritative/Teacher-Dominated," "Teaching Critical Thinking Skills," "Coaching/Mentoring," and "Evaluating Student Performance." The most predominant teaching behavior observed was "Authoritative/Teacher-Dominated" and characterized by allowing minimal student participation, asking "what" questions or engaging in didactic teaching. "Teaching Critical Thinking Skills" was the second predominant teaching behavior observed wherein teachers allowed students to participate, asked "How" and "Why" questions, or shared their thought process. "Coaching/Mentoring" was characterized by teachers cueing, monitoring or coaching students while they performed dental procedures or during case coaching students while they performed dental procedures or during case discussion. When teachers primarily checked dental procedures, patients' charts or treatment plans, these were categorized as "Evaluating Student Performance." The last two teaching behaviors were least observed. The majority of teaching behaviors in observed student-teacher interactions were insufficient in fostering critical thinking skills among clinicians. While a supportive-collegial teaching-learning climate prevailed during observed student-teacher interactions.

SALVACION, MARIA LOURDES DOROTHY S. STRESS PROFILE OF STUDENTS OF THE UNIVERSITY OF THE PHILIPPINES COLLEGE OF DENTISTRY [LG995 2004 H32 S25]

Major project, Master of Health Professions Education, UP Manila, Summer 2004

Abstract: This study aimed to come up with the Stress Profile of the Students of the University of the Philippines, College of Dentistry (UPCD). Due to the increasing attrition rate of the UPCD, studies have been undertaken to try to identify problems and possible solutions to such a complex phenomenon. One such study is the present study on stress. One hundred and forty-nine out of two hundred and five enrolled students completed three questionnaires: The Modified Dental Environment Stress Questionnaire (DEMQ), the Personal Stress Profile Questionnaire (PSPQ), and in-depth questionnaire with open-ended questions. Small group discussions were also conducted. Results of the DEMQ showed that academic and clinical requirements were the top stressors for the UPCD dental students. Academic factors were the most stressful for the first 3-year levels. The peak of academic stress was during the sophomore year. The upper year levels rated clinical requirements as the top stressors. Among the most stressful individual stressful events were: (1) Examinations and Grades, (2) Fully loaded days, (3) Difficulty completing clinical requirements, and (4) Fear of getting delayed. Significant differences were noted in the ranking for faculty and clinical requirements among the different year levels, clinical status, and number of years in the college. No significant difference in ranking was observed between the genders. Results of the PSPQ revealed that there was an undeniable similarity in the general stress profiles of the different year levels. About 50-60% of each class reported high vulnerability, 30-40% low vulnerability, and remainder (a minority of 10-20%) of moderate vulnerability. The students showed high vulnerability to the psychosocial process of frustration and overload. The ratings for these two factors manifested significant differences across the year levels and years of stay in the UPCD. No significant difference was observed between gender and clinical status. Common methods of coping employed by the

students were: crying, praying, talking, watching movies, listening to music. As the year level increased there was an observable decrease in optimism regarding their ability to cope with the stress of dental education. Based on the material gathered the alternative hypothesis was accepted, that there were significant differences in the stress profile of the students of the UPCD according to year level, number of years in the program, and clinical status. In the case of gender, however, the null hypothesis was accepted - that there were no significant differences in the perception of stress among the students of UPCD according to gender. The influence of environmental factors predominated in both the external sources and internal causes of stress. The top sources of stress identified were academic and clinical requirements. Seemingly related to this were the ratings given to Faculty. The top psycho-physiological causes of stress were frustration and overload, both psychosocial causes of stress. They were primarily reactions to external stressful stimuli, namely academic and clinical requirements as compounded by relations with the faculty. These were perceived stressful because of the student's lack of control over them. The results of this study bring a lot of hope, because the factors identified are precisely within the control of the school. The external forces acting upon the students (academic and clinical requirements, faculty relations, etc.) are the domain of the school. The administration and faculty have the mandate and the responsibility to create that environment which can challenge and inspire the students, providing those (external) opportunities which make (internal) learning possible. Now that the stress profile has been drawn up, the college authorities can focus their efforts into building the conducive learning environment, characterized by the predominance of eustress instead of distress. The recommendations arising from study are two-pronged. One line of recommendations focuses on the object or matter of the stress factors identified in the study. These recommendations include matters requiring curricular review (sequencing, evaluation methods, academic and clinical requirements) as well as suggestions for faculty development (lectures/seminars on teaching

styles, standardization of clinical evaluation criteria, test construction, motivation theories, etc.) The other line of recommendations includes the establishment of systems for the early identification and assistance for the highly vulnerable students.

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AGUILAR-RESTOR, NERISSA. MULTIVARIATE ANALYSIS OF FACTORS RELATED TO ACADEMIC PERFORMANCE IN NURSING [LG995 2005 H32 A44]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2004-2005

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Jose Alvin P. Mojica MD MHPEd, Member; Lupe F. Abarquez RN MHPEd, Member; Nemuel S. Fajutagana MD MHPEd, Member.*

Abstract: Nursing has evolved into a discipline that upholds academic excellence. Student achievement is therefore, a significant phenomenon. As research proved that academic performance is a function of several variables this study investigated the academic and non-academic factors associated with students' performance in nursing. Such could facilitate clear understanding of academic achievement. This study was conducted among 1,364 third-and fourth year nursing students of Far Eastern University in the academic year 2004-2005. Surveys and focus group discussions with respondents were done. The study described respondents' demographic, academic, familial, social and personal profiles after which, relationships of these variables with academic performance were determined using Chi square test (X²) and Pearson's correlation coefficient (r). Analysis of Variance (ANOVA) and cross tabulations were utilized to infer differences

among students. Findings showed that third- and fourth year nursing students are generally a normal population in terms of academic achievement. 16 percent of them were achievers, 71 percent were average and 13 percent underachievers. They were predominantly female, living in dormitories, graduates of private high schools, found theoretical aspect of nursing difficult and average performers in the Nursing Aptitude Test (NAT). Their parents are mostly college graduates although only majority of the fathers are working. More than fifty percent reported not having steady girlfriends/boyfriends, and generally are active, visual, sensing and sequential learner. Findings showed these variables to be significantly associated with academic achievement. Statistical tests generated, gender ($X^2 = 61.23$, $p < 0.001$), people students live with ($X^2 = 86.06$, $p = 0.001$), nature of high school ($X^2 = 83.71$, $p < 0.001$), aspect of nursing found difficult ($X^2 = 93.75$, $p < 0.001$), NAT scores ($r = -.46$, $p < 0.001$), father's education ($X^2 = 446.14$, $p < 0.001$), mother's education ($X^2 = 619.82$, $p < 0.001$), steady girlfriend/boyfriend ($X^2 = 16.88$, $p < 0.001$), persons who motivated students to take nursing ($X^2 = 37.70$, $p < 0.001$) active ($X^2 = 10.57$, $p < 0.001$), sensing ($X^2 = 147.84$, $p < 0.001$), visual ($X^2 = 59.36$, $p < 0.001$), and sequential learning ($X^2 = 37.70$, $p < 0.001$) were significantly associated with academic performance. Significant differences existed among students in their NAT scores ($F = 2.52$, $p < 0.012$) habits. Teacher-student relationship did not have association with academic performance. However, majority of respondents obtained scores denoting fairly positive relationship with their teachers. In conclusion, academic performance in nursing is a function of several variables. Likewise, NAT is inversely related to academic performance. Moreover, students perceive their teachers to be generally competent but distant and not very approachable. General recommendations include maintaining close mentoring of students and revisiting the NAT to optimize learning.

BORNALES, DANTE P. PERCEPTIONS OF STUDENTS ON THEIR TUTORS IN AN INNOVATIVE MEDICAL CURRICULUM [LG995 2005 H32 B67]

Special project, Master of Health Professions Education, UP Manila, Summer 2005

Abstract: Objectives: The general objective of this study was to determine the perceptions of the medical students in Manila Central University - Filemon D. Tanchoco Medical Foundation College of Medicine (MCU-FDTMF CM) toward their tutors during the small group tutorial sessions of the Innovative Medical Curriculum. The specific objectives are: (1) to determine the perceptions of the students on the facilitating behavior of their tutors; (2) to describe the varying perceptions of the students according to whether the tutors were content experts or not; and (3) to identify the factors that significantly correlated with the students' perceptions on their tutors. This is a descriptive study involving 117 second- and third year medical students enrolled during the second semester of academic year 2004-2005 and 14 SGL tutors of MCU-FDTMF CM. A Likert-type opinionnaire adapted from Dolmans and Ginns (2004) PBL faculty evaluation scale was used with author's permission. The instrument was anchored on the constructivists' contemporary learning strategies based on constructive/active learning, self-directed learning, contextual learning, and collaborative learning. The responses of the students were compared with the tutor characteristics and analyzed using Kruskal-Wallis and Mann-Whitney u test. Spearman coefficient of correlation was used to correlate other tutor variables. Results: There were 44 second year and 73 third year medical students who were surveyed. The overall median responses of the students toward their perceptions on their tutors' behavior during the small group tutorial sessions were favorable. Content expert tutors were perceived by the students as more effectively stimulating them on the self-directed and collaborative learning strategies. The other parameters of the constructivists' learning strategies have no statistical significance

comparing the content expert and the non-content expert tutors. The tutors with lesser number of years as faculty of the college and as SGL tutor were perceived to be more effectively stimulating the students on certain items in the self-directed learning, contextual learning, and collaborative learning strategies. Conclusions: There are certain tutor characteristics that the students perceive as factors that stimulate them to function effectively in the SGL. Content expert tutors were favorably perceived by the students as effectively stimulating them toward self-directed learning and collaborative learning during the SGL.

CHIONGSON, DESIREE E. MEDICAL CLERKSHIP ROTATION IN GOVERNMENT HOSPITALS: STUDENT PERCEPTIONS ON THE LEARNING EXPERIENCE [LG995 2005 H32 C55]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2004-2005

Panel Members: Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Jose Alvin P. Mojica MD MHPEd, Member; Cristina F. Mencias MHPEd PhD, Member; Lupe F. Abarquez BSN MHPEd, Member.

Abstract: In Philippine medical schools, the second month of rotation in a major field or specialty is usually spent on outside rotation in government hospitals to provide the students with a wider field of experience and a larger variety of patient which they don't see in their schools' teaching hospital. This study describes what clerkship rotations in government hospitals are like based on interviews with training officers of the involved hospitals and review of written documents pertaining to their clerkship training programs. It also describes the medical students' perceptions and reflections on their learning experience in these institutions based on responses to 2 sets of questionnaires: 1) a survey where students choose on a 5-point scale their level of agreement or

disagreement to positively stated statements regarding the learning experience based on the experiential learning cycle, and 2) a reflection questionnaire which was based on the components of the clerkship program described by the training officers of the hospitals. Results of the survey revealed that the students' perceived learning experience vary according to the hospital rotations. Hospitals that provided more hands-on experiences and therefore entailed greater student involvement were perceived to be more satisfactory than hospitals where the clerks are confined to being observers and doing routine ward works. The following factors were also found to have contributed to the clerks' dissatisfaction during their rotation: 1) lack of guidance, 2) poor esteem needs support, 3) poor knowledge base acquisition, 4) unavailability of feedback, no opportunity for reflection, 5) lack of opportunity to process learning. In conclusion, except in the hospital where clerks were confined to monitoring and observing, clerks has a favorable overall impression of their rotations despite their misgivings. This is attributed to the opportunity to see more number and variety of cases in the government hospitals that they would otherwise not see in their base hospitals, the opportunity to perform some procedures, and the social awareness brought about by the rotation. Furthermore, the clerks have gone through several outside rotation at the time of this study and have been through similar working conditions that the circumstances surrounding their rotations in the involved hospitals are not new to them. A further possibility is the common notion among medical students that all the hardships are part of the process of becoming doctors.

HONTIVEROS, ERWIN ROMMEL N. EXPLORING THE EFFECTS OF COMMUNITY IMMERSION ON THE INTERPERSONAL SKILLS OF DAVAO MEDICAL SCHOOL FOUNDATION CLERKS WITH PATIENTS DURING MEDICAL INTERVIEWS 2003-2004 CLERKSHIP PROGRAM [LG995 2005 H32 H66]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2004-2005

Panel Members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Cristina F. Mencias MHPEd PhD, Reader/Critic; Jose Alvin P. Mojica MD MHPEd, Member; Erlyn A. Sana PhD, Member; Lupe F. Abarquez BSN MHPEd, Member; Delen Dela Paz MD, Member.*

Abstract: Davao Medical School Foundation (DMSF) was established in 1976 to respond to the health needs of the rural as well as the urban underserved communities of Mindanao. This is achieved by training students to become competent general practitioners. During clerkship, the students' daily activities include interviewing and examining patients, attending ward rounds, and performing basic clinical procedures. Despite the inclusion of patient-care attitudes in student evaluation, good interpersonal behaviors by clerks toward patients were not uniformly observed. On one side of the continuum, isolated cases of inappropriate behaviors allegedly done by some DMSF clerks to patients while assigned in teaching hospitals were observed. On the other side of the continuum, appropriate interpersonal behaviors by clerks toward patients while assigned in rural communities were noted. This study explored the effects of community immersion on the interpersonal skills of DMSF clerks with patients during medical interviews. The interpersonal skills of fifty-eight fourth year clerks, batch 2004 of DMSF during medical interviews with patients were compared in terms of hospital assignment, service department rotation and community immersion experience. Furthermore, the interpersonal skills of fourteen clerks of the same batch were compared as they go through three rotations (pre-community immersion, during community immersion and post-community immersion). Two separate checklists for interpersonal skills developed by Mencias (1991) were used by trained observers and randomly selected patients. In the analysis of their mean performance, clerks rotated in private hospitals performed better on interpersonal skills as compared to clerks rotated in the public hospital ($p=0.000<0.05$). In terms of service department

rotation, there was no significant difference in performance on interpersonal skills among clerks rotated in Internal Medicine, Obstetrics-Gynecology, Pediatrics and EENT-Dermatology ($p=0.105>0.05$). In like manner, there was no significant difference in performance on interpersonal skills among clerks who have undergone community immersion and those who were yet to undergo community immersion ($p=0.563>0.95$). When the interpersonal skills of fourteen clerks were compared through three phases of their clerkship training, their performance on interpersonal skills improved during community immersion and post-community immersion as compared to their pre-community immersion rotation. When rotated to hospitals, survey results cited frequent history taking, explaining clinical procedures and doing progress notes as experiences that enhanced clerks' IPS while lack of rest, excessive workload, absence of role models and less trust accorded by patients frustrated clerks' skills on interpersonal relationships. In the community, routine history taking, lecturing health programs, doing community diagnosis, experiencing community life, and the absence of clinical preceptors enhanced clerks' IPS, while lack of interest by rural residents in the absence of free medicines, limited stay in the community and difficulty adjusting to community life frustrated clerks' skills on interpersonal relationships. This study recommends the following measures to the Curriculum Committee of DMSF, a) to include patients in medical student's interview assessment, thereby providing students with relevant and specific interview skills feedback and learner support; b) provide clinical preceptors with constant student feedback to increase their awareness of their role in the development of student's competency in interpersonal relationships with patients and other health care providers; c) provide more clerk-patient contact at the community level, to enable clerks more contact time to the majority of the people and with it, gain more insights to socio-economic factors that contributed to the health condition of the patient; and d) further study on why empathy gradually declined while acceptance gradually improved during and after community immersion.

JAVIER, GEMMA M. PROFESSIONAL RELATIONSHIP OF PHYSIATRISTS AND PHYSICAL THERAPISTS AND ITS EFFECT ON THE IMPLEMENTATION OF THE PHYSICAL THERAPY CLINICAL INTERNSHIP TRAINING PROGRAM [LG995 2005 H32 J38]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2004-2005.

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Erlyn A. Sana PhD, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Cristina F. Mencias PhD, Member; Jose Alvin P. Mojica MD MHPEd, Member.

Abstract: According to the Commission on Higher Education, graduates of Physical (PT) and Occupational Therapy (OT) should be humane and scientifically competent to deliver the full spectrum of PT and OT services. Despite a well-defined curriculum, relevance of its content, teaching-learning activities, learning environment, and program implementation have been questioned. Furthermore, conflict in the scope of the practice of physiatrists and physical therapists exists and their respective roles as clinical teacher are unclear. This study was conducted to determine how the professional relationship between physiatrists and physical therapists affect the implementation of the clinical internship training program at hospital-based rehabilitation centers. The objectives of the study were 1) to determine the perception of MDs and PTs of their roles, degree of their participation and the quality of the implementation of the training program; 2) to determine if there were significant differences in their perceptions; 3) to describe the nature of the professional relationship between the two; 4) to determine the effects of their perceptions in program implementation; and, 5) to determine if there was an association between their perceptions and their demographic characteristics. This study utilized a descriptive research design, conducted in three major

affiliation centers of the College of PT of San Juan De Dios Educational Foundation, Inc. with 10 MDs and 24 PTs as respondents. Questionnaires, interviews and observation were used to gather data. Wilcoxon Signed Rank, Mann-Whitney, Chi-Square tests and content analysis were used. MDs had none to moderate actual and perceived roles in planning, implementation and evaluation of intern's performance. According to PTs, they should have maximum role in all areas of teaching, which was significantly different from their actual moderate role. Generally, MDs and PTs significantly differed from their perceptions of their roles and degrees of participation in training. However, they agree that the program was implemented well, and they had harmonious working relationship.

MURJANI, BHABITA V. TYPOLOGY OF STRATEGIES USED BY UNIVERSITY OF THE PHILIPPINES COLLEGE OF DENTISTRY CLINICIANS IN TEACHING PATIENTS IN PERIODONTICS [LG995 2005 H32 M87].

Thesis, Master of Health Professions Education), UP Manila, Summer 2004-2005.

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Erlyn A. Sana PhD, Reader/Critic; Danilo L. Magtanong DDM MHPEd, Member; Maria Lourdes Dorothy S. Salvacion DDM MHPEd, Member; Maria Cecilia D. Alinea MD MHPEd, Member.

Abstract: The manner by which dentists educate their patients is greatly influenced by training acquired in the university. A university's curricular program on patient education, whether implicit or explicit, plays a crucial role in honing the teaching skills of students, that is, in their ability to educate their patients in certain areas. Observing the actual practice of students as they educate their patients provides a glimpse of how the existing curriculum has been effective in honing their skills. The main objective of this study was to describe

the various teaching strategies used by graduating dental clinicians in educating their patients in order to expose the strengths and weaknesses of the existing curriculum and thereby find ways by which the curriculum could be improved. This study involved the documentation of 47 patient encounters of the graduating clinicians in the Oral Medicine Section of the University of the Philippines College of Dentistry. Analysis was done to determine how clinicians educated their patients regarding plaque and its prevention. Recurring patterns in the manner of teaching, specifically in three elements of teaching - motivation, stimulation and patient involvement - were noted. Findings revealed that almost all clinicians performed patient education and employed a variety of teaching aids in the process. Four types of teaching strategies emerged from the study: the prescriptive, the elaborative, the responsive, and the evaluative. Though combinations of strategies were employed in each teaching element, dominance of a certain strategy was evident. The prescriptive approach was the most commonly employed strategy. In addition, the typology that emerged appears to have parallelisms to the cognitive taxonomy in terms of promoting different levels of learning. Teaching students these strategies could provide a concrete manner of improving their individual approach to patient education, encouraging them to bring patients to a higher level of learning, and increasing their sensitivity to matching teaching styles with learning styles. The end product of these improvements in training programs would result in the formation of a dentist who is more competent in teaching patients. Patients who are educated properly are more likely to return for treatment, comply with instructions, and maintain their oral health.

PINEDA, WILHELMA-MA. S. CONSULTANTS' PERFORMANCE IN CONFERENCES: A DESCRIPTIVE STUDY [LG995 2005 H32 P56]

Thesis, Master of Health Professions Education, UP Manila, Summer 2004-2005.

Abstract: The case conference is one of the teaching-learning activities which can develop a medical student's ability in clinical problem solving. However, if consultants, the medical teachers, do not attend or if they do not participate, the students are deprived of the potential learning benefits from this activity. The study used the conferences in the Department of Obstetrics and Gynecology of the University of Perpetual Help Delta Medical Center. Data were collected using direct non-participant observation, focus group discussions, interviews, attendance records, and a rating scale. Noted were the attendance of consultants denoted by an Attendance Index; the nature and frequency of their participation using a Performance Index; and the rating of the conference as a teaching-learning activity using a Conference Value Rating Scale (CVRS) designed for the purpose. The study showed that the mean Attendance Index for Clinical Faculty was 15 percent, (highest possible is 100 percent), while that of the Academic Faculty was 56.92, with a mean of 42.86 for all consultants. The most common reason for attending the conference was that they want to be updated. Reasons for not attending included domestic and other personal obligations, and the unfavorable learning atmosphere in the conference. Performance Index of consultants ranged from 0 to 23.96 percent, with a mean of 8.49. The mean Participation Index for Academic Faculty was 11.32 while the mean Participation Index of the Clinical Faculty was 3.9. They were likely to participate if they were academic faculty, if they had a stake in the management of the case, or if they were assigned as moderator of the conference. The most commonly observed interactions were questioning to probe or clarify, followed by explaining while the least observed interactions were those of introductory procedures and summarizing. The teacher was observed in the conference performing various roles, namely, as facilitator, moderator, medical expert, professional role model, evaluator, and giver of feedback. The Conference Values from the perspective of Consultants ranged from 5.81 to 8.73 (highest possible is 10), while the Conference

Value from the perspective of the students ranged from 7.86 to 8.40. Using Mann-Whitney-Wilcoxon's test, no significant difference was found between the conference value as perceived by the consultants and students except in one census conference ($z = -2.116$ at $p = .034$) and one surgicopathologic conference ($z = 2.239$ at $p = .025$). The reasons for the difference stemmed from the disorganized format of the conference, inadequate preparation of the presenter, inaccurate presentation of data and failure of the presenter to demonstrate clinical correlation. In spite of its shortcomings, the case conference remains a valuable educational tool in the clinical setting. Improvements in the form of conscious teaching and demonstration of good role-modelling behavior can maximize the benefits which can be obtained from this teaching-learning activity.

RAMOS, CHERYL M. DEVELOPMENT OF A QUALITY PROTOCOL FOR THE LEARNING-CENTERED PROCESSES OF THE UNIVERSITY OF SANTO TOMAS COLLEGE OF REHABILITATION SCIENCES: TOWARDS TOTAL QUALITY EDUCATION [LG995 2005 H32 R36]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2005-2006

Panel Members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Teresita C. Mendoza BSOT MAEd, Reader/Critic; Erlyn A. Sana PhD, Member; Lupe A. Abarquez BSN MHPEd, Member; Jocelyn F. Agcaoili MSPT MHPEd, Member.*

Abstract: This study aims to: 1) Identify the learning-centered processes involved in the educational programs and offerings of the College of Rehabilitation Sciences (CRS) University of Santo Tomas; 2) Determine the most critical (problematic and/or ineffective) learning-centered process; and 3) develop a sample quality process protocol to improve the most

critical learning-centered process of CRS that will ultimately be part of the University's total quality management program. Key learning-centered processes of the College of Rehabilitation Sciences were identified through a focus group discussion with the members of the CRS TQM Committee. Developing and/or revising course syllabi and course outlines were selected as the most critical learning-centered process. This process was analyzed in terms of stakeholders' needs, purpose and component processes involved through interviews with key people involved, surveys, brainstorming sessions and direct observation of the processes. Problems and gaps in the implementation of the component processes were identified, as well as their causes. The root cause of all problems identified was lack of time of faculty members to perform tasks assigned to them in relation to the implementation of the critical learning-centered processes. Task options were identified and weighed using selected criteria. The best alternatives were used to draft the proposed quality process protocols that will be recommended for pilot-testing and later, for implementation within the College. Ultimately, this sample protocol will be forwarded to the University for final implementation. Quality process protocols may be developed for effective learning-centered processes not only towards total quality education but also for continuous quality improvement.

VERGEIRE-DALMACION, GODOFREDA R. COMPARISON OF STUDENT PERFORMANCE IN SMALL GROUP DISCUSSION IN PHARMACOTHERAPEUTICS. [LG995 2005 H32 V47]

Thesis, Master of Health Professions Education, UP Manila, Summer 2004-2005

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Clarita C. Maano MD, Reader/Critic; Jose Alvin P. Mojica MD MHPEd, Member; Orlyno O. Talens MD MHPEd, Member; Noel R. Juban MD, Member.*

Abstract: Medical education is a lifelong process that has undergone a dramatic pedagogic shift from the traditional teacher-centered approach to one which is student-centered. Thus, the role of the facilitator has become more vital than ever and may now be assumed by either teacher or student. The study aimed to determine the difference in the performance of fourth year medical students in Pharmacotherapeutics under the three types of facilitator, teacher, student or entirely independent learning for twelve clinical problems. Outcome measure for knowledge used the test scores in the multiple-choice questions and prescriptions formulated by the student for each of the 12 diseases. Attitude was determined by the reflections paper and faculty grade using rating scale for participation of student in the SGD. Correlation between the prerequisite courses and admission category of the students was also calculated. Analysis of Variance for multiple measures adjusted for heterogeneity using Huynh-Feldt correction for sphericity was used for statistical analysis. There were 152 evaluable students. Results showed no difference in student's test scores for the 12 disease under three types of facilitators with point estimate of 0.773, 0.777 and 0.767 for student, teacher and no facilitator respectively. Using ANOVA for repeated measures and adjusted for sphericity using Huynh-Feldt correction, there was no statistical significant difference among the three types of facilitators, $F(1.90,285.29)=1.15$, $p=0.315$ with an observed power of 0.25 on the student's performance. Student's scores were statistically different for Peptic Ulcer disease ($p=.001$), Diabetes Mellitus ($p=.006$) and Thyroid Disorder ($p=.037$) based on type of facilitator. Admission category of the student did not affect the student's final Pharmacotherapeutic grade. However, there was direct correlation between the prerequisite courses of Pharmacodynamics and Pharmacokinetics and the final Pharmacotherapeutic grade. The regression equation for this relationship is Therapeutic grade= $25.3+0.43$ of the Pharmacodynamic grade and 0.31 of the Pharmacokinetic grade. The Prescribing behavior of the students was a

cluster behavior and the process upon which these decisions were made was standardized by the WHO good Prescribing Guideline. Generally, there was good acceptance and appreciation of the use of small group discussion and problem-based learning.

2006

MARUYA, MILA O. EFFECTS OF EARLY REINFORCEMENT TO ACADEMICALLY LOW-PERFORMING PHYSIOLOGY STUDENTS AT DAVAO MEDICAL SCHOOL FOUNDATION [LG995 2006 H32 M37]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2005-2006

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Jose Alvin P. Mojica MD MHPEd, Member.*

Abstract: Davao Medical School Foundation (DMSF) has to admit students who could be considered academically challenged or underachievers in order to sustain its operations at the same time help these students improve their academic performance in order for the school to achieve its goal of generating competent and committed graduates who will serve the communities of Davao and the rest of Mindanao. This study was conducted in response to the need to understand the effect of early intervention in the performance of academically low performing students and to describe the effect of early intervention on their attitudes towards learning. Twenty-two physiology medical students of the DMSF who failed in their preliminary examination were subjected to an early intervention program. The preliminary examination was used as pretest. Posttests given were quizzes 1-4, midterm and final examinations. The same group was subjected

to a pretest and posttest to compare their attitude toward learning prior to and after the intervention through the use of attitudinal rating scale. Comparison of the actual ratings of students in the pretest and posttest showed improvement in students' performance. Students' performance has increased individually and as a group. Except for a few who did not perform well in quizzes 1 and 2 and final examination but showed improvement in the midterm period. The rest however showed a marked increase. This may be attributed to a series of interventions done after the preliminary examinations and until the final term. The result of t-test in comparing means of 2 groups was -3.089 , $p=0.006$. This value is lower than the set value of 0.05 so that null hypothesis 1 (H_01) was rejected. The result of the Analysis of Variance (ANOVA) on the other hand, revealed that except for quiz 2, performance differed significantly compared to the preliminary examination. The Wilcoxon signed ranks test on the comparison of pre and post attitudinal scores of students towards learning during classes revealed the result of $z=-3.018$, $p=0.003$. The same test was used to determine the level of confidence of students in participating to the activities in the classroom. The test yielded a value of $z=-2.745$, $p=0.006$. Since the obtained p value was less than 0.05 , the decision was to reject null hypothesis 2 (H_02). This study concludes that there is a significant difference in the performance of academically low performing students before and after early intervention and that there is also a significant effect of early intervention on their attitudes toward learning and their level of confidence when attending classes. This study recommends an institutionalization of an early intervention program especially for those low performing students admitted by the school. This also recommends that teachers must be given seminars and trainings in teaching strategies. Lastly, prompt feedback and giving reinforcement to students should be a matter of policy by the school to instill in the minds of the teachers that giving reinforcement or early feedback to students is part of the integral role of teachers.

ODI, TYGRAN RC. DESIGNING THE MASTER OF SCIENCE IN CLINICAL MEDICINE (ANESTHESIOLOGY) GRADUATE PROGRAM. [LG995 2006 H32 O35]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2005-2006

Panel Members: Ma. Cecilia D. Alinea MD MHPEd, Chair/Adviser; Erlyn A. Sana PhD, Reader/Critic; Melflor A. Atienza MD MHPEd, Member; Cristina F. Mencias PhD, Member; Nemuel S. Fajutagana, MD MHPEd, Member.

Abstract: Responsive to the needs of society and nation as to the propagation of clinical anesthesiologists to all areas of the country, the Philippine Board of Anesthesiology has embarked on several programs aimed at producing competent clinicians. The last few decades have been aimed at streamlining training programs and clinical anesthesiologists by subjecting both to stringent accreditation. Distance Education for Anesthesiologists (DEPA) has been examined as a source of educational delivery to prospective practitioners positioned outside major cities. The Department of Anesthesiologists of the UP College of Medicine recognized the need to go one step further by creating a program that would produce not only expert clinicians but teachers that would be equipped to teach other clinicians. These teachers-anesthesiologists would then be responsible for developing anesthesia training programs in their own regions, which could cast a wider net in the attempt to deliver quality anesthesia care on a national level. A needs assessment was conducted in order to identify the need for and timeliness of such a program; it was decided upon on a departmental level that development of a program to serve these needs was appropriate given the demands of the specialty and the resources of the department. Patterned on the research design of Research and Development developed by the Far West Laboratory for Educational Research and

Development, two intensive workshops based were conducted and participated in by representatives from all important stakeholder groups identified through purposive sampling. The first workshop served to identify the knowledge, skills, and attitudes the projected graduate of the program should obtain upon completion of the course (Professional competencies). The subsequent workshop served to identify the major courses necessary for the course, and to design each course with the purpose of affording graduates of the program an acceptable degree of expertise in the different specialties and subspecialties of Anesthesiology. Core courses to be cross enrolled in other colleges specializing in Medical Education and Clinical Epidemiology were identified consonant with the identified needs of the graduates of the program. A complete Preliminary Form of the Curriculum of the Master in Clinical Medicine (Anesthesiology) Program (MSCM (Anesthesiology)) was the result of this study. Consonant to the R&D Cycle, evolution of the curriculum continues in preparation for the next step of the research, which would be Pilot Testing of the Preliminary form of the Curriculum. It is recommended that a continued effort be exerted towards completing the research cycle for purposes of development and validation of the Curriculum.

PEÑA-SULAY, LIZA STEFANIE. DEVELOPMENT OF A RESPIRATORY SYSTEM MODULE FOR THIRD YEAR MEDICAL EDUCATION IN A PROBLEM-BASED LEARNING CURRICULUM [LG995 2006 H32 P46]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2005-2006

Abstract: The Cebu Doctors' University - College of Medicine (CDU-CM) began its problem-based curriculum in 2003. Modules to guide the faculty were developed, including the Respiratory System Module, which is the subject of this study. Its

development followed the research and development cycle. Research, planning and development of the module involved review of literature and documents on problem-based learning, the CDU-CM program, and the problems to be included in the module observation of small group discussions, and several focus group discussions and meetings with key personnel. Multiple-choice quizzes for the students and a questionnaire for both facilitators and students were also developed and accomplished at the end of the module. In developing the module, national bodies' goals, the college's objectives, learning philosophy and program, and resources, as well as the characteristics of the facilitators and learners were taken into account. The final module contained general and specific objectives and the schedule of activities that included four problems for the small group discussions, independent study time, correlate activities as lectures and laboratory sessions, and two quizzes. The problems were chosen for their emergent nature or their commonality and relevance in the national setting. These were pneumothorax and pleural effusion; pulmonary edema; chronic obstructive disease; and pulmonary masses. Each problem was further elaborated into a case scenario, list of tasks, concept map, detailed tutor guide, and list of references. A field test of the module was conducted on the whole population of third year medical students at the CDU-CM. Though they were able to formulate the correct diagnosis and concept map for each of the problems, the tasks were found to be long, disorganized and confusing. Lack of adequate time for study was a frequently encountered complaint. The tasks were revised accordingly, in preparation and use on the next batch of third year students. No one passed the two quizzes. Item analysis found 28% of the items in the first quiz, and 16% of the items in the second quiz lacking in validity and reliability. However, students were also found to have difficulty integrating their knowledge and applying it to clinical scenarios. This shows that they may have failed to develop the basic cognitive structures necessary to understand, assimilate, and use new information. Some of the problems encountered with this module may reflect those encountered with PBL modules in the

Philippines in general. First, the licensure examination is mainly disease-based, not problem-based. Second, the main textbooks are likewise disease-based. Third, although the PBL process of research, analysis and application is admirable, it is time-consuming for students who are pressured to finish their studies and pass the licensure examination after five years of study. It would seem that, at least in our setting, the goal of passing the examination still takes precedence over life-long learning.

TAN, MERLE P. DEVELOPMENT OF A STANDARDIZED CURRICULUM INTEGRATING THE CHILD PROTECTION SPECIALTY IN PEDIATRICS AND OBSTETRICS AND GYNECOLOGY [LG 995 2006 H32 T36]

Major project, Master of Health Professions Education, UP Manila, First Semester 2006-2007

Abstract: Child abuse is and emerging silent epidemic in our country. This problem has been present for a long time but only being recognized recently due to the awareness of our society that this is indeed a disease that we need to confront. It is a complex, multifactor problem that requires a multifactor solution in a multidisciplinary approach of continuum care. This implies teamwork among parents and family members, pediatricians, obstetricians-gynecologists, social workers, the police force, and even lawyers. This study was conducted in The Child Protection Unit-Network, an umbrella organization of all Child Protection Unit (CPUs) in the Philippines. There are 19 CPUs all over the country with 52 individual members composed of Pediatricians and Obstetricians. Actual fieldwork for the study took place at the Child Protection Unit of The Philippine General Hospital (CPU-PGH), the only body that conducts training for child protection specialty. This study used a research and development design done in two phases. The first phase consisted of a focus group discussion with the graduates and faculty members of the existing program. The discussion focused on the

determination of basic competencies, appropriate subject matter, teaching-learning activities and evaluation of achievement. The participants were also asked to give their comments on the existing program with respect to their personal experiences as trainees. Nine graduates of the existing program participated in the focus group discussions. Based on these outputs, the researcher redesigned the existing curriculum and presented it anew. The second phase used the Delphi technique where experts in the field of child protection in the country were asked to enumerate important topics to be integrated in the standardized curriculum. There were six faculty members (5 pediatricians and 1 lawyer) and 1 alumni graduate who contributed in the Delphi technique. The content experts validated the basic competencies that must be included in the program through the Delphi technique. The researcher then formulated general and specific objectives and matched these with the topics enumerated, as well as the strategies to be used for the program. The revised curriculum design included vertically and horizontally integrated sets of subject matter, makes use of modular didactics, and practical clinical teaching-learning activities of the program. An instructional design matrix was formulated for each module and this was then submitted to the content experts for validation. Faculty members agreed on the revision that subject in child abuse be presented in modular instruction. Several topics were included in the modules such as law pertaining to child abuse, testifying in court, shaken baby syndrome, documentation and collection of evidence, child death review, and module on care for the carers. The training program was designed to specifically address the need for a standardized curriculum for child protection specialty in the Philippines. The new curriculum is designed to use modular instruction, since the trainees are all adult learners and with background in medicine. The standardized curriculum in child protection specialty is recommended for all CPUs in other regions of our country.

2007

DELOS REYES, VIRGINIA S. EVALUATION OF THE PULMONARY FELLOWSHIP PROGRAM OF THE LUNG CENTER OF THE PHILIPPINES [LG995 2007 H32 D45]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2007-2008

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Erlyn A. Sana PhD, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Cristina F. Mencias PhD, Member; Manuel Peter Paul C. Jorge II MD MPH, Member.

Abstract: Pulmonary diseases remain to be the top causes of morbidity and mortality in the Philippines hence, there is a need to ensure that we are training competent pulmonologists to address these concerns. There is however, a lack of dependable information about the performance of educational products, practices and programs in pulmonary medicine and the absence of established systems for producing such information in the form of formal evaluation studies. This is true especially in the case of the Lung Center of the Philippines, the premier training center for pulmonologists. This study evaluated the effectiveness of the Pulmonary Fellowship of the Lung Center of the Philippines (LCP) in terms of the following: relevance to the roles and responsibilities of a pulmonologists, adequacy of resources to meet the needs of the program, appropriateness and effectiveness of teaching strategies, and contribution of its graduates in service, training and research in pulmonary medicine. The LCP Program was subjected to context, input, process, and product evaluation. All current trainees, accessible alumni, pulmonary consultants, and other key informants were included in the study population. The questionnaire given to the alumni (1985-2004) investigated the most common cases, procedures,

referrals to the subspecialty, perception on the usefulness of the specific learning objectives of the program and level preparedness in these areas in their first two years of practice. The questionnaire given to pulmonary trainees (2005-2006) assessed and teaching and learning activities, competence of teachers, learning resources, implementation and overall rating of the program. Focus group discussion and key informant interviews were conducted. Pertinent documents were also reviewed. Descriptive data were summarized using frequency distribution, measures of central tendency, and variability. Data obtained from the key informant interviews, focus group discussion and documents were also correlated with the results of the questionnaires and analyzed for consistency and internal validity. Majority of the competencies and skills that were perceived to be useful by the LCP graduates in their practice were likewise those competencies that were emphasized in the LCP fellowship training program and the list of competencies given by the Philippine College of Chest Physicians. There was a good correlation between the competencies and skills perceived to be useful to the actual cases they saw in their practice. The faculty, resources, cases and procedures were adequate for the training needs of the program based on the adequacy rating by the trainees and met the minimum requirements of the accreditation board. The different rotations in general were given an above average rating in terms of clarity of training objectives, faculty supervision, relevance to students' needs and learning environment. In terms of perception of degree of preparedness in the knowledge of pulmonary diseases and commonly performed procedures, the respondents were well prepared in the most of the subspecialty areas. The mean overall rating of the program was above average. Its graduates had been recognized for their achievements in training, service and research. The LCP fellowship training program remains responsive to the needs of society in terms of adequately preparing its graduates in addressing the most common causes of respiratory morbidity and mortality in the country.

DOTOLLO, MA. TERESA K. DEVELOPMENT OF A COMPETENCY-BASED CURRICULUM FOR MICROBIOLOGY AND PARASITOLOGY FOR PHILIPPINE MEDICAL SCHOOLS [LG995 2007 H32 D68]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2006-2007

Panel Members: *Nemuel S. Fajutagana MD MHPed, Chair/Adviser; Lupe A. Abarquez BSN MHPed, Reader/Critic; Ma. Cecilia D. Alinea MD MHPed, Member; Jose Alvin P. Mojica MD MHPed, Member; Prof Teresita de Guzman MSPH, Member.*

Abstract: The aim of every medical school is to produce competent physicians. The responsibility of every medical discipline, therefore, is to ensure that whatever is taught by their faculty members are based on competencies that are expected of their graduates. This study used a research and development design. The research phase employed the Delphi technique to elicit a consensus of opinions from three populations of stakeholders. Seven officers and senior members of the Philippine Academic Society for Microbiology and Parasitology, 23 academicians teaching these two subjects from various medical colleges in the country, 18 practicing clinicians not teaching these two subjects, and 97 postgraduate medical interns participated, to produce a listing of competencies and subject matter content for a curricular framework for the teaching of the subjects Microbiology and Parasitology in the Philippines. A total of 23 competencies, 97 subject matter items in Microbiology and 60 subject matter items in Parasitology were gathered. SPSS version 11 was used to analyze the group means from the Delphi rounds using One-way ANOVA. Based on the data results gathered, the course objectives for these two subjects were formulated and the subject matter content listing was then ranked by order of importance and relevance to the Philippine setting, to form a design with

suggested general teaching learning activities and evaluation methods.

TEE, MICHAEL L. THE GAIT, ARMS, LEGS AND SPINE (GALS) LOCOMOTOR SCREEN TEACHING-LEARNING PACKAGE: HAS IT ACHIEVED ITS INTENDED LEARNING OUTCOME? [LG995 2007 H32 T44]

Major project, Master of Health Professions Education, UP Manila, Second Semester 2006-2007

Abstract: Musculoskeletal conditions are the leading causes of disability worldwide. However, clinicians rarely screen their patients for musculoskeletal disorders. Reasons are varied. It has been noted that teaching of musculoskeletal medicine is not adequate. Unfortunately, if this trend continues, patients with locomotor complaints will receive suboptimal treatment. To address the issue, international groups defined a common core curriculum that will serve as a guide in developing undergraduate courses in musculoskeletal system. In the UP College of Medicine, the Section of Rheumatology (Rheuma) adopted the use of the Gait, Arms, Legs and Spine (GALS) locomotor screen as a central focus of instructions on musculoskeletal condition. The students are evaluated using an objective structured clinical examination (OSCE) at the end of their course. Objectives: The aims of this study were to determine the extent of medical interns' routine musculoskeletal assessment amongst medical out-patients and to determine the effects that GALS teaching-learning package during their Year Level VI physical diagnosis class has on this. Methods: General medical out-patient charts were reviewed. Medical interns were asked to answer a questionnaire. They were also interviewed to determine their confidence in performing musculoskeletal screening and whether they routinely do so. Those who do were asked whether they use the GALS technique. The students were also asked which among the four

teaching-learning strategies used by Rheuma is deemed most effective in ensuring the achievement of the intended learning outcomes. Lastly, the students were interviewed as groups to explore their views regarding musculoskeletal problems and how it can be best taught to students. Results: The students expressed confidence they can perform musculoskeletal screening examination. However, only 26% claimed they routinely do, while only 21% claimed they use the GALS screen in doing so. The presence of locomotor symptoms was recorded in 42.51%, while signs were recorded in 39.52% of the charts reviewed. Teaching of the GALS screen using demonstration-return demonstration received the highest approval rating among students. Finally, the students enumerated barrier to the routine application of GALS screen in the clinics. Conclusions: While students are competent to perform GALS screen among their patients, its application leaves much to be desired. Consistency of educational focus in related subspecialties would go a long way in delivering a common message on the importance of performing a routine musculoskeletal examination among medical students

TOÑACAO, LAURICE G. DETERMINING THE COMPETENCE OF ARMED FORCES OF THE PHILIPPINES DENTISTS: A LOOK AT THE QUALITY OF DENTAL HEALTH RECORDS [LG995 2007 H32 T66]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2007-2008

Panel Members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Melflor A. Atienza MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Col Bienvenido Valle, Jr., Member.*

Abstract: Competence in dental health recording refers to the ongoing ability of the dentists to

integrate and apply the knowledge, skill and judgment, and personal attributes required to accurately accomplish the dental health record. Accurate patient dental health record in relation to routine dental care is necessary to facilitate patient safety, ensure continuity and comprehensiveness of care, as well as assure an appropriate and systematic treatment outcome. This study determined the gaps in education and training of dental personnel particularly in dental health recording which would be the basis of an appropriate training program to improve competence. It also provides information as to the common errors and deficiencies of the current basic dental health record in use. A total of 470 Armed Forces of the Philippine Dental Service Form Number 2 were reviewed from a cluster random sampling in the four 1301st Dental Dispensaries of Major Services, 47 accessible dentists were surveyed using a 22-item questionnaire. The forms were examined using a 100-item checklist utilizing criteria/indicators under the guidelines provided for the completion of AFP Dental Service Form Number 2 as contained in AFP Regulations General 111-101 dated 11 September 1954, under the Dental Service, Dental Reports and Records. The study revealed that majority of dentists who were treatment operators were female civilian dentists (n=36) within the age range of 36-43 years old. These female dentists showed predominantly poor dental health record quality scores 55% (n=26). Dental officers in the AFP were predominantly male but their names and signatures seldom appeared in the dental health record and only as examining officers. These dentists had an average of 17 years since graduation and more than 16 years in experience. Majority of dentists have worked for the AFP within 8-14 years and have stayed in their unit assignment within 1- 5 years. The dental health record quality score in this study showed that the mean score was 58.45% which fell below the minimum quality level set at 60%. 1031st Philippine Air Force Dental Dispensary' mean score at 64.46% was the only dispensary that scored above the minimum quality level. According to predetermined scale, only 9 (1.90%) of the records reviewed were considered of good quality while almost half of the records, 49.10%

(n32) were considered of poor quality. Average quality records numbered 212 (45.10%) and 17 or 3.60% were ranked very poor. The result was in line with the findings of other worldwide published studies that record keeping fell below recognized standards. Analysis of mean scores of the four dental dispensaries indicated statistical and significant differences in their scores, between groups and within groups significant at $P < 0.01$ level. This indicated that the study group was not homogenous. Dental health record entries tended to show that Section I-Patient Identification Data showed the highest "Yes" marks, indicating that this part of the record showed most entries complying with the set standards. Section IV-Endorsement Portion had the highest frequency of "No" in all subcategories, indicating that this part of the record showed most entries not complying with the standards. The findings of statistical tests for correlation indicated that dental health record quality showed a relationship with four of the five groups of independent variables, and only five variables out of the 23 independent variables. Gender, a demographic factor was significant using Chi-Square Test ($\chi^2 = 8.261$ at $P < 0.01$ level). Military service factor variable "classification" ($\chi^2 = 7.005$ at $P < 0.01$ level) and variable "branch of service" ($\chi^2 = 27.182$ at $P < 0.01$ level) also showed significance. In professional factors, variable "received training" ($\chi^2 = 4.714$ at $P < 0.01$) and variable "attitude recording important" ($\chi^2 = 8.487$ at $P < 0.05$ level) for perception of dental health recording importance under personal factors likewise exhibited statistical significance in relation to the quality of dental health records. However, environmental factors did not affect dental health record quality scores. In light of these findings this study recommends the development of common competency training regardless of classification to address the apparent gap in education and training. Civilian dentists as working and part time learners will benefit most from the development of self-instructional materials placed at dental dispensaries. Utilization of monitoring systems such as unit inspections provide the necessary accountability and ensure that dental health record keeping competencies are achieved. The Dental Service Training School, Armed Forces of

the Philippines Dental Service Center as the primary training arm of Dental Service has the structure, mechanism and capability within the AFP Dental Service to address these issues.

2008

ATIENZA, MARIA ISABEL M. TRENDS AND CORRELATIONAL ANALYSES AMONG MEASURES OF ACADEMIC ACHIEVEMENT AT THE ST. LUKE'S COLLEGE OF MEDICINE [LG995 2008 H32 A85]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2007-2008

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPed, Reader/Critic; Nemuel S. Fajutagana MD MHPed, Member; Ma. Cecilia D. Alinea MD MHPed, Member; Edna Sarah C. Morada MD MHPed, Member*

Abstract: Objective: Measures of academic achievement were analyzed to determine performance of medical students. Specifically, the results of the Comprehensive Examination were subjected to a correlation and trends analyses to determine its relationship with the General Weighted Average (GWA). Individual subjects in the examination were analyzed in relation to the corresponding Subject Weighted Averages to determine strengths and weaknesses in student performance. General curricular trends were then inferred. Setting: St. Luke's College of Medicine-William H. Quasha Memorial. Methodology: Data from 365 students who graduated from 2002 to 2005 were included in the analysis. The independent variable included the Comprehensive Examination results, while the dependent variables included the GWA, the Subject Weighted Averages, and internship grades. Data was analyzed using the Pearson and the Spearman tests, and a linear regression

analysis. Results: Student's Comprehensive Examination grades showed high correlation with the GWA, with correlation coefficients that demonstrated improvement from 2002 to 2005. There were generally high correlations among subjects. Subject strengths were identified based on the subject weighted averages. Basic subjects noted to have high failure rates were Biochemistry, Anatomy, Physiology and Pharmacology. A notable poor performance was seen in batch 2005, with an increase in failure rates among several subjects. The subjects where students consistently showed higher grades included Ophthalmology-Otorhinolaryngology, Obstetrics-Gynecology, and Behavioral Science. Conclusions and Recommendations: The comprehensive Examination results exhibited a highly significant correlation with the corresponding Subject Weighted Averages. Recommendations for curricular review and improvements in assessment measures for academic achievement are presented.

CHAN, REMEDIOS DEE. COMPARISON OF LEARNING OUTCOMES OF FIRST YEAR MEDICAL STUDENTS IN PHYSIOLOGY POST-LABORATORY DISCUSSION USING TWO TYPES OF FACILITATION [LG995 2008 H32 C53]

Thesis, Master of Health Professions Education, UP Manila, Summer 2008

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Eryn A. Sana PhD, Reader/Critic; Ma. Cecilia D. Alinea MD MHPEd, Member; Angeles Tan-Alora MD MHPEd; Nemuel S. Fajutagana MD MHPEd, Member.

Abstract: Objective: The University of Santo Tomas Faculty of Medicine and Surgery Department of Physiology post-laboratory presentations are principally teacher-led. Physiology student surveys revealed that being a laboratory conference presenter was highly

beneficial to learning while being an audience was perceived as least beneficial. The study sought to ask which teaching strategy was more effective in maximizing learning by comparing the learning outcome of first year medical students in laboratory conferences in Physiology under two types of facilitation in terms of knowledge gained, skills in class participation, problem-solving and attitudes like attentiveness and motivation. It also determined other correlates like demographic characteristics, type of topics order of presentation of type facilitation, previous exposure to student-led activities, upcoming examination in other subjects, that affected the performance of students in both types of discussions. Methodology: The study used a quasi-experimental cross-over research design involving 511 first year medical students taking up Physiology in the school year 2007-2008. Quantitative descriptive design using written pre- and post-test, a questionnaire, and a rating scale were used to see the effect of the interventions during a Physiology laboratory conference. Result: Significant score improvement was seen during the teacher-led discussion. The type of pre-medical school and upcoming examinations were also significant predictors of score improvement. Students' self-assessment gave better responses on problem-solving skills and motivation during the student-led discussion while there was no difference in their responses in class participation and attentiveness in both teacher- and student-led discussions. Conclusion and Recommendation: This study concluded that there was greater knowledge gained in a teacher-led discussion. It supported the findings that novice students tended to lean from their teachers during their early years of study. The students also perceived significant gain in problem-solving skills and motivation during student-led discussion making it a promising teacher strategy.

DE VILLA-MANLAPAZ, MA. LUISA. EFFECT OF ONE MINUTE PRECEPTOR WORKSHOP ON PEDIATRICS RESIDENTS' TEACHING SKILLS [LG995 2008 H32 D48]

Abstract: Teaching medical students is an integral part of the Pediatrics residency training program. However, Pediatrics residents in St. Luke's Medical Center do not undergo any formal training in clinical teaching. This quasi-experimental study aimed to find out how teaching the One Minute Preceptor (OMP) to 3rd year Pediatrics residents of St. Luke's Medical Center affected their teaching skills as shown by their use of the five micro-skills. Pre-intervention encounters preceded The One Minute Preceptor seminar workshop. In these encounters, each resident discussed with two students an actual and a paper case of common pediatric conditions. These encounters were audio-recorded by the investigator. After each encounter, both the residents and the student participants answered a pre-validated OP rating scale. This consisted of 11 questions that tested the five micro-skills of the One Minute Preceptor. The intervention of this study consisted of a 2½ hour seminar workshop. It started with a lecture on the OMP. After the lecture, the residents were divided into small groups. Each group discussed a paper case which was provided by the investigator. Using the OMP, the participants alternately played the role of both teacher and students. A plenary session followed the small group discussion. In the plenary session, the five micro-skills, the three groups alternately played the roles of teachers and students. In this way, everyone was able to act as teachers and students and provide feedback to each other regarding the performance of the five micro-skills. Closures consisted of feedback from the participants regarding the seminar workshop and a summary by the investigator/lecturer. The post-intervention resident encounters occurred after the OMP seminar workshop. The resident-student post-intervention encounters followed the same format as that of the pre-intervention encounters. The primary measures included the change in the frequency of use of the five micro-skills by the residents after the intervention and the change in the resident and student rating of these skills after the intervention. The residents' self-ratings showed

significant increase in the skills' "probing for supporting evidence" and "giving feedback" and "overall effectiveness." On the other hand, the students' rating on the resident's performance did not show any change since they consistently gave the residents high ratings before and after the seminar workshop. There was an overall trend of improvement of residents' teaching skills. However, there was a significant improvement only in the use of the first micro-skill "getting a commitment." There was no significant increase in the use of the other micro-skills: proving for supporting evidence, teaching general rules, reinforcing what was done right and correcting mistakes. This study showed that the One Minute Preceptor seminar workshop resulted in an improvement, although limited, in the teaching skills of the third year Pediatrics residents. It is recommended that the training of OMP consist of more than one seminar workshop to reinforce the teaching of micro-skills and provide feedback to the learners. It is also recommended that the OMP be incorporated in the curriculum of the Pediatrics residency training program.

EVANGELISTA, DANAHLYN D. DEVELOPMENT OF CHEST PHYSIOTHERAPY MODULE FOR RESPIRATORY THERAPY AS AN ADJUNCT TO SMALL GROUP LEARNING IN EMILIO AGUINALDO COLLEGE MANILA [LG995 2008 H32 E93]

Major project, Master of Health Professions Education, UP Manila, 2008

Abstract: A curriculum development framework was used to identify curricular issues through the use of Focus Group Discussion. The result was used to develop self-instructional module to be used in small group discussion which was subsequently pre-tested and evaluated in terms of its acceptability as instructional support and on its effect on students' performance on posttest. Results of evaluation showed that the developed module was well accepted by both students and faculty members as adjunct to small group

discussion, as shown by their answers and ratings on the questionnaires and focus group discussions. It also showed that the instruction was found to have some effect, although not conclusive, on test performance of students, as shown by the incremental in their pre and post-tests scores.

GO, ELYNN L. DEVELOPMENT OF A CONTINUITY CLINIC CURRICULUM FOR THE SECTION OF AMBULATORY PEDIATRICS OF THE PHILIPPINE GENERAL HOSPITAL [LG995 2008 H32 G6]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2007-2008

Panel Members: *Erlin A. Sana PhD, Chair/Adviser; Ma. Cecilia D. ALinea MD MHPEd, Reader/Critic; Melflor A. Atienza MD MHPEd, Member; Mariella S. Castillo MD MSc, Member; Edna Sarah C. Morada MD MHPEd, Member.*

Abstract: The continuity clinic program of the Philippine General Hospital was first developed in 1991. It was primarily designed to promote continuity of care for the patients and at the same time, to teach the pediatric residents the importance of longitudinal care. However, the lack of a standard curriculum was a frequently mentioned problem. Hence, the objective of this study is to design a prototype curriculum in continuity care for pediatric residents in the Philippine General Hospital. Research and development (R and D) study design with triangulation of methods was utilized. The study was conducted in three phases: 1. Research and information collection; 2. Planning; and 3. Developing primary form of the product. Surveys, focus group discussions, key informant interviews, questionnaires and Delphi technique were utilized to develop the curriculum namely: 1. Demonstrate adeptness in all aspects of child visits 2. Emphasize the importance of preventive health care 3. Recognize common illness and treat them accordingly 4. Recognize cases needing urgent or

emergent care 5. Care for chronically ill children 6. Establish rapport with patients and their families and 7. Demonstrate adeptness in handling various health related issues encountered in private practice. A competency based, integrated and experiential learning continuity care clinic curriculum has been developed as a response. The curriculum has been developed as a response. The curriculum developed for the continuity clinic rotation reflected the longitudinal experience of the pediatric residents and accentuated experiential learning. Increasing proficiency for each year level is emphasized. It is expected that the designed curriculum will match the present learning context of the residents and ensure their achievement of standard competencies identified which are part of their Pediatric residency training.

PACIFICO JAIME L. A STUDY ON THE IMPACT OF THE MERIT/DEMERIT SYSTEM ON THE CLINICAL PERFORMANCE OF FOURTH YEAR MEDICAL STUDENTS AT THE DE LA SALLE UNIVERSITY MEDICAL CENTER [LG995 2008 H32 P33]

Thesis, Master of Health Professions Education, UP Manila, Summer 2007-2008

Panel Members: *Melflor A. Atienza MD MHPEd, Chair/Adviser; Erlin A. Sana PhD, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Nomar M. Alviar MD MHPEd, Member; Melchor Frias MD MDCE.*

Abstract: The basic goal of all medical schools is to produce competent health professionals. Terminal competencies for fourth year medical students include obtaining an adequate history, thorough physical examination, diagnosing, planning management and performing simple treatment procedures. Evaluation of these competencies especially the non-cognitive aspect is difficult and hardly given emphasis during the

clinical rotation of students. The merit/demerit system is an evaluation tool that has been in use in many medical schools in the Philippines to discourage delinquency among students and reinforce professional attributes expected of future physicians. However, it has been criticized for being prone to abuse and to be of minimal effectiveness. This study determined the current perceptions of the clinical clerks towards the merit/demerit system; determined the association between merit/demerit, perceptions and clerks' characteristics and their rotation performance; and lastly to identify the strengths and weaknesses of merit/demerit system. Population of the study referred to all clerks at the De La Salle University College of Medicine. Out of 93 fourth year medical students enrolled for the school year 2007-2008, 86 participated in the study with a response rate of 92.5%. Fifty-three are females and 33 are males, the age ranged from 21 to 31 with a mean age of 24.76 years. Majority of the students agreed the demerits and merits were justified. Ninety percent of the respondents concurred that even stiff sanctions are appropriate when the delinquency could compromise patient care. Consistency of implementation of the merit/demerit system received a very poor rating from the respondents. There was no correlation between the rotation grade and the perceptions of the merit/demerit system, clerks' characteristics, premedical school and residence during clerkship. Some of the strengths include motivating the respondents to do their clinical histories and reporting for duty on time. The system also helped developed among majority of the students' values that are expected of a health professional such as responsibility, discipline and honesty among others. Weaknesses of the system include inconsistency in implementation, apparent abuse by the consultants and residents and underutilization and lack of guidelines regarding merits. The merit/demerit system remains a relevant tool in clerkship but needs constant evaluation and improvement, so it continues to be an effective assessment strategy in clerkship.

TETANGCO, JINDRA H. PROCESS EVALUATION OF THE INTEGRATED CURRICULUM ON CHILD ABUSE [LG 995 2008 H32 T48]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2008-2009

Panel Members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Erlyn A. Sana PhD, Member; Melchor Frias IV MD MSCE, Member.*

Abstract: Background of the study: There have been substantial increases in the incidence of child abuse in the Philippines and elsewhere. The effects of child abuse on the victims and their families are devastating and life-long and its effects on society pervasive. A workshop organized by the Association of Philippine Medical Colleges (APMC) together with the University of the Philippines College of Medicine (UPCM) in 1999 aimed to develop an integrated curriculum on child abuse which was to be adapted by all APMC members. This core curriculum was among the interventions identified for professionals relative to the handling of child abuse. The UPCM was among the medical schools in the country that implemented the curriculum. Study objective: This evaluation study formatively evaluated the nine-year old integrated curriculum on child abuse at the University of the Philippines-Philippine General Hospital (UP-PGH). Methods: The general Objectives-oriented evaluation model was used as framework for curriculum. Focus group discussion (FGD) and rating scales gathered from the faculty and students were used to obtain answers to the implementation-related evaluation questions. Paired t-test was used to determine increase in knowledge among students after the administration of pre-tests and post-tests. Results: Results of the evaluation study indicate the following: (1) The curriculum on child abuse offered by the UPCM has all the needed components in place and provides for vertical and horizontal integration which is very important in

handling a child abuse course. Major departments identified to handle the course, i.e. Pediatrics, Psychiatry, Family & Community Medicine were adept in terms of expertise in child protection. (2) The curriculum, however, was not optimally implemented as planned. Thus, there were perceived deficiencies in its implementation. This was evident for the most part in lack of vertical as well as horizontal integration. However, there were many instructional outcomes in the process of its implementation. With the presence of the CPU in the college and hospital premises, the curriculum has increased achievements in terms of development of several teaching modules for students and other trainees. It also served as an impetus for the development of a curriculum for other postgraduate trainings. (3) In terms of the outcome of the curriculum assessed through competencies in early recognition, referral and reporting among its students, there was a significant increase in knowledge noted. This translates to the ability of the curriculum to provide the needed knowledge and skills of the students on child abuse. However, in terms of the level of confidence and preparedness of the students in handling child abuse cases, perceived lack of these aspects were noted. Development of proper attitude was, however, accomplished. Conclusion: With full implementation of the planned curriculum on child abuse of the UPCM, expected outcomes of increase in knowledge as well as confidence in handling cases among its students can be achieved. As it is, the curriculum was not optimally implemented affecting the expected outcome. However, noteworthy are the several instructional outputs in the process of its implementation. Recommendations: In the light of these results, the evaluator forwards the following recommendations: (1) Development of a standardized teaching module on teaching child abuse for the faculty. (2) Development of instructional designs for each department to provide focus, assure integration and to standardize instruction, (3) Implement team approach to teaching by increasing the participation of the other departments and not just the major departments responsible for the course, (4) Regular, scheduled meetings with the assigned

faculty per department for feedback in terms of implementation of the course.

2009

BUSA, MICHAEL JAMES C. THE DEVELOPMENT OF A 360-DEGREE ASSESSMENT TOOL ON PROFESSIONALISM FOR GENERAL SURGERY RESIDENCY TRAINING BASED ON A TEAM ASSESSMENT OF BEHAVIOR FORM. [LG995 2010 H32 B83]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2009-2010

Panel Members: Armando C. Crisostomo MD MHPEd, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Jose Alvin P. Mojica MD MHPEd, Member; Josefina Almonte MD, Member.

Abstract: This study was undertaken to develop a multi-source feedback (360-degree) assessment tool on Professionalism in General Surgery. Specific objectives included: 1. Describe lapses in professional behaviors commonly observed by nurses, students and co-residents among the residents of CVGH and VSMMC. 2. Compare these commonly observed negative professional behaviors by nurses, students and co-residents between the surgical residents of CVGH and that of VSMMC. 3. Describe the currently available tools for evaluating professionalism among surgical residents of CVGH and VSMMC. 4. Develop a tool for assessment of professionalism that integrates the observations of multiple raters which is valid, reliable and feasible. The study used the Research and Development (R & D) research design. Respondents included residents, training officers, nurses and medical interns from Cebu Velez General Hospital (CVGH) and Vicente Sotto Memorial Medical Center (VSMMC). All training officers in surgery in the

City of Cebu composed the panel experts who content validated the findings and instruments developed in the study. Findings are as follows: 1. To describe the lapses in professional behaviors, compare this between CVGH and VSMMC and describe the currently available tools, a cross-sectional survey Research and Development design was made. It showed common lapses of professional behavior were related to Relationship with Co-workers, Responsibility and Work habits, bedside decorum / Relationship with patients; Moral/Ethical Values, Study Habits/Commitment to Excellence and that significant differences in reporting of these behaviors were noted between CVGH and VSMMC in the themes of Intellectual Integrity, Moral and Ethical Values, Reliability/Responsibility/Work habits, Study habits/Commitment to Excellence and Relationships with Co-workers. 2. To develop the assessment tool, the Systems Approach Model by Dick, Carey and Carey was used. The developed tool was field test to valid respondent-raters. Validity of the tool was made with Cronbach alpha of 0.842 and Reliability by Pearson correlation with highest of 0.948 with all items significant at a confidence level of 0.05. Ninety-eight percent of the respondent-raters indicated the form was clear and easily understood. It was easy to fill up in 89% and was easy to read in 98% while 95% indicated that it took minimal amount of their time to fill the form. One hundred percent of the respondent raters believed that the feedback from this developed tool will be useful for the residents' improvement while 97% believed the tool can be recommended for use with other departments.

FERROLINO, JOSELINE A. STRESS, WAYS OF COPING AND PERCEIVED SOCIAL SUPPORT AMONG MEDICAL STUDENTS [LG995 2009 H32 F47]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2008-2009

Panel Members: Eryln A. Sana PhD; Melchor Frias IV MD MSCE, eader/Critic; Melflor A. Atienza MD MHPEd, Member; Ma. Carmen Cornelia Tolabing MPH DPH, Member; Medeleine M. Sosa MD FPPS, Member

Abstract: Background of the study: The highly stressful milieu of a medical school influences mental health, academic performance and future professional career of students. This was a cross-sectional study that determined prevalence of stress among medical students and its association with gender, year level, and clinical rotation in fourth year level, place of residence, membership in a campus organization, family income, having a physician parent and perceived social support. Gender and year level differences based on the nature of stressors and coping efforts were also examined. Materials and methods: All respondents (N=322) were officially enrolled students at De La Salle Health Sciences Institute during the second semester of school Year 2008-2009. They completed the general information survey and validated instruments on perceived stress (through the use of PSS-10), stressors (modified HESI), coping (brief COPE) and perceived social support (ISEL student version). Summary statistics and tests of correlations and analysis of variance were done to summarize and prove hypotheses of correlations and comparisons between and among groups. Results: Prevalence rate of perceived stress was 83.85%. Workload was the most stressor, 89.75% have 6 or 7 stressors. Coping efforts of respondents were generally adaptive more females coped with Planning; students turned less to Religion and engaged more on Humor as year level advanced. Gender, year level, tangible support and self-esteem were predictors of stress. Having a physician parent and perceived social support lowers stress perception. Conclusions and recommendations: Prevalence of medical student stress is high with workload and the most common stressor. Female gender and fourth year level predict higher stress while perceived social support and having physician parent have protective roles. Results of the study should be used to address the problem of student stress and

its consequences and the formulation of programs to enhance the wellbeing of students

MONTOYA, MELFER R. FACULTY BEHAVIORS RELATED TO EFFECTIVE FACILITATION OF SMALL GROUP DISCUSSIONS IN PROBLEM-BASED LEARNING SETTING [LG995 2010 H37 M66]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2009-2010

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Maria Elizabeth M Grageda PTRP MHPEd, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Nomar M. Alviar MD MHPEd, Member; Melflor A Atienza MD MHPEd, Member; Armando C. Crisostomo MD MHPEd, Member.*

Abstract: Expert handling of small group discussions of first year students by facilitators of Cebu Institute of Medicine allows students to learn in an engaging and stimulating atmosphere. This environment will permit them to develop self-directed learning skills and critical thinking. The objectives of this study are to (1) Describe faculty behaviors while facilitating small group discussions in a problem based learning setting in terms of managing content and group dynamics; (2) Determine whether facilitating behaviors vary according to basic biomedical proficiency, academic rank and years of teaching experience; and (3) Determine correlation between faculty behaviors and overall effectiveness rating as facilitators. This is a cross sectional survey involving all facilitators who are assigned in the Basic Biomedical Science of the first-year level. The facilitating behaviors that were evaluated were those that relate to subject matter knowledge namely, use of expertise, cognitive congruence and test orientation and behaviors that relate to process facilitation skills, namely, authority, role congruence and cooperation orientation. These facilitating behaviors were also assessed in terms of relating them to overall

effectiveness using a rating scale. Statistical analysis with a level of significance set at .05 was done through t-test and analysis of variance using the Statistical Package for the Social Sciences version 14. This study shows that all facilitators in the first-year level have the facilitating behaviors that relate to effectiveness in facilitating. Tests to determine if there was a significant difference in their facilitating behaviors due to basic biomedical proficiency, academic rank and years of teaching experience showed facilitating behaviors that were consistently ranked as first and second. These facilitating behaviors are use of expertise and cooperation orientation. Facilitating behaviors are use of expertise and cooperation orientation. Facilitators with disciplinary training scored higher in use of expertise and cooperation orientation. Facilitators with disciplinary training scored higher in use of expertise (UE), cooperation orientation (CC), role congruence (RC), authority (AU) and cooperation orientation (CO) compared to those without disciplinary training. Despite variations due to basic biomedical proficiency, different academic ranks and different years of teaching experience, majority of students agreed, that the use of expertise (UE) by facilitators correlates strongly with overall effectiveness rating. It is recommended that this study be also done in the last 3 months of the school year of the first year as well as in the second-year level. Data can be used as basis for future faculty selection, training and evaluation.

TAN-MENESES, CORAZON T. STUDENTS' PERCEPTION OF EDUCATIONAL ENVIRONMENT AND ITS RELATIONSHIP TO ACADEMIC ACHIEVEMENT IN CEBU INSTITUTE OF MEDICINE AY 2007-2008 [LG995 2009 H32 T36]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2009-2010

Panel Members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Erlyn A. Sana PhD, Reader/Critic;*

Nomar M. Alviar MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Armando C. Crisostomo MD MHPEd, Member.

Abstract: Cebu Institute of Medicine (CIM) fully implemented the competency, problem-based learning (PBL) curriculum to its three-year levels in school year 2003-2004. Genn (2001) stated that the environment of the school is a manifestation of the institution's curriculum. Determination on how students experienced the educational environment generated by the PBL curriculum during school year 2007-2008 was determined by administering the 50-items Dundee Ready Education Environment (DREEM) inventory to the three-year level students. The objectives of this study were to: determine the perception of first- to third-year level CIM medical students on the educational environment under the innovative PBL curriculum and (2) determine whether there is a correlation between the students' perception of their educational environment and their academic achievement. This is a prospective cross-sectional and analytical study. No sampling of the population was done as all 219 first, second, third year students were the respondents for the DREEM Inventory, administered in March 2008. Statistical analysis with level of significance set at 0.05 was made through ANOVA, Chi-square, and t-tests, using the SPSS 14 and Microsoft Excel 2007 with Analysis ToolPak. Scatter plots were done and correlation factor was determined. Results revealed that the DREEM scores, global and subscale scores, across all three levels and between male and female students were not significantly different. The overall DREEM score was 135/200, a satisfactory category, denoting a relatively effective PBL curriculum. Proportion of each item category across year level and between sexes were done and significant differences were noted in certain items. The scatter plots showed that there was insignificant correlation between the DREEM scores and student achievement. In conclusion, the students as a whole perceived a positive educational learning environment in the PBL curriculum. The DREEM Inventory generated a "profile" of strengths and

weakness of the curriculum, and the tool can be used regularly to assess the curriculum.

TAPIA, NARCISO A. ABBREVIATION USAGE PRACTICES IN CEBU VELEZ GENERAL HOSPITAL AND VICENTE SOTTO MEMORIAL MEDICAL CENTER AND PERCEIVED EFFECTS ON MEDICAL STUDENT TRAINING [LG995 2009 H32 T37]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2008-2009

Panel Members: Jose Alvin P. Mojica MD MHPEd, Chair/Adviser; Nemuel S. Fajutagana MD MHPEd, Reader/Critic; Erlyn A. Sana PhD, Member; Melflor A. Atienza MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member

Abstract: There have been reports on some abbreviations being misinterpreted causing medication errors. Locally, awareness regarding potentially dangerous abbreviations is lacking. Abbreviations are not formally taught and there are no related written policies or guidelines. The objectives of this study are to: (1) describe abbreviation usage practices in the Doctors' Orders and History sheet in Cebu Velez General Hospital and Vicente Sotto Memorial Medical Center; (2) determine why medical students and physicians use abbreviations and (3) determine the perceived effects on training of medical students or residents. This is a descriptive cross-sectional study utilizing chart or record reviews, group and key informant interviews. Stratified Random Sampling with Proportionate Allocation was used to select a total of 200 chart records (100 each from CVGH and VCMCC) while purposive sampling was used for key informants. Statistical analysis with level of significance set at 0.05 was made through Chi-square, t-test and Analysis of Variance, using Microsoft Excel 2007 with Analysis ToolPak. Content analysis was done for the interviews. Results showed abbreviations are prevalent in all the departments of both

hospitals. Practically all orders contained abbreviations. First initialization is the most common form recorded for the history and orders. However, in the History sheets, there was a significant difference in the proportion of truncating the end forms ($p=0.0005$), Latin-derived abbreviations ($p=0.0025$) as well as syllabic abbreviations ($p=0.0016$) between CVGH and VSMC as determined by chi-square test. While in the Doctors' Orders, a significant difference in the proportion between the 2 hospitals was observed in the following forms: dose expression and measurement unit ($p=0.023$), Latin-derived abbreviations ($p=0.036$) and first letter initialization (0.032). Few abbreviations recorded from the charts in both hospitals belonged to the text language form. Comparing both hospitals, there is no significant difference as to the mean variety of abbreviations. The most common examples are likewise practically similar. Dubious abbreviations and abbreviations in Institute of Safe Medical Practices' Do Not use List were also observed in the doctor's Orders of both hospitals. Key informant and group interviews were also done. These revealed that abbreviations are used as time saver, space saver, confidentiality measure; for note taking to catch up with lectures and for order-writing to catch up with verbal instructions. It is also used for convenience. Poor handwriting is a concern. What can be concluded from the study is that understanding the most common abbreviations from a different department within or outside Cebu Velez General Hospital is likely not a major problem although potential dangers do exist due to some few differences in preference of potentially dangerous abbreviations. Abbreviations affect learning directly and indirectly. Perceived benefits outweigh the potential dangers of abbreviation usage. Overall effect is recognized to be improved patient care and welfare.

2010

BAUTISTA, JOY S. DEVELOPMENT OF A STRUCTURED CLINICAL OPERATIVE TEST IN ASSESSING THE COMPETENCY OF DENTAL CLINICIANS IN EXODONTIA [LG995 2010 H32 B38]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2009-2010

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Maria Elizabeth M. Grageda PTRP MHPEd, Reader/Critic; Melflor A. Atienza MD MHPEd, Member; Nemuel S. Fajutagana MD MHPEd, Member; Marjorie C. Quieng DMD MS Dent Ed., Member.*

Abstract: Exodontia is one of the most basic clinical procedures a dentist should be able to perform competently. In Philippine dental schools, assessment of this procedure is arbitrary, dependent on judgment of individual raters and not focused on its requisite skills. This is a descriptive study. Minimum competencies students should demonstrate while performing exodontia were generated from five content experts during a focus group discussion. The country's three largest and oldest dental schools based in Metro Manila were purposively chosen. All their 18 clinical instructors and 115/205 dental clinicians were surveyed regarding their perceptions on the current tool used for exodontias. Based on the standard competencies and gaps identified in the tool, a formative and summative assessment scheme in the form of a structured clinical operative test (SCOT) for exodontia was formulated. Subject experts reported that dental clinicians should be able to perform exodontia uneventfully. Students should demonstrate a comprehensive view of a given case in history taking, knowledge and skills in clinical examination, strong theoretical background on diagnosis of oral problems including their corresponding armamentaria and when exodontia is warranted, mastery of principles on anesthesia and their application to oral procedures and at least mechanism level of intra

and postoperative management of exodontia. On the other hand, mean ratings of clinical instructors and dental clinicians showed that they were contented with the tools currently being used for exodontia but likewise concerned regarding their subjectivity, evaluator calibration, lack of immediate feedback, distribution of weights on each step, and too generalized criteria. The opinions of the subject experts and survey findings were used as basis in the development of the SCOT, both as a formative and summative evaluation scheme in determining the quality of dental clinicians' performance of exodontia. To prove its usefulness, the researcher recommends pilot testing of the SCOT.

CONJARES, THELMA M. THE DEMOGRAPHIC, MOTIVATIONAL, LEARNING STYLES AND LEVEL OF SATISFACTION PROFILES OF SECOND COURSERS AND REGULAR NURSING STUDENTS IN METRO MANILA [LG995 2010 H37 C66]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2009-2010

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Maria Elizabeth M Grageda PTRP MHPEd, Reader/Critic; Eryln A. Sana PhD, Member; Nemuel S. Fajutagana MD MHPEd, Member; Tygran Odi MD MHPEd, Member.

Abstract: In recent years, the increased number of nursing students included second coursers, students who have a previous baccalaureate degree, whose learner characteristics have not been fully described. The objectives of this study are : to describe the demographic characteristics of second coursers and regular students in nursing as to age, sex, civil status, presence of children, source of financial support, employment/occupational status, previous degree/s earned, and previous employment/profession; to compare the motivations of second coursers and regular

students in taking nursing as a course; to compare the learning styles among second coursers and regular students in nursing using the Grasha-Riechmann Student Learning Style Scales (GRSLSS); to compare the level of satisfaction of second coursers and regular students in their learning environment; to describe the problems or difficulties encountered by nursing students, to correlate selected demographic characteristics of second coursers and regular students to motivation, learning styles and degree of satisfaction in the course. A cross-sectional survey was done using a pilot-tested survey instrument that consisted of four parts: Demographic data; Motivations and problems; GRSLSS; and Level of Student Satisfaction. A total of 443 nursing students from the second to the fourth-year level from nine schools in Metro Manila that granted permission for the conduct of the study were surveyed. Second coursers are mostly female, married, with children and hold a job while studying. While majority of them depend on their parents for financial support, many are self-supporting; many also depend on their spouses for financial support. Regular nursing students are also mostly female, single, without children, without work and depend on their parents for financial support. Most of the second coursers surveyed are graduates of business- and health-related courses and have been previously employed in the service and health industries. Both groups of students were motivated to take up nursing primarily for financial or economic reasons. Statistically significant differences in learning styles were found between second coursers and regular nursing students based on the GRSLSS. Both groups have a generally high level of satisfaction with their learning environment. The problems and difficulties of nursing students can be grouped into eight themes and includes financial, academic, teacher-related, peer-related, time management, pressure/stress, fears and anxieties, and other problems. Statistically significant correlation was found between age and the motivation to work abroad, and age and the collaborative learning style among second coursers. Based on the GRSLSS, female regular nursing students tend to be more collaborative and dependent than males. These differences in

the learner characteristics of second courser and regular nursing students should be considered in making instructional decisions in class.

SAN BUENAVENTURA, MARICAR L. THE EFFECT OF A STRUCTURED CLINICAL INSTRUCTION MODULE (SCIM) IN PAIN ON THE LEARNING OUTCOME OF THIRD YEAR MEDICAL STUDENTS [LG 995 2010 H32 S26]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2010-2011

Panel Members: Maria Elizabeth M Grageda PTRP MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Melflor A. Atienza MD MHPEd, Member; Merle F. dela Cruz-Odi MD DPBA MBAH, Member; Blesilda E. Concepcion MD PPS MHPEd MBAH, Member.

Abstract: A new method of teaching has been incorporated into the curriculum of third year medicine students of the Ateneo School of Medicine and Public Health which is Structured Clinical Instruction Module (SCIM). SCIM is an educational format intended to teach clinical and interpersonal skills. Previous studies showed that SCIM significantly improved assessment and management skills of students in Cancer Pain. As such, the study aims to determine the effectiveness of SCIM in increasing the knowledge, skill and attitude of third year Medicine students in the study of Pain. Moreover, it determines its effect as a learning tool on student performance, student's attitude towards learning, and teacher's perception, and compares student's performance using SCIM in Pain with those not using SCIM in Pain. Methods: The 66 third year medicine students were divided into two groups. The experimental group underwent lecture, small group discussion, reporting and Structured Clinical Instruction Module (SCIM) while the control group underwent lecture, small group discussion, reporting and rotation. Both groups took a test

prior to and after completing the instructional methods. During SCIM, students' skill and attitude in history taking and physical examination of a pain patient were assessed. Their behavior from the beginning until the end of SCIM were noted. After the students have completed SCIM, they were asked to evaluate the teaching tool in terms of its ability to motivate learning, give valuable feedback and to self-assess their clinical skills using a four-point scale. Teachers participating in SCIM were likewise asked to evaluate SCIM using a four-point scale in terms of its ability to measure students' clinical skills, students' motivation in learning, provide valuable feedback, and its applicability. Results: T-tests to a significant difference in the pretest and posttest of students who were given SCIM (p-value of <0.001) and in the posttests of students given SCIM as compared to those who were not given SCIM (p-value of <0.001). Students strongly agreed that SCIM can prepare them for clerkship (p-value of 0.01), provides patient encounter for different diseases (p-value of 0.01), provides patient encounter for different diseases (p-value of 0.01), is a venue to apply skills in history taking and physical examination (p-value of 0.01), and teaches the proper assessment procedures for pain (p-value of 0.02). Teachers strongly agreed that it is a form of flexible teaching that adjusts instantly to treatment changes (three out of seven), labor intensive (four out of seven), and needs more time to prepare for (three out of seven). However, they disagree that it diminishes their importance in the learning process. Evaluation of the student's skill and attitude in history taking and physical examination of a pain resulted to a grade range of 80.64-93.56%. During SCIM, students were interested and engaged actively with the tasks and discussions involved in each station. Motivation in learning was exhibited by the students as shown by their good performance. Students expressed preference of SCIM over lecture, small group discussion, report and rotation because of SCIM offered more patient and teacher interaction, and valuable feedback. Conclusions: These results suggest that SCIM is an effective standardized instructional program that may enhance learning of clinical skills to students leading to better students' performance and

favorable teachers' and students' perception towards learning.

SORIANO-ESTRELLA, AGNES L. PREDICTORS OF PERFORMANCE DURING RESIDENCY IN OBSTETRICS AND GYNECOLOGY [LG 995 2010 H32 S67]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2010-2011

Panel Members: Maria Elizabeth M. Grageda PTRP MHPed, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Melflor A. Atienza MD MHPed, Member; Nemuel S. Fajutagana MD MHPed, Member; Stella Marie L. Jose MD MHPed, Member.

Abstract: The selection of residents for medical specialty programs is one of the most difficult yet crucial tasks facing all selection committees. Typically, data regarding the applicant's demographic profile, previous academic performance and personality characteristics are gathered to determine who among them will have the highest chance of finishing the program and performing well during training. The relationship of each of these data with performance during residency has been extensively studied over the past thirty years. However, results have been inconsistent. Medical residency is a pivotal period in becoming a physician that is universally associated with high levels of intellectual, physical and emotional demands. Several investigators have examined factors that affect the general well-being and performance of residents during training. The Department of Obstetrics and Gynecology of the Philippine General Hospital has utilized a rigid process in the selection of its residents. However, performance of their residence has not been very satisfactory. The present study was therefore undertaken to identify factors present during the application period as well as during training that affect performance during residency at the Department of Obstetrics and Gynecology of the Philippine

General Hospital. Files of all residents accepted into the department from 2003 to 2006 and who were able to complete training were reviewed. Demographic data as well as information regarding the following pre-entry variables were collected: medical school attended, average grade at the end of medical school, honors received during medical school, average grade in obstetrics and gynecology subjects during medical school and medical board examination grade. Focus group discussions (FGD) were done to determine factors during residency that affected performance. (FGD) were done to determine factors during residency that affected performance. Outcome measures included the departmental evaluation and in-service rating per year of training. Tests of associations were used to determine significant correlations between independent and dependent variables. Logistic regression was performed on the various pre-residency variables to determine which among them were predictive of residency performance. Content analysis of FGDs was done to identify the more important factors that affect performance of residents during training. Analysis of data showed that the board examination rating was the only pre-entry variable that consistently predicted performance during residency. Performance correlated with the respondent's perception of the level of difficulty per year of training. Likewise, performance was greatly affected by factors present during training that put stress on the residents. These factors included the overwhelming amount of work, adjustments difficulties, lack of control over the tasks assigned to them, strained interpersonal relationships, lack of a sense of gratification, and institutional problems. On the other hand, a good support system, inspiration derived from consultants, job satisfaction, and in inner drive to pursue training in the institution enabled the residents to continue with their training.

2011

DALUSONG, MARIA TERESITA B. THE PERCEIVED EFFECTS OF BLACKBOARD E-LEAP ON THE NET GENERATION LEARNERS IN PHYSICAL THERAPY [LG995 2011 H32 D35]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2010-2011

Panel Members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Nomar M. Alviar MD MHPEd, Member; Melflor A. Atienza MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member.*

Abstract: Background of the study: Noticeable changes among the young generation of today are evident. Being born surrounded with advanced technology, they become more digitally adept and inclined to do most of their activities with its use. The University of Santo Tomas is one of the schools around the world that make use of a Learning Management System called Blackboard e-LeAP (e-Learning Access Program) to supplement and cater to the learning characteristics of the Net Generation. The Physical Therapy Department of College of Rehabilitation Sciences utilizes the Blackboard e-Learning Access Program (e-LeAP) to adapt to the learning characteristics of the PT Net Generation. Objectives: This paper described the characteristics of the UST Physical Therapy Net Generation Learners and how they utilized the Blackboard e-Learning Access Program of the University. This paper was also able to describe the effects of e-Learning Access Program (e-LeAP) on the UST PT Net Generation's way of learning. Methods: A descriptive quantitative design using cross-sectional survey was employed in this study. Survey questionnaire was developed using past survey questionnaires from other similar studies. A focus group discussion was also held among PT Net Gen students to obtain their experiences regarding their use of Blackboard e-LeAP and their perceived effect of it to the way they study. The developed questionnaire underwent pilot

testing and was tested for internal consistency yielding a Cronbach alpha value of 0.721 which indicated unidimensionality of the items in questionnaire thereby representing construct validity. Spearman rho correlation coefficient was also used to determine the reliability of the questionnaire yielding an alpha value of 0.05 for 112 items out of the 122 questions. This indicates a significant correlation or reliability of the items. Having an alpha value greater than 0.05 of the remaining 10 items, the p-value correlation coefficients were determined which showed a fair to moderate correlation of the items. Results: The UST PT Net Generation is found to have ease of access to different learning technologies due to their availability mostly at home and their personal ownership. This led them to do various activities for leisure, communication and learning. But among the reasons, the PT Net Generation spent more time with technology for communication and leisure than for learning. Despite of heavy use of technology, in terms of learning, 96% of PT Net Gen strongly prefers teachers who are experts in the subject and knowledgeable in the use of technology. 75% of them prefers group interaction and classroom activities and 8% prefers moderate use of technology in the classroom. Most of them also disagree a pure online learning and total non-use of technology. The Blackboard e-Learning Access Program has been utilized by 98% of the PT Net Gen however only 81% of them access it with ease mostly at home, 2-3 times a week usually every Saturday (74%), Sunday (60%) & Friday (53%) for only 15-30 minutes at midnight (6-12PM). It has been found that access of the blackboard e-LeAP was primarily for monitoring one's status followed by convenience and least for learning. However, even it is still least used for learning, the PT Net Gen still claims that the Blackboard e-Learning Access Program helped them in their learning. Even if the PT Net Generation is digitally adept, 77% of them still claims to learn better by reading their textbook or printed class notes, 95% by highlighting important points in books or notes, 95% with the use of visual graphic and multimedia, and 93% by doing, acting or experiencing what they are learning. When clarifying lessons, 95% of them

prefer consulting with classmates face to face and 87% consults professors at school. A significant percentage of more than 50% of the PT Net Generation access the blackboard e-LeAP for preparing, understanding, and clarifying lessons, but it has been found that it is the least option that they opt to do. Conclusion: The Blackboard e-LeAP had a positive effect in the students' learning and had influenced in the way the Net Gen learns, but just like other technologies, it was primarily used for convenience and secondary for learning. Net Gen's usage of Blackboard e-LeAP was something that they just adapted to their usual learning preferences and activities. The learning characteristics of the Net Gen were not altered with their use of Blackboard e-LeAP. It was actually their characteristics that made them access and use the learning management course site. The PT Net Gen's dominant preferences for learning better and characteristics still prevails over the use of Blackboard e-LeAP. (* Published in *PJHRD (Phil J of Health Res Dev)*, Oct-Dec 2016, v20, n4 p20-29)

DANIEGA, DESIREE R. DEVELOPMENT OF A TRAINING MODULE ON SKILLS-BASED HEALTH EDUCATION ON SEXUALITY FOR HEALTH PROFESSIONALS IN PRIVATE SCHOOLS IN THE NATIONAL CAPITAL REGION [LG995 2011 H32 D36]

Thesis, Master of Health Professions Education, UP Manila, Summer 2011

Panel Members: Maria Elizabeth M. Grageda PTRP MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Nemeuel S. Fajutagana MD MHPEd, Member; Nomar M. Alviar MD MHPEd, Member; Antonio Torralba PhD, Member

Abstract: Background of the study: Health education is one of the competencies which community and preventive medicine gives a lot of importance to. It can bring about significant changes in the knowledge, skills and attitudes towards health problems and issues, more so when

an appropriate interventional is utilized in transmitting key health concepts and practices. The health professionals in schools, doctors, nurses, have the advantage of doing so especially when they are properly equipped with the knowledge, skills and attitude needed to be effective health educators. Addressing the gap seen in the education and training of the health professionals in the school health in sexuality education is important in order to tackle the rising global concern on sexually transmitted diseases/HIV among the youth. Objectives: This paper examined the level of preparedness of health professionals in the health services of private schools on sexuality education prior to the development of skills-based training modules on sexuality education. Methods: The research and development (R&D) research design was used in the study. A validated survey questionnaire was used in order to know whether the health professionals working in schools were prepared to do sexuality education effectively. A 57-item questionnaire of a five point-Likert scale was employed, with questions on knowledge, skills and attitude on human sexuality education. Development of the training module depended on the results of the needs assessment study and reviews of existing sexuality education modules. Likewise, a pilot test of the developed training module was done thereafter, and results were analyzed using paired t-test. The participants were all active members of the Private Schools Health Officers Association in the National Capital Region practicing nursing and medical professions. Results: Data indicated that the level of preparation of health professionals in schools in the following areas needs reinforcement: (a) Knowledge, Current epidemiology of STDs/HIV, principles of diagnosis, investigation and management of STDs/HIV and one teaching strategy, role playing. (b) Skills, taking relevant sexual history and performing genital examinations (c) Attitude, managing lesbian/bisexual patients and relationship issues such as cohabitation before marriage and equating sexual relationships with maturity. In the development of the training program, several factors were considered, namely: (1) for content, focus on a comprehensive approach in teaching

human sexuality (2) still on the content, focus on consequences in engaging into sexual relationships (3) determination of teaching strategies based on Knowles' adult learning theory which included, small group discussions, role-play, video/film showing, interactive lectures and case discussions and (4) Sequencing and scheduling of concepts based on the content focus and availability of the health professionals. Results after a training on skills based health education on sexuality of the health professionals demonstrated significant changes in the knowledge on the current epidemiology of HIV and STDs and principles of diagnosis, investigation and management of common STDs; skills in taking relative and sensitive sexual history and competence in performing genital examinations and, in attitude towards genital examination and managing lesbian/bisexual patients. The observed factors which hindered the effectiveness of the training program included: unfavorable setting specifically the schedule given by school administrators for training, lack of attention and focus due to work calls, and pre-formed opinions and ideas as expressed through nonverbal gestures. And on the other hand, factors which facilitated were high level of interest among the health professionals to participate and presence of initiative from the younger participants to share knowledge and views about the different concepts tackled. Recommendations: A larger number of participants should be surveyed, and equal number of MDs and nurses should be invited for training, and to separate the two professions since they possess different competencies and educational trainings. Furthermore, a follow-up training after 3-4 months is encouraged. In developing and designing a training module, readiness of the health professionals and school administration to conduct the training, their schedule and work responsibilities should be taken into consideration. The development of a self-instructional material for the health professionals with a monthly short team discussion is also recommended given their busy schedule. And lastly for school administrators to study how they can make health professionals be more active in trainings and involvement in the

implementation of school-based sexuality education programs.

GLORIA, FAY CATHERINE K. ACQUISITION AND RETENTION OF KNOWLEDGE AND SKILLS IN BASIC LIFE SUPPORT AMONG EMERGENCY MEDICINE RESIDENTS [LG995 2011 H32 G56]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2010-2011

Panel Members: *Erllyn A Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Reynante C. Mirano MD, Member.*

Abstract: Survival of patients in cardiac arrest depends more on effective basic life support (BLS) rather than advanced treatment. Unfortunately, previous studies have shown that acquisition and retention of BLS knowledge and skills among healthcare professionals is poor. Among health professionals, Emergency Medicine (EM) physicians are expected to be most competent in performing BLS. In 2006, the American Heart Association (AHA) adopted the video-based, instructor-facilitated method of teaching BLS known as the "practice-while-watching" (PWW) method to help ensure acquisition and retention of BLS knowledge and skills. This descriptive quantitative study analyzed the processes related to the acquisition and retention of BLS knowledge and skills among EM residents in a private tertiary medical center using a time series counterbalanced design. The EM residents underwent practical and written examinations prior to undergoing the AHA BLS for Healthcare Providers Course. They again underwent practical and written tests immediately, 1 week, 2 weeks, 1 month, and 4 months after the initial course. Their performances in the tests were compared and analyzed using paired t-test and analysis of variance. EM residents acquired knowledge and

skills in BLS after being taught using the PWW method. The residents' motor skills deteriorated faster than knowledge did. During the study period, the EM residents were able to practice their BLS knowledge and skills by participating in the resuscitation of adult patients. No infant required CPR during the study period. The residents performed better in the Adult CPR skills tests than in the infant CPR skills tests. They also performed most poorly in the Infant One- and Two-Rescuer CPR skills test having the most number of steps. Year level in residency and the use of BLS knowledge and skills during actual patient encounters did not appear to reinforce retention or cause decay of BLS skills and knowledge. The optimal mechanism for retaining knowledge and skill in BLS could not be determined in this study. Skills practice may have to be done as early as one week after the initial BLS course. EM residents should be given a chance to practice their BLS knowledge and skills under the guidance of a preceptor or instructor. It may also be worthwhile for EM residency training programs to organize their BLS training programs by institutionalizing review and retraining in BLS so that EM residents retain this essential lifesaving skill.

SORIANO, JENNIFER U. CLINICAL REASONING STRATEGIES OF SPEECH PATHOLOGY STUDENTS [LG 995 2011 H32 S67]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2011-2012

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Maria Concepcion C. Cabatan MHPEd, Member; Jocelyn Marzan CCC-SLP, Member; Esmerita Rotor P RTP MAEd, Member.*

Abstract: Clinical reasoning is a basic competency of speech pathologists. Filipino speech pathology educators are faced with the challenge of

developing the students' clinical reasoning. In recent years, studies of clinical reasoning in Filipino speech pathologists have gained momentum. However, there are no data on the thought processes of students. This information is crucial for illustrating the development of clinical reasoning. Understanding how interns are thinking and how they use their discipline's specific knowledge will help speech pathology educators identify critical concepts and how to teach them. It will also lead to the development of teaching innovations that will facilitate the development of sound clinical reasoning. The qualitative case study described the clinical reasoning of speech pathology interns by collecting verbal protocol and conducting a focus group discussion (FGD) with six interns of the Bachelor of Science in Speech Pathology program in the College of Allied Medical Professions in the University of the Philippines Manila for the School-Year 2010-2011. All participants underwent clinical internship prior to data collection. In pairs, the interns were asked to discuss their plans for assessing and managing the communication disorder of a client. In the FGD, they were asked to ask for their personal insights about their clinical reasoning process. Their discussions with their partner and focus group discussion were audio-recorded and transcribed verbatim. Thematic analysis was conducted so as to identify the prevailing ideas. This study identified different characteristics of speech pathology interns' clinical reasoning. Assessment and management planning involved activation of prior knowledge and various thinking process. Interns were observed to use ten thinking skills during assessment and management planning. These thinking skills, namely: seeking information, recognizing, labeling, applying tool protocol, phrasing, organizing, categorizing, comparing, analyzing causal relationship, prioritizing, and looking forward, were found to be similar to those initially presented in the revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) and Core Thinking Skills (Manzano et al., 1988). Use of these ten thinking skills was linked to different clinical tasks. Furthermore, the characteristics of the clinician, client, and work setting framed clinical reasoning. The objective of planning, that

is, either to determine the scope of the problem by identifying the client's current functioning and the cause of the problem or to make the assessment and management plan appropriate for the client also affected clinical reasoning. And lastly, interns showed awareness of their own thinking but evidence for controlling their own thinking was limited. Results of this data implied that the six speech pathology interns developed basic knowledge base and thinking skills needed for planning for assessment and management.

2012

HERNANDEZ, KATHLENE ANNE V. UNRAVELING CLINICAL EXPERIENCE: OCCUPATIONAL THERAPY STUDENT'S PERSPECTIVE [LG995 2012 H32 H47]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2011-2012

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Maria Elizabeth M. Grageda PTRP MHPEd, Reader/Critic; Melflor A. Atienza MD MHPEd, Member; Nomar M. Alviar MD MHPEd, Member; Jocelyn F. Agcaoili MSPT MHPEd, Member*

Abstract: Clinical internship is one of the integral components of the Bachelor of Science in Occupational Therapy (BSOT) curriculum. It aims to provide opportunities for students to learn experientially, bridging the theories they learned in the classrooms and laboratories, with those of the actual workplace settings. Yet, we do not have a clear description of what clinical learning is based on student's experiences during training. This study utilized qualitative methods to explore the shared meaning of clinical learning amongst the students and to determine factors that affect it. The participants were four 5th year OT students enrolled at the University of Santo Tomas (UST) who (1) were regular students at the time of

internship, and (2) have no failing mark in any of the affiliation centers. In-depth interviews and direct observations of actual rotations to describe clinical learning were done. Secondary data was also reviewed for data triangulation. Emerging themes and categories were then derived from these data. Results showed that actual clinical experience is considered as being a set of various teaching-learning experiences scheduled for the entire rotation, a challenge, and a learning experience. All interns reported to have experienced similar activities in different practice settings. The period of adjustment from being in the classroom to clinics, learning to manage time with all the duties and tasks assigned and being able to handle pressure or stress during internship are all interrelated factors contributing to a challenging clinical experience. Yet, it is still considered as a learning experience given that interns gained better understanding of the client, the self and the profession in general. The things they experienced during clinical internship are all real situations that contributed to their learning. Three major themes captured the perception of interns on learning during clinical internship. These are entering the real world, developing competence and confidence, and deeper understanding of OT. Entering the real world showed how students appreciate the day to day complexities of actual clinical setting, handling actual client and collaborating with their family and other members of the rehabilitation team. These experiences afforded to them contribute to the development of intern's competence and confidence. Being immersed in these activities, interns gained deeper understanding of the profession. This study further provides insights on the perceived factors affecting their learning in relation to self, supervisor, setting and other elements as well. Interns involved in this study reported relatively poorer quality experiences in some settings characterized by limited opportunities, resources and practice while rich experiences are associated with good supervision, variety of cases and promoting independence among others. The results of this study may be utilized by the institution, clinical supervisors and program developers. Institution may look at the positive and negative experiences of interns and

use these to improve their clinical training program. Clinical supervisors may utilize the results to innovate their teaching styles to suit the needs of the interns. Furthermore, program developers can use this data for curricular change in order to improve the quality of students' learning experiences.

LAFORTEZA, MA. CONCELENE L. DISTANCE EDUCATION PROGRAM IN ANESTHESIOLOGY: AN INNOVATION IN RESIDENCY TRAINING [LG995 2012 H32 L34]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2011-2012

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Nomar M. Alviar MD MHPEd, Member.*

Abstract: This study described the Distance Education Program in Anesthesiology (DEPA) in terms of curricular and management components. It also looked into the experiences and perceptions of graduates, teachers, and program administrators on various aspects of engaging in a heavily skills-based postgraduate training in anesthesia that did not take place in a hospital setting and did not require daily face-to-face encounters between trainees and consultants. The study used a cross sectional survey and a case study design that looked at the life cycle of DEPA. Data needed for the study were collected through questionnaires, review of records, and various documents. Analysis of data was done using frequency distributions, descriptive statistics, mean ratings, standard deviations and content analysis for qualitative data. Results revealed that DEPA was a hybrid curriculum that used distance educational and thematically arranged modular instruction. Activities included trainees going through each module accessed through the

Internet, in their own time and place, accomplishing tasks instructed in the modules, submitting written outputs and answering self-assessment questions containing case scenarios. Formative assessment was done through the modules. Summative examinations were conducted simultaneously to all those enrolled in DEPA at a given testing center at the same time. DEPA shares the same terminal competencies with the traditional residency program but it differs in delivery, assessment, and recruitment of faculty and students. All respondents reported favorable ratings and perceptions of their experiences in DEPA. However, there was statistically significant difference in the ratings of the three groups with program administrators showing the lowest ratings. The study identified that there is a need for committed DEPA faculty and a separate body to administer the program. Although DEPA is under the Philippine Society of Anesthesiologists, the DEPA Chairman oversees all activities. A formal program evaluation and continuous refinement of the residency training modules, as well as series of sustainable faculty development programs are recommended.

LOQUIAS, MONET M. FACTORS ASSOCIATED WITH INTENTIONS TO LEAVE OR STAY AMONG FACULTY MEMBERS IN THE COLLEGES OF PHARMACY IN METRO MANILA [LG995 2012 H32 L67]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2011-2012

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD PhD, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Imelda G. Peña RPh DrPH, Member*

Abstract: Faculty retention is a critical factor in ensuring adequate manpower and maintaining the quality of education. Understanding the factors associated with teacher turnover and

retention is the critical first step to developing teacher retention strategies. This study explored the factors that are associated with the intentions to leave and stay in the academia among the faculty members in the Colleges of Pharmacy in Metro Manila. It employed a correlation research design with survey and interview as methods of data collection. Results revealed that faculty members are predominantly female, single, with a mean age of 35 years, with Bachelors' degree, with rank of instructor and work full time. The faculty members perceived slight satisfaction with their present work conditions as indicated by the 4.46 average score in a scale of 1 to 6 with 6 as the most favored score. They are also more likely to stay than leave the academe as denoted by the higher average intention to stay score of 5.04 as compared to the average intention to leave score of 3.13. Scale ranged from 1 to 7 with 7 representing extreme likelihood score. Campus governance, perceived institutional support, and salary were identified as explanatory variables for intention to stay while stress, campus governance and salary for intention to leave. These clearly suggest that college or university officials have the capacity to improve job satisfaction and minimize turnover through attending to institutional and contextual aspects of their work environments.

2013

GRIÑO, MARIA MONICA S. CHEATING AMONG HEALTH SCIENCES STUDENTS: FORMS, ATTITUDES AND PERCEIVED PREVALENCE. [LG995 2013 H32 G75]

Thesis, Master of Health Professions Education, UP Manila, 2013

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Maria

Elizabeth M. Grageda PTRP MHPEd, Member; Nomar M. Alviar MD MHPEd, Member

Abstract: Upholding the culture of academic integrity is a fundamental role of health science institutions. As previous researches indicate that students who cheat are likely to engage in professional misconduct, cheating should be abhorred, more so in schools teaching future health professionals, who will be responsible for society's health and people's lives. This study was conducted to 1) identify activities, scenarios and situations perceived by students as forms of cheating; 2) describe the students' attitude toward cheating; 3) determine the perceived prevalence of cheating among students; 4) determine the association between the attitude toward cheating and cheating behavior; 5) describe the association of the following factors, namely, sex, year level, general weighted average (GWA), home college, and membership in student organization with students' perceived forms of cheating, attitude toward cheating and prevalence of cheating, 6) determine which factors predict students' attitude towards cheating, and 7) determine which factors predict cheating behaviors. Using a cross-sectional survey, 462 health sciences students from the 3rd and 4th year levels of the Colleges of Allied Medical Professions, Dentistry, Nursing, Pharmacy, and Public Health of the University of the Philippines Manila were surveyed. More than 87% perceived test or examination-related behaviors as cheating while more than 67% perceived paper-related behaviors as cheating. Students show a conservative attitude towards cheating where 75% believes that cheating is bad, more than 65% has negative feelings on cheating and more than 60% will not cheat despite the circumstance. Cheating is prevalent among the five health colleges with 87.7% of the respondents participated in any one form of cheating. The most prevalent forms of cheating according to self-reports are: Allowing someone to copy your homework (72.3%), Using an old test to study without the teacher's knowledge (50.9%), Copy and paste sections of articles from internet sites (47.8%), Doing projects outside course hours which

are supposed to be done in class (40.9%) and Not citing references for ideas taken in other articles or papers (30.1%). Students show a conservative attitude towards cheating, however, majority of students who have conservative and liberal attitude similarly engaged in cheating. Cheating behavior cannot be directly associated with attitude towards cheating (ATC) despite the multi-compartment analysis of attitude. Among the individual factors, only sex, year level and home college affect students' perceptions of cheating behaviors. Only sex and home college seem to affect attitude toward, while sex, year level, GWA and home college affect prevalence of cheating. Membership in student organization is not a factor affecting perception and attitude toward cheating and participation in cheating behaviors. Logistic regression analysis showed that students with high GWA have a more conservative ATC while members of student organizations have a more liberal ATC. Moreover, females with high GWA and those coming from the College of Pharmacy are more likely to engage in cheating. Results of the study can be utilized to create mechanisms to identify possible student offenders, promote measures to instill classroom discipline and ethics, and create reforms in institutions to deter academic cheating.

PERALTA, ARNOLD B. INTEGRATION OF THE PROMOTION OF SAFE MOTHERHOOD IN THE NURSING COMPETENCY-BASED CURRICULUM [LG995 2013 H32 P47]

Thesis, Master of Health Professions Education, UP Manila, 2013

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPed, Reader/Critic; Araceli O. Balabagno RN PhD, Member; Lydia T. Manahan RN MN, Member; Luz Barbara P. Dones MPH RN, Member.*

Abstract: The Philippine nursing education faces challenges in producing competent health professionals. It is criticized for poor performance of its graduates in the local nursing licensure examination. Despite its adoption of the competency-based curriculum, it is still contributory in promoting mismatch of competencies required by the Philippine society, poor teamwork among its graduates and misinterpretation of primary care as hospital-based. More specifically, its social accountability of helping to decrease the maternal mortality and morbidity in the country is a serious issue as the reckoning of the Millennium Development Goals approaches. This study described the integration of safe motherhood in the nursing competency-based curriculum. Specifically, it identified the placement of the competencies, highlighted strengths and weaknesses, and showed the degree of its integration in the four-year degree program. The study utilized a cross-sectional research design to describe the quality and degree of integration of the promotion of safe motherhood. The study utilized tools adapted from the University of the Philippines College of Nursing Skills, Knowledge and Attitudes book, consisting of a self-administered questionnaire for graduating students on perception of achieved competencies. A separate checklist for the review of documentations such as instructional designs, course syllabi, clinical rotation plans, examinations, and undergraduate researches within the last 5 years was also done. All descriptive data were grouped and analyzed using qualitative content analysis. Quantitative data like ranks and frequency of occurrence of concepts integrated in the various instructional resources were analyzed using percentage distributions and descriptive statistics. Results revealed that the basic concepts and principles on the promotion of safe motherhood were consistent in both the official and actual competency-based curricula. These were also consistent with the prescribed curriculum of the Commission on Higher Education. The same concepts and principles were thoroughly integrated vertically in selected professional courses from second to fourth years. The concepts on the promotion of safe motherhood were most pronounced and horizontally

integrated in the second year through Nursing 12: Community Health Nursing. On the other hand, the more advanced competencies on safe motherhood were likewise horizontally integrated in both the third and fourth years. In terms of instructional support, the facility was enough to accommodate the number of students and the equipment; the skills laboratory was sufficient in terms of number, relevance, and use to attain the set competencies. The clinical learning environment, although restricted in terms of exposure for students, enhanced the integration. The faculty members within the last 5 years, although affected by turnovers and retirement remain equipped with relevant education and clinical experience. The review of the instructional materials on safe motherhood concepts showed adequacy in lectures, partly demonstrated in the laboratory, and performed in the clinical rotations. Safe motherhood was not seen to be a popular research topic as seen in the review of student researches. Perceptions on achievement of competencies were classified within the expected level of proficiency but relatively below the minimum passing for some parts such as physical examination and certain interventions. These can be attributed to limited opportunities, institution's policies and regulations pertaining to handling these types of clients. The concepts and principles of safe motherhood are basic in nursing and integrating them with the different courses across the four years is imperative. Findings of this study revealed a built-in curricular strength that the basic competencies, related to the promotion of safe motherhood, were strongly integrated in terms of cognitive domain of learning and therefore, more confined in the theoretical and attitudinal aspects of nursing. The actual implementation of the competency-based curriculum revealed weaknesses in harnessing the psychomotor domain of learning as students reported relatively low levels of perceived competencies in actual performance of clinical skills. The faculty members handling the course should be well-versed and knowledgeable in areas that they teach and be responsible for their professional growth. Nursing school administrators should recognize that lack or absence of opportunities for learning in the clinical setting

may affect achievement of competencies. These should be carried through consistently across year levels and courses for students to internalize the full competencies related to safe motherhood

SAR TEAM. HEALTH PROFESSIONS TEACHERS AT THE TECHNICAL SCHOOL FOR MEDICAL CARE, UNIVERSITY OF HEALTH SCIENCES, CAMBODIA: COMPETENCIES AND TRAINING NEEDS [LG995 2013 H32 S27]

Thesis, Master of Health Professions Education, UP Manila, 2013.

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Nemuel S. Fajutagana MD MHPEd, Reader/Critic; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Seak Chhay Chap MD MPH MHPEd, Member; Thomas Fassier MD MPH, Member.*

Abstract: The demographic and professional profiles of health professions teachers were gathered and analyzed as well as their perceptions toward competencies and training needs for particular health professions education competencies. The study found that 28.4% of faculty members have never trained or attended HPEd course while there was 71.6% who have attended or are trained on HPEd. However, among this 71.6% there was only 4.6% who have been trained for DHPEd and MHPEd against 66.7% who have been trained in a short time period. The perception of the competencies and training needs was focused on five topics in HPEd rated as highest to most interested by $\geq 60\%$ of respondents. These areas are curriculum planning, instructional design, evaluation and assessment, micro-teaching, and clinical teaching with 72.8%, 71.6%, 66.7%, 63.0% and 60.0% respectively. In addition, there are four categories of career stages described due to their teaching experiences where they represented of 18.5% for novice, 27.2% for junior, 18.5% for mid-career, and 35.8% for senior career stage.

Findings also show that the perception towards certain topics in HPEd were significantly associated with four career stages of faculty. Therefore, it was undoubtedly shown that they all still value the basic topics in HPEd even when they are ready in advance career stage. Appropriate course or workshop on HPEd should be organized without delay due to these competency standards in HPEd. The HPEd program and regulation as well as policies on HPEd must be developed according to the context of the strategic plan of the UHSC. Once HPEd program, regulations and policies are considered in the UHSC's strategic plan, the implementation of HPEd could function effectively. The quality of teaching and learning could be improved through the offering of appropriate faculty development programs in the form of seminars, workshops, short courses or degree programs reflecting faculty needs.

SEAK CHAP CHHAY. VALIDITY AND RELIABILITY STUDY OF METHODS AND INSTRUMENTS TO ASSESS THE ACHIEVEMENT OF PRIMARY MIDWIFERY STUDENTS FOR GRADUATION [LG995 2013 H32 S43]

Thesis, Master of Health Professions Education, UP Manila, 2013.

Panel Members: *Nemuel S. Fajutagana MD MHPed, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Melflor A. Atienza MD MHPed, Member; Nomar M. Alviar MD MHPed, Member; Maria Elizabeth M. Grageda PTRP MHPed, Member.*

Abstract: The research study was carried out in one of the four regional training centers (RTCs) in Cambodia that offer Primary Midwife Education Program. The study (1) analyzed the content coverage and item distribution of four summative examinations in the primary midwifery program (2) investigated the validity of methods and instruments of the four summative tests with respect to content and construct-related evidence of validity, (3) estimated the reliability of methods and instruments, and (4) identified the instruments

that were most strongly correlated with the total scores of GRE. The PMEP curriculum and the national guidelines for GEE were reviewed and analyzed. Actual test items and students' scores of four summative tests totaling 120 test items representing four credits of the PMEP curriculum were collected, reviewed and analyzed. Findings showed that the statements of ILO lack "Objective Consistency" as they are not consistent with the goals of PMEP and "Objective adequacy" as they addressed mostly the development of lower order thinking skills. Results of item analysis, distracter analysis, and visual inspection of each of the 120 items suggest that inferences made from test results would suffer from low content validity and construct validity since most of the contents and ILOS were either assessed inadequately or not tested using items with acceptable quality. The scatter plots showed that many student groups got the same patterns of scores suggesting that students may have copied from each other or the scores could have been influenced by the early distribution of test items to students. Overall, the high mean scores of the four summative tests suggest that they are much easier relative to the suggested MPL Distracter analysis and visual observation of individual test items revealed poor technical quality of MCQ and SA items which could be attributed to inadequate competencies in test construction of test item writers. Based on the results the following are the major recommendations: 1) PMEP curriculum should undergo review and revision, 2) ensure congruence of test items to test blueprint, 3) item makers and teachers undergo training in test construction, 5) and measures should be considered to address the test environment.

YANILLA, NIÑA F. EFFECTS OF MICRO SKILLS TRAINING ON QUESTIONING, EXPLAINING, AND REINFORCEMENT ON THE CLINICAL INSTRUCTORS' TEACHING SKILLS [LG995 2013 H32 Y36]

Thesis, Master of Health Professions Education, UP Manila, 2013.

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Maria Elizabeth M. Grageda PTRP MHPEd, Reader/Critic; Jocelyn F. Agcaoili PTRP MHPEd, Member; Melflor A. Atienza MD MHPEd, Member; Carmelo C. Cunanan PTRP PhD, Member*

Abstract: This study determined the effects of Micro Skills Training on Questioning, Explaining and Reinforcement (MST-QER) on the clinical instructors' delivery skills. Specifically, it determined and then compared the perceived level of effectiveness and frequency of using the micro skills of questioning, explaining and reinforcement among fifteen clinical instructors (CIs) in Physical Therapy before and after the MST-QER. A quasi-experimental one-group, pretest-posttest design was used. The CIs were given the MST-QER and two weeks later were asked to give their feedback on how the training affected their questioning, explaining, and reinforcement strategies while training interns. A combination of observation, journaling and interviews were done involving their interns too. Quantitative and qualitative analysis included Wilcoxon signed rank test, mean, mode and percentage scoring and content analysis respectively. Wilcoxon test (at $p = 0.05$) results revealed that the CIs improved in the effectiveness of questioning (0.033) and explaining (0.015) particularly in phrasing (0.007), promoting clarity, fluency and pacing (0.014) and by using examples (0.014). The effectiveness of reinforcement yielded no significant differences (0.156). Reinforcement was already effectively used by 67% of the CIs during the pretest and the amount of increase in the posttest was therefore no longer significant. As regards frequency in the use of the micro skills, the CIs improved only in the use of focusing in questioning (0.011) and activity reinforcement (0.011). It can be concluded that MST-QER improved the clinical instructor's effectiveness in the micro skills of questioning, explaining and reinforcement. The reflexive use of these skills also served as "eye openers" to the first-time instructors. Further studies include lengthening the implementation period and comparing MST-QER with other existing training programs for CIs.

2014

CUENCA, MANUEL D., JR. EFFECT OF THE USE OF AUDIENCE RESPONSE SYSTEM ON THE PERFORMANCE, BEHAVIOR AND PERCEPTIONS ON LEARNING OF SELECTED FILIPINO MEDICAL MILLENNIAL STUDENTS [LG995 2014 H32 C84]

Thesis, Master of Health Professions Education, UP Manila, 2014.

Panel Members: *Maria Elizabeth M. Grageda PTRP MHPEd, Chair/Adviser; Nomar M. Alviar MD MHPEd, Reader/Critic; Melflor A. Atienza MD MHPEd, Member; Agnes L. Soriano-Estrella MD MHPEd, Member; Annalyn De Guzman Capulong MA RP, Member.*

Abstract: In an era of globalization, medical education has gradually allowed the permeation of technology, and it has changed the way teachers teach and the way students learn. Several health professional schools have been ardent in integrating technologies into their medical-health education programs. The lecture for instance, has been given a facelift at the Ateneo School of Medicine and Public Health (ASMPH) by integrating with it the use of the Audience Response System (ARS). Although benefits are yet to be verified locally, it is believed that ARS improves the lecture format and allows classes to be more engaging. (Miller et al, 2003, Caldwell, 2007, Graham et al, 2007, Stowell and Nelson, 2007, Cain and Robinson, 2008, Elashville et al, 2008, Nayak and Erinjeri, 2008, Rubio et al, 2008, Walton et al, 2008, Alexander et al, 2009, Cain et al 2009, Doucet et al, 2009, Gauci et al, 2009, Kay and Le Sage, 2009, Wait et al, 2009, Brush, 2010, Filler, 2010, Hancock, 2010, Hoyt et al, 2010, Rush et al, 2010, Sprague and Dahl, 2010, Williams et al, 2011, Mastoridis and Kladidis, 2011). A quasi-

experimental study using a counterbalanced design was adopted to compare the performance thru post-lecture quizzes of students who were given lectures with and without the use of ARS. The behavior were recorded, and a follow-up survey method and focus group discussion (FGD) assessed the general learning styles, attitudes, learning experiences and perceptions of students on learning through the use of the ARS. The study found that there were incongruence between the students' perceptions of ARS and their performance and behavior in class. While the students perceived the ARS as a helpful technology, analysis of their behavior and performance revealed that there was no significant change or no actual increase in these aspects. This pointed to a certain interaction and relationship between the teacher and the technology which also implied that the former was an important factor in facilitating or maximizing the teaching-learning activity that the technology, such as ARS, enables or is inherently capable of. Other implications and recommendations were also discussed.

DAVID-RUARO, MARILYN D. PREDICTING CONSULTANTS' TEACHING COMMITMENT TO RESIDENCY TRAINING PROGRAM IN OBSTETRICS AND GYNECOLOGY: PRIVATE HOSPITAL SETTING. [LG995 2014 H32 D38]

Thesis, Master of Health Professions Education, UP Manila, 2014.

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Mildred N. Pareja MD MHPEd, Reader/Critic; Stella Marie L. Jose MD MHPEd, Member; Edna Sarah C. Morada MD MHPEd, Member; Ma. Consuelo B. Pumanes MD MHPEd, Member.*

Abstract: Residency training may be viewed as the last step in the high-stakes education of licensed physicians who will practice as specialists in the field of obstetrics and gynecology

(OBGYN) providing valuable correlation between theory and experience in the care of actual patients. In the Philippines, the Philippine Obstetrical and Gynecological Society (POGS) gives accreditation to training programs and later certifies its graduates to practice as OBGYN specialists. The influence of consultants' participation, or lack thereof, on the residents' learning process and on the effectiveness of hospital training programs has been demonstrated by many local studies. Private hospitals have added residency training to their hospital services and rely on their doctors who provide OBGYN services as private practitioners, and some as stockholders, to also function as teachers. There are now ninety-four (94) hospitals with accredited OB-GYN training programs, fifty-two percent (52%) of these are in private hospitals. This survey used a self-administered questionnaire completed by eighty-one respondents among 126 OB-GYN consultants at the Manila Doctors' Hospital (MDH), a tertiary private medical center in Manila, Philippines. Findings reveal that consultants were predominantly female with age range of 37 to 78 years, all certified in OBGYN practice, majority being subspecialists, all with high level of affective commitment towards teaching residents. By correlation and regression analysis, it was determined that in an institution primarily involved in delivery of private health care, being an active consultant and having a clinic in the hospital increased teaching commitment. The work-related factors predicting teaching commitment were: including consultants in curriculum preparation and in the schedule of structured learning activities, a reward system by the hospital recognizing teachers' performance, an official appointment or designation as faculty, a system of promotions to a more senior level, regular hospital-sponsored workshops on teaching, and an evaluation system of consultants' teaching performance. The study revealed strategies to increase teaching commitment of hospital consultants, enhance the lifelong learning opportunities of young doctors training to be specialists, contribute to effectiveness of the residency training programs, and eventually improve the quality of patient care. The results may be of interest to specialty

training programs other than OBGYN, and all training hospitals interested to increase their consultants' teaching commitment

GUERRERO, MARGARITA DLR. RELATIONSHIP OF SEAT LOCATION, APPROACHES TO LEARNING, AND ACADEMIC PERFORMANCE OF SECOND YEAR MEDICAL STUDENTS [LG995 2014 H32 G84]

Thesis, Master of Health Professions Education, UP Manila, 2014.

Panel members: Melflor A. Atienza, MD MHPEd, Chair/Adviser; Jesus N. Sarol Jr., PhD, Reader/Critic; Erlyn A. Sana, PhD; Nomar M Alviar, MD MHPEd; Edna C. Morada, MD MHPEd, members

Abstract: Student's seat location has been examined as a physical variable in large classes in relation to personality variable and academic performance. Researches regarding the relationship of seat location and personality indicate strong evidence to link the two. However, studies regarding the relationship of seat location and academic performance show conflicting evidences prompting authors to recommend search for factors that may further explain the relationship between these two variables. This correlation study examined a third variable, students' approaches to learning, as a possible mechanism that mediates between seat location and academic performance. The objectives were: 1) to determine students' final seat location and approaches to learning; 2) To determine the relationship between seat locations, approaches to learning and academic performance. The study took place in one private Catholic sectarian medical school, with a discipline-based type of curriculum. The population of the study included fifty-two second year students enrolled in one of seventeen courses offered during the second year of medical education, for academic year 2013-2014. The period of the study was the first module (introductory module), with a total of five class

sessions. The class met for two hours once a week in a large classroom with seats arranged in traditional rows-and-columns. Seat location was divided into four areas based on proximity to the front of the classroom. Students were allowed free choice of seat location for all five lecture sessions. Students were asked to fill out a seat map for each of the five-class meeting, and the final seat map was drawn after the last meeting. Student's final seat location was defined as the area which a student seats most frequently (three out of five). Students approaches to learning was determined using the Revised 2-Factor Study Process Questionnaire by Biggs administered during the last class meeting. Academic performance was defined as students' score (quality point index) in the module exam which was given one week after the last class meeting. Descriptive data was presented using means and standard deviations. Chi square was used to determine the final seat location and approaches to learning. ANOVA was used to determine if academic performance varied according to seat location and approaches to learning. As seat location went farther from the front, there was increase in number of surface learners. Seat location was associated with academic performance. Students seated nearer the front of the classroom had better academic performance compared to those seated farther. Statistical evidence indicated that neither did nor surface approach was associated with better academic performance. The study concluded that in this large class of second year medical students, seat location is associated with academic performance.

LEP AHMAD. DESCRIPTIVE STUDY OF CLINICAL TEACHING AND LEARNING IN THE ASSOCIATE DEGREE IN NURSING [LG 995 2014 H32 L47]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2014-2015

Panel Members: Erlyn A. Sana PhD, Chair/Adviser; Nemuel S. Fajutagana MD MHPEd, Reader/Critic;

Thomas Fassier MD MPH, Member; Melflor A. Atienza MD MHPEd, Member.

Abstract: The research study was carried out in Battambang Regional Training Center (BBRTC) in Cambodia. BBRTC offers the Associate Degree in Nursing (AND) curriculum. The objectives of the study are 1) to describe clinical teaching and learning in the Associate Degree in Nursing program; 2) determine the perceptions of students and preceptors on their clinical teaching and learning experiences; 3) identify the perceived needs of clinical preceptors and students to improve clinical teaching and learning. Study respondents were preceptors (n=26) and the 3rd year students (n=27) from BBRTC's biggest hospitals the Battambang Regional Hospital and HANDA Emergency Hospital. The two sites and their preceptors and students were chosen purposively. The cross-sectional survey design was used and data were analyzed using the Statistical Package for the Social Sciences (SPSS). In terms of organizational structure, clinical training in the ADN is ordered by the Office of the BBRTC Director, then delegated to the Chief Nurse who then assigns the course to the clinical preceptors. There is no official training office that institutionally takes care of the program. Preceptor-student ratio is almost 1:1 but since preceptors were responsible for teaching students from other year levels and institutions, they actually teach more than five students. As regards clinical teaching and learning strategies, preceptors often used explaining and questioning to instruct students. But there was contrast in response between preceptors and students on nursing round demonstration methods in terms of competence and frequency of use. Preceptors often conducted students' assessment during clinical rotations, whereas students responded that preceptors did not always use all the elements of clinical assessments to evaluate them. These include giving feedback, providing opportunities for practice, and improvement in terms of skills acquisition. For the perceived needs of preceptors and students in clinical teaching, both were satisfied with the content of the areas and clinical procedures for further training. However, the

duration of clinical rotations and clinical requirement cases were not sufficient. In addition, the capacity of preceptors was limited so they need more clinical teaching methods to improve their teaching skills. The study recommends the following: 1) There should be a training unit in the nursing office of both hospitals; 2) to increase number of preceptors so as not to overburden the present pool; 3) review preceptor curriculum; 4) organize preceptor refresher course. The study also identified areas for future research that need to be explored namely: 1) use of simulation and other alternative teaching methodologies in lieu of clinical cases that are not found in the actual clinical settings but part of the basic clinical procedures that must be learned, 2) identify these actual clinical procedures which are rarely encountered in hospitals but part of the basic clinical requirements for the program; 3) assess the appropriate preceptor-student ratio given a particular clinical training environment.

NACABU-AN, SHIELA MAY JAYME. REFLECTIONS OF STUDENTS ON THEIR COMMUNITY DRUGSTORE AND HOSPITAL PHARMACY INTERNSHIP PROGRAM [LG995 2014 H32 N33]

Thesis, Master of Health Professions Education, UP Manila, April 2014.

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Erlyn A. Sana PhD, Reader/Critic; Nomar M. Alviar MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Nemuel S. Fajutagana MD MHPEd, Member.

Abstract: Pharmacy internship program in community and hospital are good venues for students to learn the competencies required of a pharmacist in a patient-centered practice, apply what they learned in school, and appreciate their roles in the future. However, there were limited studies on the effects of hospital and community drugstore internship to pharmacy students in the country. The study determined the effects of

community drugstore and hospital pharmacy internship programs on the development of competencies among UP pharmacy students based on the students' reflections of their experiences. The students' reflections of their learning based on their activities were described in the study and the competencies learned before and after the internship programs were determined. This study employed a descriptive quantitative, cross-sectional study design using survey, records review, focus group discussions (FGDs), and interviews. The study included 36 3rd year community drugstore interns and 33 4th year hospital pharmacy interns from BS Pharmacy and BS Industrial Pharmacy programs for 2011. Pre-test and post-test questionnaires were distributed to assess the competencies of students. The records reviewed included students' notes, exit examinations scores, FGDs, and interviews and were used to describe their experiences and reflective learning if they perceived that they learned the required competencies during their internship. Results showed that the interns developed all the competencies to practice pharmacy in the country despite the differences in the actual practice and the FIP/WHO standard of pharmacy practice. The community pharmacy interns showed lack of interest to pursue their field for major internship unlike the hospital interns. This is significant as the pharmacy profession aims to provide a patient-centered pharmaceutical care in hospital and community drugstores and the recent implementation of Return Service Agreement of UP Manila as an answer to the decrease in professionals practicing in the country.

Ng, Rodolfo C. PROVISION OF A COURSE GUIDE AS A LEARNING TOOL FOR FOURTH YEAR MEDICAL CLERKS [LG995 2014 H32 N45]

Thesis, Master of Health Professions Education, UP Manila, April 2014

Panel Members: Jesus N. Sarol Jr. PhD, Chair/Adviser; Erlyn A. Sana PhD, Reader/Critic; Nomar M. Alviar MD MHPed, Member; Archimedes T. David PhD, Member; Evelyn B. Yumiaco MD MS Clin Epi, Member.

Abstract: Adult learners like medical students are considered responsible, autonomous, experiential, and reflective in their pursuit for learning. They want immediate application from what they have learned and seek transfer of learning from theory to practice. This contention, however, is not always true because problems encountered at Angeles University School of Medicine during pediatric clerkship include failure to track and monitor their learning tasks and consistent low passing marks in comprehensive examinations for the past 6 years. These prompted the department to develop a course guide that is uniquely both a study and a training guide to serve as a solution to these pressing problems. The aims of this study are 1) to determine the perceived learning experiences from the two comparative study groups rotating at the Department of Pediatrics; one group provided with a course guide and the other did not; 2) to determine the differences of the two groups in their cognitive performance based on the results of written comprehensive examinations after their rotations, and 3) to determine the differences of the two groups in their clinical competency performance based on residents' rating, clinical learning tasks appraisal and their perceived level of competency after their rotations. A causal-comparative research design was conducted involving fourteen (14) 14th year medical students as the "control" group and 12 students as the "exposed" group with the innovation. Focus group discussion showed a favorable learning experience from the group with the course guide. Both groups did not differ in their responses for their training and learning activities and they generally agreed that their teaching faculty were all right. Both groups, however, gave varied responses as to their personal interests of subjects to learn, factors that facilitated and hindered their learning. The group with the course guide showed improvement in their cognitive performance based on the results of the

comprehensive examination. Students who used the course guide had relatively better clinical performance in various aspects based on the residents' evaluation. However, their clinical learning appraisals and perceived level of competency compared to their counterpart were varied in ambulatory, hospital and nursery setting. The "exposed" group generally found the course guide to be acceptable based on their overall strong agreement to the statements. To date, provision of a course guide indeed showed encouraging results that it can be developed and implemented as an added teaching and learning material for the 4th year medical students in their pediatric clerkship rotation.

NEPOMUCENO, CZARINA AL H. PROMOTION OF HIGHER ORDER THINKING SKILLS THROUGH CASE DISCUSSIONS AMONG DENTISTRY CLINICIANS [LG995 2014 H32 N47]

Thesis, Master of Health Professions Education, UP Manila, April 2014.

Panel Members: *Erlын A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Maria Lourdes Dorothy S. Salvacion DDM MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Heherson M. Tumang DDM MHPEd, Member.*

Abstract: This ethnographic research described the University of the Philippines College of Dentistry case discussions. A non-participant observation was done on clinicians from all year levels and faculty members from all disciplines in the Sections of Oral Medicine, Operative Dentistry, and Prosthodontics making the sampling technique purposive. Focused Group Discussion, Key Informant Interview, and Documents Review were done to augment the observation. Results showed that these case discussions in the UP College of Dentistry afforded the flexibility to be applied in different cases, complexity, scope, and

depth similar to small group case discussions and exhibited the stages of preceptorship. It served as the briefing phase of the clinical learning cycle. However, the observed case discussions were mainly summative assessments. The quality of the gathered data and contents of the written report hinted the teacher about the learner's cognitive and thinking skills. Their ability to answer questions posed showed the depth and breadth of their knowledge. Strategies such as questioning, explaining, summarizing and feedback were used to develop higher order thinking skills but as more misconceptions were exposed, bridging learning gaps took most of the time limiting the discussions to lower order thinking skills. Teacher-, student, environment-related factors affect the ultimate goal of clinical learning, produce learners that are capable of good clinical judgment and can think logically and critically. Despite the struggles encountered by the clinicians and clinical instructors, both participants invested time and made extreme efforts to complete and make the discussion a success. It is recommended that students make efforts to be self-directed and faculty members be aware of the pitfalls that hinder the success of these encounters. Administrators and course directors should try to alleviate the rigors of clinical teaching and emphasize the promotion of higher order thinking skills.

TONG LEANG. SIMULATION-BASED EDUCATION, TRAINING AND ASSESSMENT IN DENTISTRY AT THE UNIVERSITY OF HEALTH SCIENCES, CAMBODIA [LG 995 2014 H32 T66]

Thesis, Master of Health Professions Education, UP Manila, First Semester 2014-2015

Panel Members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Erlын A. Sana PhD, Reader/Critic; Thomas Fassier MD MPH, Member; Chap Seak Chhay MD MPH MHPEd, Member; Virya Koy RN MSN MHPEd, Member.*

Abstract: This study is a cross-sectional survey to describe the current use, priority needs, and perception of fifth year dental students on simulation based teaching in the Faculty of Dentistry, University of Health Sciences, Kingdom of Cambodia. The Objectives of this study are to 1) describe in a systematic way the current use of simulation based education training (SBET) for undergraduate students in the preclinical years at the Faculty of Dentistry, UHS; 2) identify priority needs of implementing an SBET at the Faculty of Dentistry UHS; 3) explore the perceptions of students' experience with SBET at the end of preclinical year at the Faculty of Dentistry, UHS. A total of 26 faculty members and 85 students participated in this study. Results showed that only 23% of clinical laboratory faculty members are trained in the use of SBET while the overall use of SBET is limited to use of tooth models and student patient simulators. Review of records, direct observations and field interviews revealed that SBET is not fully integrated in current clinical laboratory curricula and syllabi. Faculty members identified as their priority need for improving the quality of dental education the acquisition of high technology tooth mannequins and training in the use and integration of SBET in curricula and syllabi. In terms of students perceptions of SBET, 86 respondents gave a positive rating (Mean = 2.05) of their experience in SBET limited as it is. In conclusion, the results provided an objective look at simulation-based education training in dentistry providing important information needed to identify priority areas for improving the overall quality of clinical skills training. These results further demonstrated that even though SBET is limited to use of tooth mannequin and student patient simulators, students appreciate the opportunity to practice repeatedly in a risk-free learning setting.

VIRYA KOY. PERCEPTIONS OF NURSING STUDENTS ON EFFECTIVE CLINICAL PRECEPTORS IN PHNOM PENH NATIONAL HOSPITALS [LG995 2014 H32 V57]

Thesis, Master of Health Professions Education, UP Manila, April 2014

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Chap Seak Chhay MD MPH MHPEd, Member.

Abstract: This study described student's perceptions on the characteristics of effective nurse clinical preceptors. These preceptors guide nursing students to practice at clinical setting in some national hospitals in the city of Phnom Penh, Kingdom of Cambodia. As part of the clinical learning environment, the clinical teaching behaviors of nurse clinical preceptors have significant potential to influence students' learning. This study contributes new knowledge about the effectiveness of nurse clinical teaching behaviors at facilitating learning and influencing students' perceptions of their clinical experiences. A cross-sectional design survey was used. The sample was 166 both students taking up the Associate Degree in Nursing (ADN) and the Bachelor of Science in Nursing (BSN) from three accredited universities in the city of Phnom Penh. Respondents were chosen using stratified random sampling. All students had completed at least one clinical course and were seeking their first nursing degree. The instrument was the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) developed by Mogan & Knox (1985) but modified to include teaching ability, nursing competencies, evaluation, interpersonal relationship, and personality trait with back-to-back protocol. It consisted of 47 teacher behaviors for which students rated frequency of use for a clinical instructor on a 5-point Likert scale where 5 indicates strongly agree and 1 refers to strongly disagree. Frequency counts and percentage distributions, as well as descriptive statistics were applied such as the mean, and standard deviations. Results show that the overall Cronbach's Alpha Coefficient for all items was 0.945. The overall mean rating given to effective characteristics of effective clinical preceptorship

had a moderate mean = 3.028 and SD = .852. Specific mean ratings that were rated moderately effective were interpersonal relationship (mean = 3.51 and standard deviation (SD) = 0.88), evaluation of student achievement (3.39, 0.93), personal traits (2.80, 0.83), nursing competencies (3.39, 0.93), and teaching ability (2.70, 0.81). Opportunities to implement effectiveness of clinical teaching that are most effective should be seized at every possible juncture. These actions will maximize opportunities for nursing students to learn, and therefore to succeed in becoming professional nurses.

2015

DELA FUENTE, EVANGELINE B. PSYCHOLOGICAL HELP-SEEKING INTENTION AMONG HEALTH SCIENCES STUDENTS [LG995 2015 H32 D45]

Thesis, Master of Health Professions Education, UP Manila, June 2015.

Panel Members: *Melflor A. Atienza MD MHPEd, Chair/Adviser; Jesus N. Sarol Jr PhD, Reader/Critic; Nemuel S. Fajutagana MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Nomar Alviar MD MHPEd, Member*

Abstract: Help-seeking is considered to be a critical school readiness skill. This skill is particularly useful for students even for non-academic problems which may affect academics such as psychological concerns. Psychological help-seeking must be well-developed among students, more so among future health professionals for its utility in their personal and professional lives. Help-seeking intention is an important determinant of help-seeking behavior. While not all students may need to engage in psychological help-seeking behavior, all students must possess the intention to do so if the need

should arise. The research objective for the present study is to determine the presence or absence of psychological help-seeking intention and factors which influence it among health science students. A total of 386 health science students from UP Manila participated in the study. The current work is a form of descriptive research which utilized a cross-sectional survey. A student questionnaire was prepared based on existing validated questionnaires to assess the variables of interest: The General Help-Seeking Questionnaire-Vignette version and the Attitudes to Seeking Professional Psychological Help Scale-Short version. Data on possible reasons was gathered through key informant interviews to supplement the discussion of results and was not meant to be exhaustive. Results of the study indicate the presence of help seeking intention in a majority of the participants. Participants were more inclined to seek help for others than for themselves despite knowing that help is needed. Among the factors considered in this study, the results showed that those which may have an influence on Help-Seeking Intention were Year Level, College Course and Type of Problem but not Sex and Living Arrangement. For attitude toward Psychological Help-seeking Attitude toward Psychological Help-seeking, an overall mean of 25.57 indicates a positive attitude toward seeking professional psychological help. Among the factors considered in this study, the results showed that College Course and Type of Problem may have an influence on attitude toward seeking professional psychological help but not Sex, Year Level, and Living Arrangement. The most preferred source of help was friends and classmates, closely followed by parents, relatives/other family member. Formal sources were third in rank, followed by Semi-formal sources and lastly by other options. Recommendations on how to enhance help-seeking intention and attitude to professional psychological help-seeking were discussed. This study constitutes a significant contribution to the research base on psychological help-seeking intention among students in the Philippines in general and health science students in particular. The findings may help students and teachers to become more aware of their own help-seeking

intention and may enable school leaders and curriculum planners to identify improvements to the curriculum. It can also provide direction for further research on help-seeking among health science students in the Philippines. (*Published in PJHRD (Phil J of Health Res Dev), Oct-Dec 2016, v20, n4 p10-19*)

GUTIERREZ, MARGARITA M. EFFECTIVENESS OF JUNIOR FACULTY MENTORING RELATIONSHIP IN THE COLLEGE OF PHARMACY [LG995 2015 H32 G88]

Thesis, Master of Health Professions Education, UP Manila, May 2015

Panel Members: *Erlын A. Sana PhD, Chair/Adviser; Jesus N. Sarol Jr. PhD, Reader/Critic; Imelda G. Peña PhD, Member; Monet M. Loquias PhD, Member; Roderick L. Salenga MPH, Member.*

Abstract: Faculty mentoring is associated with positive professional and personal outcomes, but here are no existing researches yet studying its occurrence in colleges of pharmacy in the Philippines. This research explores mentoring relationships and their effects. Specifically, the research aims to characterize junior faculty and mentors, described the mentoring profile, correlate the mentoring profile with mentoring effectiveness and career related outcomes, and correlated mentoring effectiveness with career related outcomes. The study is a cross sectional descriptive research with key informants' interviews and survey as data collection procedures. Accessible populations are all colleges of pharmacy in the national capital region and no sampling was done. There were 13 deans, 80 junior faculty members and 34 identified mentors that participated in the study at 89% total response rate across the three groups of respondents. Results of the study show that majority of mentoring relationships are between a junior faculty member and a relatively

more senior faculty member. The faculty members are aware of the nature of the relationship although generally occurring in an informal and unstructured way. The benefits of mentoring relationships are appreciated and recognized by mentors and mentees as well as the dean and college officials. Benefits such as higher percentage of research involvement, higher frequency of administrative positions, and more career related outcomes are reported. However, most mentoring relationships are at the initiation phase, a factor that showed strong negative correlation with mentoring effectiveness score. On the other hand, having an institution-based and structured mentoring program showed a positive correlation for mentoring effectiveness score and has administrative advantages. The regression equation created from the analysis is [mentoring effectiveness score = $6.16 + 0.45$ (cultivation phase) + 0.48 (formal mentoring program)]. Mentoring effectiveness score in turn has a positive impact on number of career related outcomes at a regression equation of [career related outcomes = 0.31 (mentoring effectiveness) + 0.08]. Recommendations include the creation of institutionalized formal mentoring programs that includes the following characteristics. 1) Match junior faculty and mentor according to interest, expertise, and experience related to subject and research interest; 2) Mentor candidates who display willingness to commit time for face-to-face consultations. It is also more advantageous if the candidate mentor has a past mentoring history; 3). Design programs that are sustainable and long-term in order to maximize the benefits of the relationships that are observed at the cultivation stage; 4) Mentoring effectiveness score may be used as a tool to evaluate the strength of the relationship and the success of the program.

HENG, SOPANHA. PERCEPTIONS OF DENTAL STUDENTS ON THEIR LEARNING ENVIRONMENT AT THE FACULTY OF ODONTO-STOMATOLOGY, UNIVERSITY OF HEALTH SCIENCES, PHNOM PENH, CAMBODIA [LG 995 2015 H32 H44]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2014-2015

Panel Members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Chap Seak Chhay MD MHPEd, Member; Yem Sophal DDS MOPH, Member; Chheng Kannarath, Member*

Abstract: The purpose of the study is to investigate dental students' perceptions of the learning environments at the Faculty of Odonto-Stomatology, University of Health Science, Kingdom of Cambodia. The characteristics of effective teachers have been shown to affect students learning. This will help the school of dentistry administrators get important new ideas for improvement of the teaching and learning setting. Competencies concerned with three domains are to develop rationale and scientific temperament, foresee advancements in all spheres of life and its impact on the society and help students in conserving and transmitting values nurtured by the society. The specific objectives of this study are to (1) to identify the perceptions of dental students on their learning environment, (2) to determine if the perceptions of dental students on learning environment vary according to students' gender and years of study. This study is a cross-sectional survey conducted among the 4th, 5th, 6th and 7th year dental students. Final student population consisted of 312 (male = 221 and female = 91). Data were analyzed using frequency distribution of genders, ages, mean ages, level of students' scores, using descriptive, crosstab statistics, the measures of central tendency especially the means and standard deviations. The survey used the translated questionnaire of the Dundee Ready Education Environment Measure (DREEM). Permission was given by Professor Susanne Roff (s.l.roff@dundee.ac.uk). Results show that students' perceptions on their learning environment vary across sites. The study finding also indicated that students' perception of effectiveness of learning affected how students

perceived their learning environment experiences. Although these findings need to be confirmed, they provide grounds for looking at learning environment in a new light. Opportunities to implement learning environment that are most effective should be seized at every possible juncture. These actions will maximize opportunities for dental students to learn and succeed in becoming a dental professional.

MEDALLON, KIM GERALD G. ATTITUDES DEVELOPMENT OF OCCUPATIONAL THERAPY INTERNS FROM A PRIVATE SCHOOL IN THREE CLINICAL SETTINGS: A DESCRIPTIVE STUDY [LG995 2015 H32 M43]

Thesis, Master of Health Professions Education, UP Manila, June 2015

Panel Members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Maria Elizabeth M. Grageda PTRP MHPEd, Reader/Critic; Melflor A. Atienza MD, MHPEd, Member; Nomar M. Alviar MD MHPEd, Member; Carmelo C. Cunanan PTRP, PhD, Member.*

Abstract: The purpose of this study is to describe the current status of attitudes development of occupational therapy interns from a private school in three clinical settings. It aims to identify the attitudes that are being demonstrated, determine their consistency and extent of manifestation, identify the factors facilitating and/or impeding their consistent and full extent manifestation, determine the current knowledge, attitude, and skills of OT clinical teachers in attitudes development, and to identify the utilized teaching-learning strategies. Methods: This study utilized a quantitative cross-sectional design involving observation, in-depth interviews, and reviewing of documents to attain the research objectives. OT clinical teachers and interns of the University of Santo Tomas rotating in the National Capital Region were invited and participated in

this study. Descriptive and content thematic analyses were used for data analysis. Results: It is observed that the three different clinical settings presented little variety in the set of attitudes being manifested by the OT interns. The attitudes that were commonly manifested in the three settings were: initiative, adaptation, patience, and collaborative practice. Negative attitudes such as irresponsibility and special preference were also observed. A certain attitude's manifestation is influenced by the dynamic transaction among the OT intern, client, presenting difficulty and context during a typical service delivery. Most of the attitudes that were observed and/or reported were lacking consistency in terms of its manifestation. Clinical teachers frequently stressed that the current interns would still need continuous prompts, cues and reminders just to enact these attitudes. The extent of manifestation of the identified attitudes may be described as being smaller and narrower in scope as compared to the set and expected affective outcomes in the training manuals, standards of practice, and code of ethics. The attitudes that are currently manifested are generally caused by factors outside the direct training received in the classroom and affiliations. They include overall internship experience, classroom experience, sense of camaraderie, personal convictions and reflections, preference for a setting, upbringing, and culture. Factors facilitating and impeding a consistent and full extent manifestation of attitudes were also identified. These factors may pertain to the OT intern, clinical teacher, peers, learning opportunities, and features of the center. The gap formed between what can be ideally attained and what is currently manifested is brought about by a multitude of contextual factors hindering the attainment of this inherent potential. These factors may point to the person such as limited knowledge and weak skills of the clinical teacher and personal factors of the intern; the task itself such as vague specification of affective outcomes, insufficient content areas, limited teaching-learning strategy, weak instruction, and limited pre-internship preparation; and the environment such as limited expectations on the part of the clinical teacher and limited features of the center. Implications:

Results of this study may pave the way to possible policy and curriculum changes to ensure that attitudes would not just be listed as learning outcomes but would really be emphasized in the teaching-learning process. Improving the quality of the learning outcomes and instruction, through remediating the identified contextual factors, would be helpful in producing future occupational therapists who are supporting health and participation in life through engagement in occupation in a holistic, humane and ethical manner.

SORIANO, GIL P. RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE AND THE NURSING LICENSURE EXAMINATION OF GRADUATES FROM A CITY-SUBSIDIZED UNIVERSITY [LG995 2015 H32 S66]

Thesis, Master of Health Professions Education, UP Manila, Second Semester 2014-2015.

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Nomar M. Alviar MD MHPEd, Member; Ma. Lourdes Dorothy S. Salvacion DMD MHPEd, Member.*

Abstract: The Local Government Code aims to empower the local government units (LGUs) in running their own affairs including education. The devolution goes through tertiary education. However, to ensure that LGUs are being true to this mission, they should be able to produce graduates who are able to at least pass the licensure examination. This study determined the relationship between the academic performance and nursing licensure examination of graduates of a city-subsidized university, the nursing professional subjects that best predict the outcome of the nursing licensure examination and described the features of the organizational culture that have likely contributed to such

outcomes. The study used an explanatory sequential mixed method of Bertalanffy's General System Theory. Academic records of two batches in 2012 and 2013 were used. Key informant interviews with selected university officials, site observations and document analysis were also done. Independent variables included the nursing professional subjects and the dependent variables were the subtests in the licensure examination. Means, standard deviations, Pearson r correlation and Multiple Regression Analysis were used for the quantitative data while content analysis using the system theory was used for the qualitative data. Findings reveal that graduates were average performers in their academics. This was inversely correlated with the nursing licensure examination. This still suggests direct relationship since the grading system in the university ranged from 1.0 to 5.0 where 1.0 is excellent. Critical Appraisal II, Nursing Care Management 104, and Nursing Care Management 106 were significant predictors of performance in the licensure examination. As an organization, the university suffered from fast turnover of leadership and breaking of admission and retention policies. However, despite being an educational organization affected by local government politics, the University was able to maintain a satisfactory performance in the board examination most likely due to strong intrinsic motivation and commitment of the dean and faculty members. Conclusion: Graduate in the city-subsidized university reached average performance in their academics and performed satisfactorily in the licensure examination for nursing. Despite the pressures of local politics, the school was still able to perform satisfactorily probably due to its committed faculty.

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AIM **SO**THEA. RESEARCH SELF-EFFICACY AND ATTITUDE TOWARDS RESEARCH: EVIDENCE FROM STUDENTS AT UNIVERSITY OF HEALTH SCIENCES, CAMBODIA [LG995 2016 H32 A56]

Thesis, Master of Health Professions Education, UP Manila, December 2016

Panel Members: Jesus N Sarol Jr. PhD, Chair/Adviser; Chap Seak Chhay MD MPH MHPEd, Reader/Critic; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Nemuel S. Fajutagana MD MHPEd, Member; Sar Team MHPEd, Member (University of Health Sciences, Cambodia)

Abstract: Background: Thesis completion was as low as 13% for medical students, 60% for dentistry and none for nursing students in the University of Health Sciences in Cambodia which causes concern for university management and anxiety for students themselves. This low academic performance may be attributed to student self-efficacy and interest. Moreover, students held negative views about research and fear and anxiety about statistics. We examined perceived research self-efficacy (i.e. confidence in executing successfully specific research activities) and attitude towards research (i.e. preferable tendency towards research) and their correlation. Findings from the study would serve as baseline and may help research instructors to adopt learning experiences to boost students' research self-efficacy and attitude towards research. Objective of the Study: The main objective of study was to determine the level of research self-efficacy and attitude towards research and the correlation between these two variables. Methodology: Cross-sectional survey was used for the present study. Anonymous self-administered 13-item Clinical Research Appraisal Inventory (CRAI) and 18-item Attitude towards Research (ATR) scale were distributed to 361 students in their final year of study in three academic programs: medicine, dentistry and nursing at University of Health Sciences. Data were entered in EpiData 3.1 and analyzed using Stata 11 SE. Appropriate statistical tests were used with significance level at $\alpha=0.05$. Results: A total of 332 students participated in this study with the response rate of 92%. Overall, students reported

moderate level of research self-efficacy with mean percentage score of 55.9% (sd=16.9%) and moderate positive attitude towards research with mean percentage score of 66.5% (sd=11.4%). Students perceived on research self-efficacy and attitude towards research significantly different across the three academic programs, and not based on their gender on variables of research self-efficacy and attitude towards research. Research self-efficacy was statistically and moderately positively linked to attitude towards research. Conclusion: Overall, students reported moderate level of research self-efficacy and moderate positive attitude towards research. There was a positive correlation between research self-efficacy and attitude towards research. Recommendation: There is a need to enhance their research self-efficacy and attitude towards research of University of Health Sciences in Cambodia. This can be done by improving instructional strategies and curricular design to help improve the completion of thesis/memoir writing up

DE LEOZ-PANIGBATAN, AMY M. EFFECTS OF TWO TEACHING APPROACHES ON THE EXPLAINING SKILL OF MEDICAL CLERKS [LG995 2016 H32 D45]

Thesis, Master of Health Professions Education, UP Manila, November 2016

Panel Members: Maria Elizabeth M. Grageda PTRP MHPed, Chair; Eryln A. Sana PhD, Reader/Critic; Melflor A. Atienza MD MHPed, Member; Nomar M. Alviar MD MHPed, Member; Jesus N. Sarol Jr. PhD, Member.

Abstract: Physicians are inevitably called to be educators in varied circumstances. However, the Philippine Medical Curricula in general, offer no specific course that addresses the enhancement of the teaching skills of the aspiring doctors. The Pamantasan ng Lungsod ng Maynila College of Medicine (PLM-CM) was conceived to be a strong

arm of the government of the city of Manila in catering to the medical needs of its underserved communities. Through its medical students who deliver patient and care-provider education in the community setting, the citizens of Manila are being armed with valuable information on the prevention of common diseases. At the Clerkship level which corresponds to the 4th year of Medical schooling, the students are assumed to be content experts relative to the community learners. With this expertise, comes the expectation that they are equipped with the ability to effectively communicate this necessary information that will help promote the citizen's wellness. However, without a specific course that formally addresses the enhancement of the medical students' explaining skills, their ability to translate their knowledge into forms that are readily understood by their learners is at best, hoped for. This study looked into the effect of the introduction of microteaching, an innovative method of instruction that builds on feedback and on the opportunity to view oneself in a TV monitor, on the explaining skill of the medical clerks. The effect of microteaching was compared to that of the traditional method of learning how to teach. Fifty-three 4th year medical students from the Pamantasan ng Lungsod ng Maynila were asked to render 5-10 minutes explanations on a topic of their choice in front of their peers while being video recorded. Using the Skill Observation Record on Explaining (based on the Sydney Micro Skills Redeveloped) as a tool, the explaining skills of these medical clerks were rated by themselves, and their peers. Half of the group underwent microteaching and the other half, the traditional method of learning how to teach. The medical clerks were then asked to render another 5-10 minutes explanation on the same or on a different topic which were again video recorded and rated by self and their peers using the same tool. The video-recorded materials were shown to experts who were kept blind as to the timing of the video clips and the method of instruction introduced to each medical student. T-test analysis of the pre- and post-test scores of the microteaching group pointed to a statistically significant difference at $\alpha=.01$. Comparison of the difference in the pre- and post-test ratings of the Microteaching

and Traditional method of learning group using ANOVA repeated measures, showed significant difference ($\alpha = 0.05$) in the mean scores, implying greater improvement in the explaining skills of those who underwent microteaching compared to the traditional method, as rated by peers and by the experts. Microteaching proved to be a useful method in improving the explaining skill of medical clerks. Its usefulness surpassed that of the Traditional method of learning how to teach. Introduction of a course in Microteaching is a strategy proven to improve the skills of explaining among the 4th year medical students, who despite the content expertise gained during the first three years of medical schooling have the pressing need to advance in the delivery of the valuable information to their target learners. These findings offer before us a strategy that will help our professionals fulfill their obligation of being mentors to their fellow health practitioners, to the other health workers, care providers and to their patients. It is recommended that a Microteaching class on the Explaining Skill be integrated into the existing medical curriculum of the Pamantasan ng Lungsod ng Maynila, College of Medicine, as well as those of the other academic medical curricula in our country.

DUCH SOPHATH. THE EFFECTIVENESS OF USING SIMULATION IN LABORATORY CLASS IN IMPROVING CLINICAL SKILLS OF MIDWIFERY STUDENTS IN THE PREVENTION OF POSTPARTUM HEMORRHAGE IN KAMPONG CHAM REGIONAL TRAINING CENTER [LG995 2016 H32 D83]

Thesis, Master of Health Professions Education, UP Manila, 2016

Panel members: Jesus N. Sarol, Jr. PhD, Chair/Adviser; Eryln A. Sana PhD, Reader/critic; Chap Seak Chhay MD, MHPEd, Member; Virya Koy RN, MSN, Member; Sar Team, BMA, MHPEd, Member.

Abstract: This study tested the effectiveness of simulation in teaching clinical skills of prevention of postpartum hemorrhage (PPH). This skill is a basic competency expected of midwives in Cambodia with a high maternal mortality rate of 472 per 100,000 live births. The study was conducted at Kampong Cham Regional Training Center, Kingdom of Cambodia. The study determined the difference in knowledge of third year midwifery students before and after training using simulation. Also assessed were the clinical skills of the student midwives following simulation for prevention of postpartum hemorrhage (PPH). The study used an experimental design, using a modified World Health Organization (WHO) training package as the research instrument for the experimental group and compared with the usual classroom lecture and laboratory sessions composing the control group. All third-year students (N=80) students were given a questionnaire, composed of 20 items dealing with basic knowledge of PPH and 15 items on clinical skills in managing PPH. Respondents accomplished the questionnaire twice: before and after the intervention. There was a total response rate of 100%. Results showed that the pre-test scores of the control group had an overall mean of 35% and the post-test mean was 40%. There was a statistically significant difference of the pre-test and post-test means of the control group ($p = 0.017$). The overall mean rating of the pre-test of the experimental group was 36% and post-test mean of 66%. The difference in the pre-test and post-test means was statistically significant ($p = 0.000$). Both groups in the pretest had similar results. After intervention, the third-year midwifery students who received modified WHO Training Package had higher knowledge and skills scores than the group who used Traditional Teaching Method in terms of knowledge. The difference between the control and experimental group posttest means was statistically significant ($p = 0.000$). The results indicate that using simulation in clinical teaching improves the knowledge and skills of midwifery students in the prevention and management of postpartum hemorrhage better than the traditional lecture method.

LACSON, MARIA CARISA R. THE LANGUAGE CHARACTERISTICS AND LEARNING STRATEGIES OF ALLIED MEDICAL STUDENTS [LG995 2016 H32 L33]

Thesis, Master of Health Professions Education, UP Manila, July 2016

Panel members: Maria Elizabeth M. Grageda PTRP MHPEd, Chair/Adviser; Jesus N. Sarol PhD, Reader/critic; Barbara F. Munar MRS-SP CSP-PASP, Member; Suselyn E. Pascual MRS-SP CSP-PASP, Member; Arnold B. Peralta RN MAN MHPEd, Member.

Abstract: This study focused on describing the relationship between the language characteristics and learning strategies of allied medical students. This research aimed to: (a) describe the language characteristics of the allied medical students in terms of use and comfort level; (b) describe the students' current learning strategies; and (c) determine the relationship between language characteristics and learning strategies. The independent variables were the language characteristics and the dependent variables were the learning strategies. Research design was descriptive in nature and it was a survey design. Focus group discussions, expert validation, and pilot testing were conducted prior to the implementation of the study. Then, a survey among the third year allied medical students took place. The survey questionnaire was a tool that was developed, constructed and implemented for this study. Data was analyzed using descriptive statistics. After which, data was presented using tabular and graphical presentations. Findings revealed that in terms of language characteristics, the study population mostly used English and Filipino to communicate. English was used in most settings except for the home. Straight English was used and was comfortable during non-speaking tasks. Majority of the respondents were English thinkers with a high comfort level. With regard to

learning strategies, the students preferred to study at their residence 2-3 days before a test for more than 4 hours a day. Learning was best after reading the text, notes, or book. Learning strategies used were behavioral in nature: highlighting, making reviewers, and reading, watching videos, listening to recordings several times. Generally, there were no significant relationships between the language characteristics (English translators with a high comfort level, English translators with a low comfort level, English thinkers with a low comfort level) and the learning strategies used per given task. This means that the choice of learning strategy does not depend on the language characteristics a person has.

LY CHANVATANAK. FACTORS INFLUENCING ACTIVE AND PARTICIPATORY LEARNING OF ASSOCIATE DEGREE IN NURSING STUDENTS IN THE CLASSROOM SETTING [LG995 2016 H32 L9]

Thesis, Master of Health Professions Education, UP Manila, May 2016.

Panel members: Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPED, Reader/Critic; Chhay Seak Chap MD MPH MHPED, Member; Team Sar RMT MBA MHPED, Member

Abstract: A perennial complaint among teachers in Cambodia's Associate Degree in Nursing (ADN) deals with their students who do not participate actively during class discussions and activities. This study investigated the factors influencing active and participatory learning of ADN students. The study is a cross-sectional survey. A total of 247 from a total population of 689 students taking up the Associate Degree in Nursing (ADN) from year levels 1 to 3 of University of Health Sciences, Phnom Penh, Cambodia participated. Data collection procedure was done using a survey questionnaire on effective learning developed by (Bradshaw MJ & Lowenstein AJ 2007). An

agreement scale was used with 1 representing strongly disagree, 2 disagree, 3 agree, and 4 strongly agree. Classroom observations and separate focus group discussions between selected teachers and students from all year levels and different areas were also done. Scores in the scale were analyzed using means and qualitative data were content analyzed. Out of 247 respondents, 105 (42.5%) were males and 142 (57.5%) females. There were 99 respondents (40.1%) from the first year, 64 (25.9%) from second year, 84 (34%) from third year. The youngest was 16 years old, the oldest was 23, and the mean age was 20. Students' mean rating on processes engaged by students before daily classroom discussion was only 3.03; those they actively engaged in during classes registered an overall mean of 3.00. Teacher strategies reported as contributory to active and participatory learning were use of small group, up-to-date ICT, awards, interactive classroom environments. The groups of students who came from the city (mean=3.01) and from provinces (mean=3.01) were compared. The t-test and p value obtained suggested that there was no significant difference between participatory learning of students from both origins. The ADN students were passive learners and the classroom managed by teachers who supervised all activities. Interactive teaching strategies used by their teachers such as role playing, small group discussions, up-to-date technology as teaching didactic and friendly approach were encouraging them to participate in active learning. There were no significant differences between students from Phnom Penh and the Province in their daily classroom participation. Teachers play an important role in encouraging active participation during classroom discussions. Class schedule, student's assessment methods, evaluation tools should be changed as needed. Academic awards should be officially announced and given regularly. The use of ICT as teaching strategy is also recommended. Future studies of nurse teachers from additional colleges, both public and private should be encouraged to involve researchers to determine if the findings would be similar in order to bring about active and

participatory to the entire nursing education system in Cambodia

PANGILINAN, CECIL MARGARETTE E. DEVELOPMENT OF PARTICIPATORY CURRICULUM TOWARD EMPOWERED, COMPETENT AND CONFIDENT BARANGAY HEALTH WORKERS [LG995 2016 H32 P36]

Thesis, Master of Health Professions Education, UP Manila, June 2016

Panel members: *Nemuel S. Fajutagana MD MHPED, Chair/Adviser; Maria Elizabeth M. Grageda PTRP MHPED, Reader/Critic; Jesus N. Sarol Jr. PhD, Member; Gloria S. Yang RN MAN PhD, Member; Nina F. Yanilla PTRP MHPED, Member*

Abstract: The purpose of this study is to develop, implement and assess a training course that is participatory and responsive to the needs of the BHWs and the community they serve. Specifically, it aims to identify the training needs of barangay health workers of Barangay Casilagan, Naguilian, La Union in relation to their expected roles and responsibilities, develop through participatory process a curriculum for the barangay health workers according to identified needs, determine the effectiveness of the curriculum for achieving the intended learning outcome and propose a curriculum framework process that ensures participation from curriculum development to implementation and evaluation. The study used Research and Development (R & D) study design and composed of three phases. The first phase is the assessment phase wherein needs were identified based on results of three separate focus group discussions among Barangay Health Workers, Local Government Unit Staff and Household Representatives. The second phase focused on the development of participatory curriculum according to the needs identified and with collaboration of LGU, Trainer, Curriculum experts and researcher. On the last

phase, the curriculum was implemented and evaluated. Qualitative analysis was used for data gathered from Phase 1 and Phase 2 while quantitative analysis was used for analysis of Phase 3 data. For the phase 3, the first three levels of Kirkpatrick's Level of Assessment Model were used. TESDA Certification to assess the skills was used together with the self-assessment scale to determine changes in attitude specifically confidence and empowerment and then analyzed through paired t test. Based on the needs analysis, Hilot Wellness Training program was identified as the most suitable and feasible for BHWs. In Phase 2, the curriculum for Hilot Wellness Training Program was developed and pretested in collaboration with LGU, trainer, curriculum experts, and the researcher. Analysis of pre-test data showed effectiveness of the curriculum in achieving intended learning outcomes. Results of Level 1 evaluation suggest that participants were generally satisfied with the training based on the mean score of 54.2 Three areas of learning (Level 2) were evaluated. Level 2 (Knowledge) evaluation result suggested that there was significant improvement of knowledge among the BHWs before and after the training at p value of 0.001. Achievement of skills (Level 2) was assessed and achievement certified by TESDA as evidenced by the certificate awarded to BHWs. Comparison of empowerment pre-test and post test results suggested that participants feel more empowered after undergoing the training. Confidence pre-test and post test scores suggested that there was a significant improvement in terms of confidence level before and after the implementation of the curriculum. In terms of clients' perception of BHWs, results also showed significant improvement of BHWs behavior as perceived by the clients after the training. Conclusion: A curriculum developed with different stakeholders can ensure relevance to the needs of both trainers and their clients. A training conducted based on a participatory curriculum resulted to significant and positive achievement of intended learning outcome.

RANCHES, MARIA KARLA F. ATTITUDES OF UNIVERSITY OF THE PHILIPPINES MANILA STUDENTS

TOWARD INTERPROFESSIONAL EDUCATION IN THEIR RURAL COMMUNITY FIELDWORK AS DERIVED FROM THEIR REFLECTION PAPERS [LG995 2016 H32 R36] CD

Thesis, Master of Health Professions Education, UP Manila, 2016.

Panel Members: *Maria Elizabeth M. Grageda PTRP MHPED, Chair/Adviser; Jesus N. Sarol PhD, Reader/Critic; Melflor A. Atienza MD MHPED, Member; Buenalyn Teresita M. Ramos-Mortel MPH, Member; Michael P. Sy, OTRP MHPED, Member*

Abstract: Community fieldwork is considered a good avenue for attitude assessment of health professions students. However, measuring attitudes is more difficult to do compared to measuring knowledge and skills. Consistency is key to the accurate attitude assessment. This study aims to describe the attitudes of UPM students towards interprofessional rural community fieldwork as derived from their reflection papers. Their anonymized pre-, mid- and post-rotation reflection papers were used as sources of data. Using a qualitative descriptive design, the determination of patterns and categorization of attitudes was done using the Constant Comparative Method by Glaser and Strauss. The researcher set 20 papers as the minimum sample size, however, data collection ceased when the point of theoretical saturation has been reached. Data regarding attitude development will be represented in the form of descriptive paragraphs and the perceived factors in the form of a graph. Twenty-three (23) College of Medicine (CM) students were included in the study, with a total of forty-six (46) pre- and mid-rotation reflection papers, plus two (2) post-rotation papers read and analyzed. For the College of Dentistry (CD), thirty-seven (37) students were included, with a total of 111 pre-, mid- and post-rotation reflection papers read and analyzed. Pre-rotation attitudes found were: Fearful, Optimistic, Pessimistic and Open-minded. For mid-

rotation, the attitudes found were: Grateful/Appreciative, Empathetic/ Sympathetic, Flexible/Adaptable, Insightful, and Pessimistic/Insecure/Competitive. For post-rotation, the attitude that stood out was Grateful/Appreciative. Pre-rotation, the students mostly showed attitudes of the Receiving level. Mid-rotation, there was an upward shift, wherein they have showed attitudes ranging from Responding to Valuing level. The most common factors influencing these attitudes include: feeling of belongingness, insecurities about abilities, admiration for others, not enough time for activities/futile activities, better patient health due to IPE, and difficulty of community work/paperwork.

SORIANO, CHRISTOPHER JOSEPH L. MEDICAL FACULTY PERCEPTIONS ON THE INTEGRATED MEDICINE AND BUSINESS ADMINISTRATION DEGREE PROGRAM. [LG995 2016 H32 S67]

Thesis, Master of Health Professions Education, UP Manila, 2016

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic, Maria Elizabeth M. Grageda PTRP MHPEd, Member; Manuel T. Cuenca Jr. MD MHPEd, Member; Agnes Soriano-Estrella MD MHPEd, Member.*

Abstract: The changing landscape of the healthcare system demands a type of health professional who is also equipped to think systematically and able to integrate medicine and concerns of non-health-oriented stakeholders in the delivery of healthcare in the country. One way to meet this demand is to integrate a discipline in the medical curriculum to equip future physicians to this emerging challenge. However, any curricular innovation is initially approached with resistance by the faculty who are essential in the delivery of the program of learning. Awareness

of their perceptions on a novel curriculum planning, improvement and development. Apparently, there is still no literature here in the Philippines that formally identified the perceptions of medical faculty on an innovative curriculum such as an integrated medical degree and business administration (MD-MBA) degree. This study described the perceptions of the medical faculty of the MD-MBA program on various issues related to the different elements of curriculum planning & development, namely: 1) needs assessment; 2) curricular objectives; 3) curricular strategies, specifically on integration and 4) evaluation, particularly on student promotion. Information gained from these elements will help administrators design or improve their programs to achieve their institutional goals. This was a cross-sectional survey. Data were collected from the first to third year core medical faculty of a private medical school administered by the Jesuit Order in the Philippines. A survey questionnaire was developed and administered to the medical faculty. Perceptions were expressed using a 4-point Likert scale and analyzed using descriptive statistics. Key informant interviews and focus group discussions were conducted to further elucidate the data gathered. There was a strong agreement among faculty across the different elements of curriculum planning and design, namely: needs assessment (Mean = 3.66); curricular objectives (Mean = 3.73); curricular strategies (Mean = 3.67) and evaluation & student promotion (Mean = 3.71). This study reveals that the faculty envisions a physician who possesses leadership competencies. Finding an effective strategy to integrate and evaluate integration of both disciplines was a challenge to the faculty. There is still an existing exclusivity in both programs and the students are left to integrate.

SY, MICHAEL P. INTERPROFESSIONAL EDUCATION EXPERIENCE OF FILIPINO OCCUPATIONAL THERAPISTS, PHYSICAL THERAPISTS, AND SPEECH-LANGUAGE PATHOLOGISTS AND THEIR ATTITUDES TOWARDS INTERPROFESSIONAL COLLABORATION [LG995 2016 H32 S9]

Thesis, Master of Health Professions Education, UP Manila, June 2016

Panel members: Maria Elizabeth M. Grageda PTRP MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Nomar M. Alviar MD MHPEd, Member; Carmelo C. Cunanan PTRP MAEd PhD, Member; Teresita C. Mendoza OTRP MEd, Member

Abstract: The World Health Organization (WHO) created a Framework for Action on Interprofessional Education and Collaborative Practice in 2010 to challenge higher education institution to facilitate shared learning among health science students (interprofessional education or IPE) and how they can translate this knowledge and skills on team learning into actual health care practice (interprofessional collaboration or IPC). This study examined how occupational therapists (OTs), physical therapists (PTs), and speech-language pathologists (SLPs) experienced IPE and perceive IPC through a survey. This study specifically aimed to 1) described the perceived extent of IPE experience among Filipino OTs, PTs, and SLPs, 2) identify their attitudes towards IPC, and 3) compare their attitudes towards IPC according to the following variables: prior IPE experience, classification of IPE experience, professional background, years of professional practice, and practice setting. The study is a cross-sectional survey design. Respondents in the study were Filipino OTs, PTs and SLPs working in the Philippines. The first part of the survey contained a validated 14-item questionnaire adapted from the Attitudes towards Health Care Team Scale (ATHCTS) developed by Heinemann, Schmitt, & Farrell in 2002. The questionnaire had two subscales (1) quality of team-based care delivery ($\alpha = 0.89$) and (2) time use and priority of teams ($\alpha = 0.55$). Convenience sampling was used to gather respondents. Findings revealed that among the Filipino OT, PT, and SLP respondents ($n = 189$), 134 had prior

experience on IPE (70.90%), which was provided mostly through mandatory means ($n = 94$). The most commonly used IPE teaching-learning strategies were case discussion in the clinical setting ($n = 106$), small group discussion ($n = 100$), didactics ($n = 97$), and case discussion in the community setting ($n = 74$). The usage of didactics ($p = 0.01$) and case discussion in the community setting ($p = 0.01$) resulted to more agreeable attitudes towards IPC. Moreover, 11 out of 13 items in the ATHCTS were rated with agreeability ($X = 3.50$ standard deviation, 4.49), while three (3) items were rated with neutrality ($X = 2.50$ standard deviation 3.49) by the respondents. Through factor analyses and test for internal consistency, two (2) subscales from the 14-item ATHCTS were formulated: 1) quality of team-based care delivery and 2) time use and priority of teams. Among the professional factors, only the practice setting variable yielded a statistically significant finding ($p = 0.02$, where sign $p < 0.05$) confirming those working in the academe to be more agreeable towards IPC compared to those working in the hospitals, clinics, and community. Years of practice ($p = 0.06$) and professional background ($p = 0.07$) yielded no statistically significant difference implying a non-linear relationship between years of practice and attitude towards IPC and a homogenous composition among respondents, respectively. Conclusion: Most Filipino OTs, PTs, and SLPs have had prior IPE experience which led to a generally agreeable attitude towards IPC. Those working in the academe are more agreeable towards IPC compared to those working in the hospitals, clinics, and community. Years of practice and professional background have no relationship with the attitudes of OTs, PTs, and SLPs towards IPC.

YUNG NAREM. EFFECTIVENESS OF CLINICAL TEACHING PRACTICES OF PRECEPTORS IN THREE REFERRAL HOSPITALS AT STUNG TRENG REGION, CAMBODIA. [LG995 2016 H32 Y86]

Thesis, Master of Health Professions Education, UP Manila, May 2016

Panel members: Maria Elizabeth M. Grageda PTRP MHPed, Chair/Adviser; Jesus N. Sarol Jr. PhD, Reader/Critic; Virya Koy, Member; Chhay Seak Chap MD MPH MHPed, Member; Team Sar RMT MBA MHPed, Member

Abstract: This study described students' perceptions on the effectiveness of clinical teaching practices of preceptors. Preceptorship programs are designed to provide competent clinical teaching, evaluation, provision of appropriate feedback and support, provision of opportunities for working as multidisciplinary team members, development of interpersonal relationships, theory-practice integration and clinical competence developments of Associate Degree in Nursing and Midwifery students through supervision of the preceptors. Unfortunately, Associate Degree in Nursing and Midwifery students often complain that their preceptors did not provide: enough feedback through clinical procedures, pre-post clinical conferences, case presentations, or small group discussion; monitoring and supervision during practicum that impacts bedside teaching and management of patient problems; good preparation for formal clinical teaching; and opportunities for applying the nursing process. This cross-sectional survey was conducted to (1) describe the level of effectiveness of clinical teaching practiced by preceptors at three referral hospitals (Stung Treng, Kratie, and Ratanakiri) in Stung Treng region, Cambodia, as perceived by students in the following areas: a) nursing expertise, b) teaching competence, and c) interpersonal relationship skills, and (2) identify characteristics (gender, age, program, and year level) that are associated with effective clinical teaching. A cross-sectional survey was used. The sample was composed of 158 students of the Associate Degree in Nursing (ADN) and Associate Degree in Midwifery (ADM) programs year 2 and 3 who have clinical exposure under preceptors. Respondents were chosen using random sampling from nursing and midwifery students who have practiced at Stung Treng Referral Hospital (69), Kratie Referral

Hospital (105), and Ratanakiri Referral Hospital (86). The Clinical Teaching Evaluation (CTE) Questionnaire developed by Fong & McCauley, 1993 was administered to determine students' perceptions on the effectiveness of clinical teaching practices of preceptors in terms of Nursing expertise, Teaching competence, and Interpersonal relationship skills. The 25 Clinical Teaching Evaluation (CTE) was ranked on a five-point scale from one (Strongly Disagree) to five (Strongly Agree). Frequency counts and percentage distributions, as well as descriptive statistics were applied such as the mean, standard deviations, ANOVA, and Chi-Square test. The Reliability Statistics of Cronbach's Alpha Coefficient's overall mean scores for all items were 0.739. The findings of mean rating scores to the effectiveness of clinical teaching practices of preceptors had a high mean = 3.63 and SD = 1.00. Specific mean ratings that were rated highly effective clinical teaching practices were nursing expertise (Mean = 3.72, SD = 0.91), teaching competence (Mean = 3.51, SD = 1.06) and interpersonal relationship skills (Mean = 3.65, SD = 1.02). This study indicated that gender, age, program, and year level are not associated to the effectiveness of clinical teaching practices of preceptors. The clinical teaching quality of preceptors needs to be improved by preceptorship course training with appropriate teaching methods. The effectiveness of clinical teaching practices that are most important to assist students obtain clinical competence to be qualified nurses and midwives must be given emphasis.

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COLLADO-GARCIA, ROSELYN. FACTORS AFFECTING CAREER PREFERENCES OF CLINICAL CLERKS. [LG995 2017 H32 C6].

Thesis, Master of Health Professions Education, UP Manila, December 2017

Panel Members: Erlyn A. Sana, Chair/Adviser; Melflor A. Atienza, MD MHPEd, Reader/Critic; Nemuel S. Fajutagana MD, MHPEd, Member; Ma. Elizabeth M. Grageda PTRP, MHPEd, Member; Jesus N. Sarol Jr., PhD, Member.

Abstract: Due to the holistic and continuing development of career tracks, medicine graduates have widened their career horizons. They see the merit of pursuing non-medical/non-clinical pathways such as in academe or business. This evolving trend of career tracks for medical graduates might be precursor to the decreasing number of applicants to residency programs of private hospitals in the country, and may consequently lead to losing accreditations and decreasing number of specialists. This study determined career preferences of present-day clerks; explained the factors, motivations, and influences that affect the development of these preferences; and determined if these career preferences are significantly associated with personal, educational, and social characteristics of these medical students. A cross-sectional survey conducted among 221 medical students who have recently finished their clerkship at a private medical school in Metro Manila, Philippines. Data were analyzed using frequency counts, percentage distributions, and series of chi-square tests of association to analyze data. Results show that respondents are still considering pursuing career in medicine, both in public and private hospitals, in non-government organizations, and in hospital administration. All respondents also consider pursuing a specialty after clerkship. The top choice is residency in surgery. They also identified personal trait and experience in clerkship as the only factors that are very influential in their career preferences. On the other hand, only the following associations were found to be statistically significant: values and considering public hospital and barrios as a career setting, perceived employability and considering private hospital as a career setting, current rotation and considering barrios as a career setting, and current rotation and considering academic teaching as a career pathway. This study concludes that medical clerks

prefer to pursue a medical career all the way to clinical specialty and primarily hospital-based. Factors affecting these choices include primarily personal traits and medical educational experiences, both of which are institution centric. It is recommended that a longitudinal study on the career preferences of medical clerks as well as a deeper look at the educational experiences of medical clerks be done.

DHAWO, MARIA SILVANA. EFFECTIVENESS OF COMBINED PROBLEM-BASED LEARNING AND FLIPPED CLASSROOM STRATEGIES IN TEACHING A MEDICAL-SURGICAL NURSING COURSE. [LG995 2017 H32 D45]

Thesis, Master of Health Professions Education, UP Manila, May 2017

Panel Members: Erlyn A. Sana PhD, Chair/Adviser; Nemuel S. Fajutagana MD MHPEd, Reader/Critic; Jesus N. Sarol Jr. PhD, Member; Melflor A. Atienza MD MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member.

Abstract: Sekolah Tinggi Ilmu Kesehatan (STIKES) Suaka Insan Banjarmasin has been using problem based learning (PBL) as an innovative teaching strategy since 2012. However, problems in PBL implementation among the students presented as a barrier to achieve the goals for 21st century nursing education in Indonesia. Hence, the nurse educators in STIKES Suaka Insan plan to apply another teaching strategy and combine it with PBL. The said teaching strategy is flipped classroom. This study compared the effectiveness of PBL and the flipped PBL (FPBL) strategies on students' academic achievement, independent learning, and critical thinking skill, determined the students' perceptions on their experience using the FPBL strategies; and determined the strengths and weaknesses of the FPBL. This study used a combination of experimental and descriptive qualitative research design, involved 2 groups

totaling 84 students divided by fishbowl method into non-experimental group (PBL) and experimental group (FPBL). The study administered a written test examination, concept map presentation, quantitative and qualitative survey to measure students' achievement, independent learning, critical thinking skill and perception. The mean score for PBL group was 34.17 for MCQ and for extended essay questions was 37.71. The mean score for the FPBL in the MCQs was 36.67 and for extended essay questions was 40.38. In terms of independent learning, the mean score for PBL was 60.19 and FPBL was 73.60. The students' competency in critical thinking aspect was 59.19 for PBL and 71.10 for FPBL. The students have a positive perception towards FPBL. The findings provided the option for the nurse educators in STIKES Suaka Insan to develop the transformative learning strategy by implementing the new teaching method. These findings contribute to the growth of research on problem-based learning and a flipped classroom.

DELA CRUZ, AMIEL CORNELIO E. PERCEPTIONS OF GRADUATES OF A DOUBLE-DEGREE PROGRAM IN MEDICINE AND BUSINESS ADMINISTRATION ON THEIR LEVELS OF CONFIDENCE AND USEFULNESS OF THEIR CURRICULUM IN CLINICAL RESIDENCY TRAINING. [LG995 2017 H32 D46]

Thesis, Master of Health Professions Education, UP Manila, May 2017

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Maria Elizabeth M. Grageda PTRP MHPED, Member; Christopher Joseph L. Soriano MD, MHPEd, Member; Jesus N. Sarol Jr. PhD, Member*

Abstract: A number of medical schools around the world now offer a dual degree of Doctor of Medicine and Master of Business Administration, in response to the need for management

competencies for physicians. The Ateneo School of Medicine and Public Health (ASMPH) established in 2007, is the first in the Philippines to offer this dual degree. This study investigated the graduates' perceived levels of confidence and usefulness of the dual-degree program during residency training. Using the convergent parallel mixed methods design, quantitative data were collected from a survey while qualitative data were collected from focus group discussions (FGD) and key informant interviews (KII). ASMPH graduates from school years 2012 to 2013 undergoing residency training were surveyed with an 85.11 percent response rate. FGDs and KII were conducted with selected residents and training officers. Levels of confidence on their competencies, as well as the levels of usefulness of business administration topics in the curriculum were surveyed. Qualitative data were generated to compliment the survey. Survey data were analyzed using frequency counts, means, and mean ranks. Results showed that graduates of MD-MBA generally feel confident in all 18 program outcomes. Residents and consultants agree that these graduates are "competent and confident leaders and effective communicators" more adept at leading, organizing and planning, and working with teams. The perceived levels of confidence do not vary significantly according to age, sex, and year level. Respondents in the ward-based specialties and surgical-based specialties were most confident in displaying interpersonal and communication skills as compared to respondents from Laboratory-based specialties who were more confident in functioning as supervisor, teacher and trainer. The perceived usefulness of the dual program did not vary significantly according to age and year level, but varied significantly according to sex, wherein male respondents found financial management as most useful compared to female respondents who found the dynamics of leadership as most useful. Respondents from ward-based specialties considered operations management as most useful while those from OR-based and Laboratory-based specialties considered the dynamics of leadership as most useful. The study proved that the MD-MBA is able to prepare physicians confident with their skills proficient in leadership,

and systems-based approach to health care. Research studies focusing on how graduates of this dual degree program actually contribute to healthcare and in comparison, with graduates of the traditional medical curriculum are recommended.

NIDEA, MARIA DINNA T. DEMONSTRATION VERSUS THE USE OF FLOWCHART: A COMPARISON OF TWO METHODS IN THE ACQUISITION OF PSYCHOMOTOR SKILLS IN THE OPERATION OF AUTOMATED CLINICAL INSTRUMENT. [LG995 2017 H32 N5]

Thesis, Master of Health Professions Education, UP Manila, December 2017

Panel Members: Jesus N. Sarol Jr. PhD, Chair/Adviser; Ma. Elizabeth M. Grageda, PTRP, MHPEd, Reader/Critic; Erlyn A. Sana, PhD, Member; Nomar M. Alviar, MD MHPEd, Member; Nelson T. Geraldino, MD MSPH, MBA-H, Member

Abstract: Motor learning skill is very important for a successful healthcare professional. The medical technologist as a laboratory diagnostician is crucial in making medical decisions for physicians. The purpose of this study is to determine the effectiveness of training utilizing demonstration as compared to training with the use of flowchart in the acquisition of psychomotor skills in processing clinical specimen using automated clinical chemistry analyzer. The study was done in one of the universities that offers Bachelor of Science in Medical Technology course and conducted the training on the operation of automated analyzer to third year medical technology students. This study utilized quasi-experimental research design with pretest and posttest. Training utilizing demonstration on the operation of an automated clinical chemistry instrument was conducted to the experimental group while training utilizing flowchart was done to the control group. The two teaching methods were compared to determine the effectiveness in the acquisition of skills. The

evaluation of students' practical examination was done and showed that there was statistically significant difference between the two groups in the acquisition of psychomotor skills (p -value=0.0081). Although findings of this study showed that there was a statistical difference, it was evidently shown that the students in both demonstration and flowchart had learned most of the psychomotor skills. Revising and emphasizing on those critical steps in the flowchart where students failed most may help improve and make it as effective as demonstration.

SIDARONG, SUN. COMPARISON BETWEEN THE LECTURE AND JIGSAW METHODS FOR FOURTH YEAR NURSING STUDENTS. [LG995 2017 H32 S5]

Thesis, Master of Health Professions Education, UP Manila, May 2017

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Erlyn A. Sana, PhD, Reader/Critic; Jesus N. Sarol Jr. PhD, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Team Sar RMT MHPEd, Member; Ly Chanvatanak RN MHPEd, Member.

Abstract: Use of effective teaching methods is critical in improving learning outcomes. The lecture is an effective means of imparting information. However, students aside from gaining knowledge need to achieve other outcomes including ability to actively search knowledge and develop communication skills. The jigsaw method is a strategy that requires students to independently seek knowledge and engage in peer-to-peer teaching. The purpose of this research is to compare the effectiveness of two teaching-learning strategies, namely traditional lecture and Jigsaw as small group learning among 80 fourth-year students in Bachelor's degree in Nursing. This study uses a cross-over-experimental study in an offered course in Technical School for Medical

Care in Cambodia in the academic year 2016-2017. The population consists of 80 fourth-year nursing students, those who gave consent to be part of the study will be randomly divided into two groups, A and B. All completed a brief multiple-choice pre-test. Later, assigned students in group A start with a lecture and group B with Jigsaw for the first session. The second session, students group A participants in Jigsaw, students group B learns with teacher lecture. After finishing both sessions, all students took a classroom post-test identical to the pre-test. Data to be collected will mainly be pre-test and post-test, questionnaire, classroom observation and focus group discussion. The study revealed significant difference in cognitive outcomes between lecture and jigsaw methods. The increase of learning outcome was 4.25% in lecture and 10.4% in the jigsaw. The result of pretest and posttest score had shown that students who were taught jigsaw method improved their knowledge than students who were taught lecture method. However, both teaching strategies were reported to reveal posttest score less than 50%, which meant these teaching strategies failed to reach the level of knowledge expected of students. Moreover, the result of the rating scale and focus group discussion about students' satisfaction and their experiences revealed more positive feedbacks on jigsaw than lecture method. Conducting innovative teaching and learning strategies in one session setting was not sufficient in achieving learning outcomes. In order to maximize learning for students, they needed to have knowledge and skills in using the English language, accessing the Internet, and searching for appropriate information.

MAGBOO, ARTHUR T. LEFT-HANDED DENTAL STUDENTS IN A RIGHT-HANDED TEACHING-LEARNING ENVIRONMENT. [LG995 2017 H32 M34]

Thesis, Master of Health Professions Education, UP Manila, May 2017

Panel Members: *Erlын A. Sana PhD, Chair/Adviser; Melflor A. Atienza MD MHPEd, Reader/Critic; Cesar M. Ong MD MHPEd, Member; Ma. Aurea Cristina G. Garcia DMD PhD, Member; Maria Alicia T. Camacho DMD MAED, Member*

Abstract: Left-handedness is about 8-15% of the world population; it is more common among males than females. There are substantial studies on left-handed dentistry students as this profession requires manual skills or dexterity. However, there is no locally published study yet regarding how left-handed dental students learn in an environment where all the equipment and clinical instructors are for the right-handlers. This study aimed to determine how senior left-handed dental students learn how to execute different dental procedures like oral prophylaxis, cavity preparation and filling, and extraction. It also determined how left-handed dental students perceived themselves as clinicians; described the teaching-learning processes that senior left-handed dental students experienced; identified the different problems encountered in executing these dental procedures and explored the strategies teachers employed in teaching different procedures. This is a descriptive, qualitative research conducted among left-handed dental students in a private dental school in Metro Manila, Philippines. Actual observation of respondents performing at the out-patient department was done. Key informant interviews and focus group discussions with selected respondents were done. Participants were chosen thru purposive sampling. Data were analyzed according to Colaizzi's process for phenomenological study. The teaching-learning interactions and skills acquisition were described following the taxonomy of psychomotor domain of learning by Simpson. Findings showed that left-handed dental students were not bothered about their situation. They used various techniques to develop the competencies namely hand switching, finger resting, constant practice, demonstration, and utilization of media platforms. Difficulties and struggles included positioning in relation to patient, visualization of all lingual aspects of upper and lower teeth, carving of amalgam and

having right-handed clinical instructors. In general, clinicians performed the selected clinical procedures at the adaptation level. The lack of awareness of the clinical instructors was a major hurdle for the left-handed students in their efforts to perform the different dental procedures. It is recommended that dental schools also provide the necessary instruments and equipment designed for left-handed dental students. This study can teach the left-handed dental students, teachers, administrators, researchers, traders, and manufacturers how else to improve dental education.

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ALCANTARA-CAPUZ, MARIA KAREN MD.

EFFECTIVENESS OF A PEER-ASSISTED LEARNING MODEL IN TEACHING PHYSICAL EXAMINATION IN OTORHINOLARYNGOLOGY TO CLERKS AND POSTGRADUATE INTERNS [LG995 2018 H32 A43]

Thesis, Master of Health Professions Education, UP Manila, June 2018

Panel Members: *Melflor A. Atienza MD MHPEd, Chair/Adviser; Jesus N. Sarol, Jr. PhD, Reader/Critic; Erlyn A. Sana PhD, Member; Remedios Dee-Chan MD MHPEd, Member; Josephine L. Lumitao MD MHPEd, Member.*

Abstract: Background: To comply with an Outcome Based Educational framework, this study was conducted to determine the effectiveness of incorporating a formal, planned Peer Assisted Learning (PAL) model of instruction in helping achieve the program outcomes of clinical competence, communicating effectively, continuing personal and professional development and professional and ethical practice in the OBE curriculum for Clerks and Postgraduate Interns (PGI) rotating in the Department of

Otorhinolaryngology-Head and Neck Surgery (ORL-HNS). Methods: The study was divided into 2 parts. Part 1 was a one-group pre-test and post-test design that involved teaching training of 16 PGI under a Microteaching Supervisor to be Peer Tutors in Otorhinolaryngology Physical Examination (ORL PE) to Clerks. Video recorded Pre-training Baseline and Post-training Actual skills demonstrations of the PGI were rated by the Microteaching Supervisor and scores were compared using Wilcoxon Signed Ranks test with p value at 5% level of significance. Part 2 of the study was a randomized controlled single-blind trial of Peer-Led vs. Expert Faculty-Led ORL PE training of 55 Clerks. The trained PGI and Expert Faculty exclusively taught the randomly assigned Clerks the skills in ORL PE. Tutees thereafter performed a post training video-recorded skills demonstration which was rated by a Faculty Rater for Tutees who was blinded as to who among the Clerks underwent the PAL-Led or Expert Faculty-Led training. Scores of the tutees in the 2 models of instruction were compared using the Mann-Whitney U-test at 5% level of significance. Participants in the Peer-Led arm were asked to accomplish a self-administered Likert-type questionnaire regarding their attitude toward the PAL experience. The responses were presented in frequency tabulations. Results: For Part 1 of the study, statistical analysis showed a significant improvement between the Pre-and Post-training scores of the 16 PGI in the microskills of explaining, questioning, demonstrating and giving feedback as well as in overall ORL PE skills. For Part 2 of the study, of the 55 Clerks randomly assigned to each of the study arm, 33 underwent PAL-Led and 22 Expert Faculty-Led instruction. Comparison of scores of the Clerks under the 2 models of instruction showed no significant difference between the performance outcomes of the 2 groups. Seventy-nine per cent and 64% of Clerks that underwent PAL-Led and Expert Faculty-Led tutorial respectively achieved MPL. There was a strongly positive attitude towards the PAL experience among the participants in the PAL-Led arm of the study. Conclusion: Teaching Training for PGI under a Microteaching Supervisor improved their knowledge, skills and attitude in teaching ORL PE skills to Clerks. There was no

significant difference in the performance outcomes between Clerks that underwent PAL-Led and Expert Faculty-Led model of instruction. Survey results on the attitude of the participants towards their PAL experience showed a high level of acceptance and satisfaction in the ORL-HNS clinical setting. There is merit in incorporating the PAL-Led model of instruction in the curriculum for Clerks and PGI in the clinical setting of ORL-HNS as an alternative to the traditional Faculty-Led model of instruction.

BUENAVENTURA, CRISZEL F. EFFECTIVENESS OF SELF-DIRECTED LEARNING STRATEGY IN DENTISTRY [LG995 2018 H32 B84]

Thesis, Master of Health Professions Education, UP Manila, June 2018

Panel Members: *Erlyn A. Sana PhD, Chair/Adviser; Ma. Elizabeth M. Grageda PTRP, MHPEd, Reader/Critic; Melflor A. Atienza MD, MHPEd, Member; Maria Lourdes Dorothy S. Salvacion DMD, MHPEd, Member; Nomar Alviar MD, MHPEd, Member.*

Abstract: The evolution of curriculum in the health sciences is accompanied with promotion of various teaching-learning (TL) strategies to enhance learning experience of students. However, despite the fact that several TL strategies are now available, many dental colleges and universities in the Philippines still primarily utilize lecture. One of the strategies being promoted in dentistry is self-directed learning (SDL). It is believed to be beneficial in dentistry because the students are adult learners and several studies claim that an individualized instruction such as SDL is effective in adult learning. SDL may also prove to be valuable because students who undergo SDL display better academic performance than the ones taught with traditional strategy (Al-Nasseri, 2014; Pai et al, 2014). This study determined the effectiveness of SDL by comparing it with lecture using the students' perceptions of their learning

experience and their cognitive performance. It was conducted at a private School of Dentistry in Manila across the four-year levels of dentistry proper. Total enumeration was done in the selection of student-respondents who were exposed to both SDL and lecture. After each learning experience, two kinds of data were collected: post-test scores that indicate the students' cognitive performance and Assessment of University Teaching Activities Questionnaire (AUTAQ) results indicating students' perceptions on their learning experience. Results showed that in terms of students' perceptions, SDL is a more effective TL method than lecture. However, in terms of cognitive performance, ivlecture was more effective among the first-year students. Among the higher year levels, SDL and lecture were equally effective. The differences in students' perceptions and cognitive performance across the four-year levels were also determined. Results showed that the students' perceptions did not vary across the four-year levels but the lower year levels exhibited higher cognitive performance after lecture while the higher year levels displayed higher cognitive performance after SDL. Correlations between the students' scores in post-tests and their perception of learning experience showed that there is no correlation between these two factors. It is concluded that SDL is as equally effective as lectures but it must be used cautiously in lower year levels where lecture is still more beneficial. Further studies comparing SDL and other TL strategies with a more comprehensive review of literature are recommended.

BUMANGLAG, MA. LIEZEL V. DEVELOPMENT OF A LIST OF AFFECTIVE COMPETENCIES AND BEHAVIORAL INDICATORS IN PHYSICAL AND OCCUPATIONAL THERAPY [LG995 2018 H32 B86]

Thesis, Master of Health Professions Education, UP Manila, June 2018

Panel Members: Eryln A. Sana PhD, Chair/Adviser; Ma. Elizabeth M. Grageda PTRP MHPed, Reader/Critic; Nemuel S. Fajutagana MD, MHPed, Member; Melflor A. Atienza MD MHPed, Member; Kim Gerald G. Medallon, OTRP, MHPed, Member.

Abstract: Background. Affective competencies, as demonstrated by behaviors acted upon by people, are essential components in providing optimal care and receiving trust from patients and clients of physical (PTs) and occupational therapists (OTs). If these are generated, PT and OT schools will not just be guided on how to inculcate them in their respective outcome-based education designs, but also in assessing their attitudes. The Commission on Higher Education developed program outcomes for PT and OT education that include a combination of the necessary knowledge, skills, values or attitudes that are to be expected of PT and OT graduates. This study developed a list of the necessary affective competencies and their behavioral indicators and matched them with the program outcomes stipulated in the curriculum. Methodology. A sample of experts from different fields of practice in the PT and OT population groups completed three rounds of Delphi technique in creating a list of affective competencies and their corresponding behavioral indicators. Cronbach's alpha and rankings were used to come up with the final list, after which the contents of the list were matched with each program outcome. Results and Discussion. The final affective competencies and their behavioral indicators for both professions were mostly reflective of the existing code of ethics of the professions, with some not stated explicitly but were reflected as such in the behavioral indicators of other competencies. The program outcomes were clustered into groups that reflect their demands from the students, and most of the affective competencies were matched repeatedly for the clusters, signifying importance of the affective competencies regardless if the cluster is cognitive or skills-based in nature. Some of these are compassion, ethical reasoning, excellence, integrity and professionalism for the PTs, and inquisitiveness and professionalism for the OTs.

Conclusion and Recommendation. Development of affective competencies is necessary for the achievement of the POs stipulated for PT and OT graduates. Their behavioral indicators suggest that development of these competencies as early as during classroom learning may be necessary to the acquisition of these competencies and, in turn, achieving the POs.

CAUSAPIN, ANNA KARENINA V. ATTITUDES OF HEALTH PROFESSIONS STUDENTS TOWARDS INTERPROFESSIONAL EDUCATION. [LG995 2018 H32 C37]

Thesis, Master of Health Professions Education, UP Manila, May 2018

Panel Members: Maria Elizabeth M. Grageda, PTRP, MHPed, Chair/Adviser; Eryln A. Sana, PhD, Reader/Critic; Nemuel S. Fajutagana, MD, MHPed, Member; Niña F. Yanilla, MHPed, Member; Michael P. Sy, OTRP, MHPed, Member.

Abstract: Interprofessional education (IPE) occurs when students of two or more professions learn with, from and about each other to improve collaboration and the quality of care (CAIPE, 2002). The thrust of IPE is to prepare the health professions (HP) students to be able to deliberately work together in a collaborative manner, with a common goal of providing better and safer patient care. This study aimed to determine the awareness of the HP students about IPE, describe and differentiate their attitudes according to sex, course, year level, prior clinical and IPE experiences, and level of moral development, and determine which of the aforementioned variables can predict the attitude on IPE. Correlational study was done among HP students using a validated three-part Interprofessional Education Attitude Scale (IPE-AS). Of the 485 participants, 85% were aware of IPE. No significant difference was found between HP students' attitudes and sex (p

value=0.56) and prior IPE experience (p value=0.81). However, there were significant differences noted in the students' perception of IPE according to course (p value=0.0005), year level (p-value=0.001), and level of moral development (p value=0.0001). The medicine students were found to have the most favorable attitudes towards IPE (Mean=44.86 ± 5.62), followed by pharmacy (Mean=42.99 ± 5.37) and nursing (Mean=42.36 ± 7.44) students. Students in year levels I (Mean=45.60 ± 3.54) and II (Mean=45.35 ± 3.64) were found to have more favorable attitudes on IPE than those in year levels III (Mean=42.91 ± 6.83) and IV (Mean=43.66 ± 6.53). Students in the conventional (Mean=43.13 ± 5.12) and postconventional levels (Mean=44.58 ± 5.85) of moral development have favorable attitudes while those in the preconventional level (Mean=39.33 ± 9.04) have unfavorable attitudes on IPE. Multivariate analysis showed significant differences in the course (p value=0.05), year level (p value=0.04), and level of moral development (p value=0.0001) and are shown to be predictors of attitudes towards IPE. Based on the results, HP students have favorable attitudes towards IPE, indicative of their readiness to learn the concept. This would guide the curriculum developers in the explicit integration of IPE in the HP curricula.

CASUBHA, CRISPHIN L. I-CPeDS AS AN ALTERNATIVE LEARNING PLATFORM FOR PEDIATRICIANS IN SOUTHERN TAGALOG. [LG 995 2018 H32 C37]

Thesis, Master of Health Professions Education, UP Manila, December 2018

Panel members: *Nemuel S. Fajutagana MD MHPed, Chair/Adviser; Maria Elizabeth M. Grageda PTRP MHPed, Reader-Critic; Members: Erlyn A. Sana PhD; Melchor Victor G. Frias, IV MD MscE; Jindra H. Tetangco MD MHPed*

Abstract: As a continuum of learning from basic medical education and postgraduate medical education, the continuing professional development (CPD) is needed to answer for the social accountability of a medical (pediatric) practitioner. In order to be updated with medical trends, the pediatrician must apply self-directed learning. A form of self-directed learning is using an online continuing professional development site, called i-cPEdS. This site was created for member pediatricians of the Philippine Pediatric Society's Southern Tagalog Chapter (PPSSTC). With the chapter's members spread out the over vast geographic locations, as an online CPD should be in place. Objectives: Determine the effectiveness in terms of experience of i-cPEdS as an alternative learning platform for member pediatricians of the Southern Tagalog Region. Specifically, the study aimed to describe i-cPEdS as an alternative learning platform in terms of learning, learning experiences, and consistency of the design of the session. This quantitative descriptive cross-sectional survey study used 340 member-pediatricians of the chapter as the sample population. A month's data collection was used in this study. The respondents answered the pretest that was composed of 10 multiple-choice questions prior to viewing the recorded video of the CPD topic of the month. A posttest followed the video. After completion of the posttest, respondents were directed to the last section of the questionnaire wherein questions pertaining to the experience were asked. Measures of central tendency and paired T-test were used to analyze the data. Member pediatricians of PPSSTC had a significant increase in posttest scores from pretest. Participants' responses on their learning experiences responses leaned toward favorable results that may signify the effectiveness of i-cPEdS as a CPD delivery platform. The design of the session in i-cPEdS was also found as appropriate in achieving intended learning outcomes and consistent with the outcome-based education framework. Conclusion: i-cPEdS is an effective alternative learning platform for pediatricians in the Southern Tagalog Region. Pediatricians in the Southern Tagalog Region who used this alternative learning platform are attuned with the use of information technology for

delivering effective CPD activities. The design elements of the particular online session of i-cPEdS used in this research was consistent in terms of the objectives, content, strategy and assessment.

GUERRERO, CHARLENE ELOUISE D. COMPUTER SELF-EFFICACY, KNOWLEDGE AND USE OF TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE AMONG FACULTY MEMBERS PURSUING POST-GRADUATE DEGREE PROGRAMS [LG 995 2018 H32 G84]

Thesis, Master of Health Professions Education, UP Manila, December 2018

Panel members: Eryln A. Sana PhD, Chair/Adviser; Nemuel S. Fajutagana MD MHPEd, Reader-Critic; Members: Maria Lourdes Dorothy S. Salvacion, DMD MHPEd; Maria Elizabeth M. Grageda, PTRP MHPEd

Abstract: Technology has been a vital part of the 21st century classroom. The TPACK framework provides a structure on how to incorporate it effectively. In order to expertly do this, faculty members should be confident enough with their computer skills. This study focuses on the relationship between computer efficacy (CSE), knowledge, and use of TPACK. Among faculty members pursuing post-graduate degree programs, to the study: 1) determined the perceived levels of computer efficacy; 2) determined the perceived levels of TPACK; 3) described the use of TPACK as reflected in their actual instructional designs; 4) determined the correlation between computer self-efficacy, knowledge, and use of TPACK. This study was conducted in one government graduate school in Manila, Philippines. Forty-five faculty members were chosen as respondents using the following inclusion criteria: 1) currently enrolled in postgraduate programs; 2) currently teaching in their respective professional fields and 3) willing to provide a sample of their instructional design if

available. The Computer Self-Efficacy Scale developed by Teoh and Koh in 2010 was used to assess CSE. TPACK was measured by administering the Survey of Preservice Teachers' Knowledge of Teaching and Technology by Schmidt et al in 2009. Coding and revised scoring rubric for the Instructional Design based on the Technology Application and Integration in Education scoring rubric by Matthew Constant (2015) were used for evaluating the instructional designs of the participants. Mean, standard deviation and SD were used ($p=0.05$) to describe the variables identified in the objectives. Results show that 1) faculty members almost strongly agree that their high self-efficacy in terms of Basic Computer Skills (BCS) but neutral in Media Related Skills (MRS), and Web-based Skills (WBS); 2) faculty members are observed to be neutral in having knowledge in Technology Knowledge (TK) but agree in other constructs of TPACK; 3) BCS are correlated with TK and CK; 4) MRS are correlated with TK and knowledge of TPACK; 5) WBS are correlated with TK, Pedagogical Content Knowledge (PCK) and TPACK; 6) overall computer self-efficacy are correlated with TK, Pedagogy Knowledge (PK), PCK, and TPACK; and 7) the correlation with computer self-efficacy and use of TPACK cannot be explored due to limitations of data gathered. It is recommended to perform more in-depth analysis on the instructional designs to obtain correlation between constructs. Proficiency of graduate students-faculty on web-based instructions were also recommended to be looked into.

LAUDE, ANTONIO F., JR. THE COMPARISON OF GROUP AND INDIVIDUAL LEARNING ON ACADEMIC PERFORMANCE OF 3RD YEAR MEDICAL TECHNOLOGY STUDENTS ON CLINICAL MICROSCOPY EXPERIMENTS [LG995 2018 H32 L38]

Thesis, Master of Health Professions Education, UP Manila, June 2018

Panel Members: Melflor A. Atienza MD MHPEd, Chair/Adviser; Jesus N. Sarol, Jr. PhD, Reader/Critic; Maria Lourdes Dorothy S. Salvacion DDM MHPEd, Member; Maria Elizabeth M. Grageda PTRP MHPEd, Member; Eryln A. Sana PhD, Member

Abstract: In Medical Technology schools, experiments can be done individually or in groups to learn technical skills in the laboratory. The nature of student participation in group work and the effect of group work in experiments on cognitive competence, laboratory skills and attitudes of students have not been well-studied. The study compared the learning outcomes of different laboratory settings (individual work, working in groups of 3, and working in groups of 6, in terms of knowledge, skills and attitudes toward learning, motivation to learn, responsibility, helpfulness, and teamwork. It also determined the students' perception of group work and individual work when performing laboratory experiments, and described the group dynamics while performing laboratory experiments when working in groups of 3 and 6. Using a randomized counter-balanced design, 36 third-year medical technology students were instructed to learn laboratory skills in three different settings: individual work, working in groups of 3 and working in groups of 6. They were rotated to these three learning settings in six experiments so that each student learned in two experiments under each setting. Written and performance examination, questionnaires and observational checklist was used for gathering data. The maximum written examination score in each experiment was 20. There is a significant difference of written examination scores of students. The scores were highest among those doing individual work (Mean = 15.2, SD = 2.18) compared to students working in groups of 3 (Mean = 14.6, SD = 2.88) and students working in groups of 6 (Mean = 14.0, SD = 2.68). The maximum practical examination score in each experiment was 100. All students in the three settings passed the practical examination (Mean = 96.8, SD = 4.17). The mean rating for the attitude questionnaire responses involved 1 =

strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree. Attitudes of students in all three settings were favorable towards learning: individual work (Mean = 1.77, SD = .632), working in groups of 3 (Mean = 1.74, SD = .603), and working in groups of 6 (Mean = 1.76, SD = .599). Attitudes of students toward motivation to learn and responsibility were favorable: individual work (Mean = 1.78, SD = .613), working in groups of 3 (Mean = 1.78, SD = .598), and working in groups of 6 (Mean = 1.78, SD = .579). Also students working in groups gave a positive response to helpfulness and teamwork: working in groups of 3 (Mean = 1.89, SD = .61) and working in groups of 6 (Mean = 1.88, SD = .607). Students perceived that they learned better in a group but they perform the experiment better when doing individual work. When working in groups, students mainly performed the roles of performer of task, information/opinion giver and information/opinion seeker, and direction giver. They also actively listened and served as standard setter in the group. Students working in group of 3 had an average of 67 verbal exchanges with their group mates compared with an average of 33 verbal exchanges when they were working in group of 6. When students perform individual work, they tend to obtain high written examination scores than when they were assigned in groups. There is a significant difference on motivation and responsibility when performing individual work. Students have higher motivation when performing individual work than when working in groups. Students assume more responsibility when performing individual work than when working in groups. There is also a significant difference on the response toward ending up doing most of the work. When students perform individual work or working in groups of 3, they perceived ending up doing most of the work negatively, where they have positive perception when they worked in groups of 6. Students perceived group work as useful and they also perceived that they achieve better in examinations by learning in a group. Students prefer individual work and they also perceive that they perform better with individual work when doing laboratory experiments. Task function and maintenance roles are the similar among working

in groups of 3 and 6. Students working in group of 3 interact more compared to groups of 6 members.

MONTIADORA, JAY DG. THE MEDICAL TECHNOLOGY INTERNSHIP EXPERIENCE [LG 995 2018 H32 M66].

Thesis, Master of Health Professions Education, UP Manila, July 2018

Panel members: *Erlyn A. Sana PhD, chair/adviser; Maria Elizabeth M. Grageda PTRP MHPEd, reader/critic; Jose Eduardo R. Mamat MD, member; James C. Chua, RMT MSPH, member; John Peter V. Dacanay, RMT MSMT, Member.*

Abstract: Background of the Study: Internship in Medical Laboratory Science program is a hands-on demonstration of interns' required competencies in an actual clinical laboratory setting. Objectives: This study described actual learning experiences of medlab students in clinical laboratory during their internship. It determined highlights in interns' experiences that contributed to their development of professionalism and confidence to begin practice. Lastly, it determined factors that influenced their learning. Methodology: The study was a qualitative research design. It utilized key informant interviews, site observations and secondary data analysis. The study settings included public and private tertiary clinical laboratories accredited for internship program. Purposive sampling was made in choosing ten male and female interns as key informants from each of public and private laboratory. As for laboratory staff, they were eight male and female employed with responsibilities in teaching interns. A guide questionnaire for both group of informants was used to gather perceptions. Site observations utilized anecdotal records & time and motion tool that observed interns. Data were analyzed according to consistent and recurring themes.

Results: Both study settings utilized the old curriculum recommended by the Commission on Higher Education (CMO No. 14 s2006). They only recognized the new guidelines (CMO No. 13 s2017) but do not implement it yet. Clinical teaching strategy was preceptorship and staff acted as supervisors. Facilitating factors for clinical learning included interns' approach to learning, opportunity to perform, independence, teaching approaches and behavior of staff. Obstructing factors included unclear intern-staff relationship, laboratory's own shortcomings, and interns' attitudes. Other factors that affected learning included prior exposure to clinical laboratory, transfer of learning through official orientation, and informal endorsement. Staff's satisfaction in teaching interns was recorded as well. Conclusion and Recommendations: Preceptorship was the prevailing clinical teaching strategy. Staff acted as supervisor, assessor, and on-the-job role model. The old curriculum (CMO 14 s2006) was still followed. Interns gain confidence through independence, opportunities to perform and receiving feedback. However, unclear intern-staff relationship and punitive environment affects clinical learning. Staff were satisfied in teaching interns although workload affects clinical learning. Staff were satisfied in teaching interns although workload affects this satisfaction. Longitudinal methodology and longer site observation should be considered for future study.

RAYMUNDO, LORNA CATHERINE G. A STUDY ON MEDICAL STUDENTS' LEVEL OF GRITTIENESS [LG 995 2018 H32 R38]

Thesis, Master of Health Professions Education, UP Manila, July 2018

Panel members: *Erlyn A. Sana, PhD, chair/adviser; Melflor A. Atienza, MD MHPEd, reader/critic; Nemuel S. Fajutagana MD MHPEd, member; Ma. Elizabeth M. Grageda PTRP MHPEd, member; Gil P. Soriano RN MHPEd, member*

Abstract: Grit is defined as the perseverance and passion for long-term goals. It involves vigorous efforts in overcoming challenges, with resolute determination over the years despite failure and hardships. Objective: This study determined the level of grit of medical students, its relationship with academic performance, and if there is a difference on the grit level based on their profile. The study also described grit according to various situations, challenges and circumstances. Methods: This was an explanatory sequential mixed method design. Quantitative part used correlation method using the Short Grit Scale. The qualitative part was carried out through open-ended questions and focus group discussion. All students (N=262) enrolled in the School of Medicine were included in the study. Measures of central tendency, t-test, analysis of variance and tests of correlations were utilized to analyze quantitative data. Thematic analysis was used for qualitative data. Results: Findings revealed that medical students are mostly 21-25 years old, female, with familial income of Php 50,000 and above, and mostly Filipinos. Few were transferees and their GWA was satisfactory. The medical students' level of grit was high. There were no significant differences with students' grit regardless of their profile. However, GWA showed a strong relationship with grit (p-value:<0.05). Themes derived from the qualitative data included students' reasons of pursuing medicine, uniqueness as a medical student, their continued survival despite disappointments, their need for time, rest, support and money and reasons for changing medical school. Conclusion: Regardless of the students' profile, a high level of grit is consistently manifested by the medical students. Better academic performance is meaningfully linked to grit. Students who persevere and consistently maintain their efforts will most likely achieve better learning outcomes. Recommendations: Further studies to build grit in medical school are recommended. These include a review of the curriculum to ensure that students can cope with allotted time and course requirements; formation of a support group for students to interact and share sentiments with; initiate collaborative extra-

curricular activities to promote and establish a mentoring and support system that will allow teachers, students, and their families to communicate and support each other.

SANTOS, KAREN GRACE O. BASIC DELIVERY SKILLS TRAINING AND THE TEACHING PERFORMANCE OF PEDIATRIC RESIDENTS [LG 995 2018 H32 S26]

Thesis, Master of Health Professions Education, UP Manila, December 2018

Panel members: *Erlyn A. Sana PhD, Chair/Adviser; Maria Elizabeth M. Grageda PTRP MHPEd, Reader-Critic; Members: Melflor A. Atienza MD MHPEd; Melchor Victor G. Frias IV, MD MscE; Jindra H. Tetangco, MD MHPEd.*

Abstract: It is known that residents contribute significantly to the education of medical students. Surveys indicate that medical students see their residents as their most important and memorable clinical teachers (Remmen, et al., 2000), (Morrison et al, 2001). However, residency does not include any program capacitating them to teach. This research described the teaching performance of the pediatric residents before and after a basic delivery skills training on set induction, variability, explaining, questioning, and closure. The residents' perception of their teaching task and how they prepared for their teaching activities were also examined. This one group pretest and post-test study was completed in a tertiary hospital in Cavite. Seventeen residents participated in the study. Teaching performance was assessed from five perspectives: self, peers, independent raters, students and consultants and compared before and after a basic delivery skills training. All instruments used were validated by experts and pilot tested. Inter-rater agreement was done using Kendall's coefficient of concordance. The data gathered were analyzed by computing the mean, frequencies and percentage distributions. The scores of the

participants were compared at different timepoints using repeated analysis of variance followed by Tukey's multiple comparison test. Data show that majority of the residents had good perception of their teaching task, were regularly engaged in different teaching activities and performed them without any supervision nor training. Factors required in planning a lesson were considered by the residents. Significant difference in teaching performance was noted by all raters before and after the training. There is a significant difference in the teaching performance of pediatric residents before and after the basic delivery skills training. Recommendation: A longitudinal assessment of the resident's teaching performance and inclusion of the basic delivery skills training in the residency curriculum.

SIBULO, MARIA CAROLE LISA C. COMPARISON OF FIRST YEAR MEDICAL STUDENTS' ACADEMIC PERFORMANCE IN BLENDED AND FACE-TO-FACE LEARNING STRATEGIES IN PHYSIOLOGY [LG 995 2018 H32 S53]

Thesis, Master of Health Professions Education, UP Manila, July 2018

Panel Members: *Erlyn A. Sana PhD, chair/adviser; Maria Elizabeth M. Grageda PTRP MHPed, reader/critic; Nemuel S. Fajutagana MD MHPed, member; Melflor A. Atienza MD MHPed, member; Jesus N. Sarol, Jr. PhD, Member.*

Abstract: The University of Santo Tomas (UST) has adopted the use of a learning management system (LMS) called the Blackboard® (Bb) e-LeAP (electronic Learning Access Program), a program that offers courses online. Since its implementation in 2003, the university has been continuously encouraging all colleges to use the system as a supplementary educational platform. The Department of Physiology, Faculty of Medicine and Surgery started utilizing the system since 2012. This study compared the blended learning

approach with the traditional face-to-face learning approach in Physiology in terms of the academic performance of first year medical students. The study also determined the relationship of age, sex, and previous online learning experiences and the two delivery modes with their academic performance. It is a quasi-experimental counterbalanced study that utilized a pretest-posttest design, where both groups experienced blended learning and lecturing as instructional approaches. All first-year medical students enrolled at the Faculty of Medicine and Surgery taking Physiology were asked to participate in the study. Data analysis included crossover analysis of variance and paired t-test to compare the pretest-posttest scores of the students and linear regression analysis to determine the relationship of factors affecting the academic performance and learning variables. While both groups exhibited improvement in their posttests, results showed that students' performance scores in blended learning are significantly higher than in face-to-face learning. Crossover ANOVA also showed the significant carryover effect of blended learning to both lessons in Thermoregulation and Aviation. In terms of learner variables, male students performed better compared to females in both settings. Age and previous online learning experience did not have any relationship with students' academic performance in both strategies. Overall, there is a generally positive perception of students towards the blended learning course. Since blended learning course through the Blackboard e-LeAP supported higher improvement in students' academic performance, it is recommended that the university continue to explore the use of the Bb e-LeAP and explore how the university and faculty could help the students adapt it more easily. Subsequent research attempts with the same point of interest could also employ qualitative methods in order to explore more in-depth data.

YEATH THIDA. PERCEPTIONS OF MIDWIFERY STUDENTS ON CLINICAL PRECEPTORSHIP ACTIVITIES IN KAMPOUNG CHAM REGION [LG 995 2018 H32 Y94]

Thesis, Master of Health Professions Education, UP Manila, December 2018

Panel members: *Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader-Critic, Members: Virya Koy RN SNAR MSNc MHPEd PhD; Ahmad Lep RN MHPEd; Team Sar RMT MBA MHPEd*

Abstract: This study determined the quality of midwifery clinical preceptor program in Kampong Cham region as perceived by midwifery students. The study aimed to contribute new knowledge about the effectiveness of teaching behaviors of clinical teachers in facilitating learning and influencing students' perceptions of their clinical preceptors. A descriptive cross-sectional survey was used. The research study was carried out in Kampong Cham Regional Training Center (Kg Cham RTC) in Cambodia which offers the Associate Degree in Midwifery (ADM). Study respondents were second year (n=100) and the 3rd year students (n=88). The study utilized two data collection methods. The main instrument was the Nursing Clinical Facilitators Questionnaire by Hallin & Danielson (2010) which was adapted and translated to Khmer. Permission for use of the questionnaire was requested but no response was received. The second was through Focus Group Discussion (FGD). All quantitative data were summarized and analyzed using descriptive statistics. Measures of central tendency, frequencies, proportions, mean and standard deviation was done through the Statistical Package for Social Sciences (SPSS) software version 20. Response from 188 students from the four clinical settings showed positive perception of both supportive and challenging activities. This is evidenced by high mean rating of 3.68 for supportive activities and mean rating of 3.66 for the challenging activities. Student characteristics, age and year level are factors in students' perceptions of both supportive and challenging clinical activities. Type of facilitator is shown to be a factor in students rating of both supportive and

challenging clinical preceptorship activities. Clinical practice setting is not a factor in students' perception of supportive activity but not of challenging clinical preceptorship activities. Results of focus group discussion revealed that students' concern during clinical preceptorship would be the same irrespective of year level, clinical setting or type of preceptor. This study identified the perception of midwifery students on clinical preceptorships activity. The results showed that age group and year level are major factors in students' perception of supportive and challenging activity variables. This result could be due to the fact that students of different age and year level have different clinical teaching needs that should be considered when selecting clinical teaching strategies. Facilitator type and clinical setting are not major factors in rating clinical preceptorship activities, indicating that learning in clinical setting is not about who (will teach) and where (the clinical teaching setting) but is all about addressing the needs of students. The researcher would like to recommend the following to help improve the quality of midwife training program in Kampong Cham region. In providing supportive and challenging activities, consider that students from different age and year levels have different clinical teaching needs. Younger and lower level students would require more supportive activities compared to their senior counterparts, who because of their prior experience, would appreciate more challenging activities from their preceptors. Clinical preceptorship activities require a lot from facilitators, foremost is consistency and timeliness of feedback. Students who are starting to learn critical skills need more guidance. While they will appreciate being given hands on cases, availability of preceptors increases confidence as help and feedback are immediately available.

2019

ABU, CHERRY T. CHANGES IN ATTITUDES TOWARDS PROFESSIONALISM AMONG MEDICAL STUDENTS

DURING CLINICAL CLERKSHIP [LG 995 2019 H32 A28]

Thesis, Master of Health Professions Education, UP Manila, May 2019

Panel Members: Melflor Atienza, MD MHPEd, Chair/Adviser; Eryln A. Sana PhD, Reader/Critic; Members: Maria Elizabeth M. Grageda, PTRP MHPEd, Madeleine Grace M. Sosa MD FPPS FPNA FCNSP MSCE; Jindra H. Tetangco MD MHPEd

Abstract: Professionalism is a core competency of physicians, identified as a learning outcome in international and local statements of educational aims for the Doctor of Medicine program. In all the efforts geared towards supporting students develop high standards of professionalism through the 4-year course of medical education, perhaps the greatest gap is in its assessment. This study tracked changes in attitudes towards professionalism in terms of the six elements of professionalism identified by the American Board of Internal Medicine (ABIM) including altruism, accountability, excellence, duty, honor and integrity, and respect for others among medical students during clinical clerkship. The study aimed to determine 1) how attitudes towards professionalism among medical students change during clinical clerkship rotations; 2) which specific attitudes towards professionalism change as they go through different clinical rotations; and 3) if there are associations between changes in attitudes towards professionalism and some demographic factors and specific clinical rotations. This is a cohort study with a baseline and three consecutive clinical rotation measurements of attitudes towards professionalism among fourth year students in a medical school accredited as Level 3 by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) as they rotated in the different clinical departments for the first semester of academic year (AY) 2018-2019. A 36-item questionnaire based on the validated Penn State Questionnaire on

Professionalism (PSQP) was used. Data were analyzed using the Statistical Package for the Social Sciences Software Version 25. Frequency counts, means, percentages, t-tests and paired t-tests, analysis of variance and chi-square were used to analyze the data. Results and discussion: The attitudes towards professionalism among medical students were positive and stable through several measurements but did not significantly improve over time. The scores were highest and most stable for altruism, excellence, and honor and integrity. No significant association was found between any change in attitudes and demographic factors including age, gender, and pre-medical course or any specific clinical rotation. Conclusion: The positive attitudes towards professionalism among medical students in a PAASCU-accredited Level 3 medical school for the first semester of AY 2018-2019 did not change significantly from baseline to three consecutive clinical rotations. No association was found between attitude change and the medical student's age, gender, pre-medical course and specific clinical rotations.

DY ECHO, ANA VICTORIA V. FACTORS ASSOCIATED WITH CLINICAL COMPETENCE IN THE GYNECOLOGIC ONCOLOGY SUBSPECIALTY ROTATION OF OBSTETRICIAN-GYNECOLOGIST (OB-GYN) RESIDENTS [LG 995 2019 H32 E35]

Thesis, Master of Health Professions Education, UP Manila, June 2019

Panel members: Nemuel S. Fajutagana MD MHPEd, Chair/Adviser; Maria Elizabeth M. Grageda PTRP MHPEd, Reader-Critic; Members: Melflor A. Atienza, MD MHPEd; Jean Anne B. Toral, MD MscE; Stella Marie L. Jose MD MHPEd.

Abstract: Although a Gynecologic Oncology rotation is assumed to help residents achieve clinical competence, variations in the factors of the

rotation exist. This correlation study was conducted in a University Hospital to determine whether factors of the subspecialty rotation are associated with clinical competence. Thirty-one residents rotating in Gynecologic Oncology were recruited. They were given multiple choice question (MCQ) examination and underwent skills evaluation pre- and post-rotation. They completed a logbook, listing all their learning activities during the rotation, as well as the number of cases seen. Difference in pretest and posttest scores was determined using paired t-test. Association of factors with clinical competence was determined using chi square and Pearson correlation coefficient. There was a statistically significant increase in the overall scores ($p=0.001$) and in the skills score ($p=0.025$), but not in the knowledge ($p=0.042$). Mean posttest knowledge score reached passing level, but mean posttest skills and overall scores did not reach passing level. Training institution (internal residents, $p=0.000$), academic aptitude (grade $>60\%$, $p=0.009$), and duration of rotation (>2 weeks, $p=0.001$) were associated with clinical competence. Conference ($r=0.661$) and outpatient duty ($r=0.679$), case load ($r=0.615$), having fellows as teachers ($r=0.665$) and active participation ($r=0.652$) were strongly associated with clinical competence. Bedside teaching ($r=0.591$) and inpatient duty ($r=0.599$), and having consultants as teachers ($r=0.487$) were moderately associated with clinical competence. Passive participation ($r=0.261$) was weakly associated with clinical competence. In this study, residents did not achieve clinical competence in Gynecologic Oncology as a result of the rotation. Residents from a training institution with a Gynecologic Oncology fellowship training program and with academic aptitude $>60\%$ are more likely to achieve clinical competence. Increasing rotation duration to >2 weeks, time spent in the different activities, case load, fellows and consultants' interaction with residents and active participation may increase likelihood of achieving clinical competence.

SANGGALANG, GLENDA V. DEVELOPMENT, VALIDATION AND RELIABILITY TESTING OF A TOOL

FOR ASSESSING PHYSICAL THERAPIST COMPETENCE
IN PATIENT MANAGEMENT [LG 995 2019 H32
S26]

*Thesis, Master of Health Professions Education, UP
Manila, June 2019*

Panel members: *Maria Elizabeth M. Grageda PTRP
MHPEd, Chair/Adviser; Melflor A. Atienza MD
MHPEd, Reader-Critic; Members: Nemuel S.
Fajutagana, MD MHPEd; Kristofferson G.
Mendoza, PTRP MPT; Nina F. Yanilla, PTRP
MHPEd*

Abstract: Clinical competence is a complex set of skills used by physical therapists (PTs) during daily patient management sessions. It is developed through PT education in the classroom and the workplace. With the country's transition toward use of outcome-based education, a gap was identified between standardization of PT program outcomes and corresponding assessment of student achievement. This study aimed to develop a tool for assessing PT competence during patient management in the Philippine setting using a mixed method, sequential exploratory design. National PT standards and assessment tools used in four local clinical affiliation centers were reviewed to describe the constructs and performance criteria used in assessing competence in patient management. These were validated based on 10 field experts' consensus on three Delphi surveys. Content validity was further established through consultation with an expert on tool development and through pilot testing. Psychometric properties of the tool were tested with 131 licensed PTs who work as either clinical instructors or classroom teachers in the Philippines. They used the developed tool to rate a videotaped session of PT student handling a simulated patient. The final version named Physical Therapy Competence in Patient Management (PT-CPM) tool has high internal consistency (Cronbach alpha = 0.912) and interrater reliability (ICC = 0.912) It has 31 items

representing 7 constructs which were refined based on results for factor analysis. This valid and reliable tool can be used to assess competence of PTs during patient management in the Philippines, especially those in generalized clinical practice settings.

DISSERTATIONS

SANA, ERLYN A. THE SOCIAL REPRODUCTION OF THE MEDICAL PROFESSION: THE CASE OF THE UNIVERSITY OF THE PHILIPPINES-PHILIPPINE GENERAL HOSPITAL MEDICAL CENTER [LG996 1999 P45 S26]

Thesis (PhD, Philippine Studies), University of the Philippines, Second Semester, 1998-1999

Panel members: *Josefina N. Natividad, Adviser; Ma. Cynthia Rose Banzon-Bautista & Eufrazio Abaya Readers critics; Reynaldo Imperial & Josefina Tayag, Members.*

Abstract: Among the health professions, medicine enjoys the most prestigious and powerful position in the medical and other health-related institutions. It is associated with a distinct set of knowledge and skills that make both the health and non-health professions depend on them a great deal. Similarly, the institutions that reproduce the medical professions are also regarded highly by modern societies. This study looked at the various social structures in the form of rules and resources pertinent to medical clerkship and internship in a medical center in the process of socially reproducing the medical professions. The study used the case of the medical clerks and interns of the University of the Philippines-Philippine General Hospital Medical Center. Data were collected using a combination of direct observation, survey, key informant interviews and secondary data analysis. Four blocks of interns and one group of medical clerks

were observed for 54 days as they rotated in the four core clinical departments of the medical center namely, the Departments of Medicine, Obstetrics-Gynecology, Surgery and Pediatrics. The study shows that the very structures of medical education at the UP-PGH Medical Center especially the clerkship and internship training program in the form of the official, operational and hidden curricula, together with the highly specialized physical environment where the training takes place, all collectively and socially reproduce the medical professions. The medical center imposes rigid and continuous recruitment policies to weed out trainees who cannot hurdle the training. Initially only those who were able to demonstrate outstanding performance in pre-medical academic pursuits get admitted to UP-PGH. This holds true even to the case of the post-graduate interns: graduates of other medical schools. At the UP College of Medicine, the same rigid selection procedures in the form of written and oral examination are given. As these medical students rotate in the various clinical areas during their clerkship and internship, they are still being continuously screened and their progress monitored to ensure that only the most able, determined and competent would remain. It is also integral in the structures of the training for the medical students to depend on their batch mates. As they find this training more and more difficult, the more that they realize the need to work as a group such that by the time they have completed their internship, these medical students have already developed into a strong, homogenous and functional learning group. Findings show that the combined structures of imposing strict recruitment procedures and developing a strong sense of unity among the medical students slowly but surely equip them with a very powerful resource: mastery of medical knowledge. Data show that all the structures of the training are directed to the students' acquisition and mastery of medical knowledge, development of clinical skills and professional attitudes. And since this medical field is an essential concern of society, e.g. health and life itself, it becomes imperative that society accords these individuals with the highest occupational prestige. In the final analysis, the whole process of medical education proves

that it is socially reproducing the medical clerks and interns as a uniform elite group. They are called so because of the closed recruitment procedures that they are subjected into their strong sense of belonging to the group. The data also show that they develop into a uniform type of elite group because of their strong knowledge base: possession and mastery of medical knowledge. During the entire process of social reproduction of the medical professions at UP-PGH various traditions were identified as self-perpetuating. These include the traditions of hierarchy and inequality between the senior and junior medical personnel, between the medical and non-medical personnel, between the paying and the charity patients and even between gender orientations. Strong and evolving traditions of coping with a demanding clinical training were also described such as *gulangan* and *sunagan*. A serendipitous finding obtained from the data relates to the doctor-patient-bantay relationship. It describes the course of patients in the hospital and the ensuing partnership that develops among the three key players. It was noted that the "bantays" are peculiar to this medical training because nowhere else in the world can this non-medical person be found in the clinics, much less allowing them to perform some clinical errands for the patients. These traditions show that medical clerks and interns at UP-PGH are given a multi-faceted training and one that reflects some basic Filipino traits notably that of depending on the family in sickness or in health.

SY, MICHAEL P. CONCRETIZING OCCUPATIONAL JUSTICE CONSTRUCTS IN OCCUPATIONAL THERAPY PRACTICE WITHIN THE SUBSTANCE ADDICTION REHABILITATION SETTING IN THE PHILIPPINES [LG996 2019 P45 S9]

Thesis (PhD, Occupational Therapy), Tokyo Metropolitan University, September 2019.
Supervisor: Professor Nobuo Ohshima.

Abstract: This dissertation consists of five related studies that were collectively grounded on occupational justice, a concept that conjoins occupational science and occupational therapy. The overall aim of this dissertation is to explore the potentialities of integrating occupational justice principles within occupational therapy practice in Philippine-based SAR settings. As a result of the empirical studies conducted in the past two and a half years, the following conclusions were formed: 1) an analysis using the occupational science concepts of form, function, and meaning revealed that illicit drug use, to a certain extent, conforms to Filipino social norms, values, and moral standards. This is demonstrated by the desire of some Filipinos to gain agency, enhance productivity, and increase economic participation by using illicit drugs amid social inequalities and occupational injustices brought about by the intricacies of poverty; 2) Filipino occupational therapists working in SAR practice have a tripartite role—promoter of occupational participation; collaborators to enhance participation and well-being, and facilitators of environmental supporters for occupational participation. These roles are not mutually exclusive and may be performed all together to promote occupational participation during and even after rehabilitation. 3) a single-case study revealed how the Occupational Justice Health Questionnaire (OJHQ) is a practical tool that can be used by occupational therapists in several ways. Firstly, to identify injustices experienced by Filipino citizens who use(d) illicit drugs. Secondly, to prioritize what occupations can be used to promote occupational participation and justice. Lastly, to open potential collaboration with other professionals, community workers, and agencies in co-creating population-focused SAR programs. 4) Filipino citizens who use(d) illicit drugs follow a chronological pattern framed within four periods of participation: living with drugs, living around rules, and living for the future, and living amidst the war on drugs. Across four periods, injustices were uncovered that activated the first enablement skill “raise consciousness of occupational injustice” from the Participatory Occupational Justice Framework. In this study, we found that while there were injustices experienced

by the residents before entering the DTRC, these injustices were not totally eradicated but were replaced by new forms of injustices when they were residing in the DTRC. This primary finding asserted the position of occupational therapy in enhancing local SAR programs through the use of occupation-based social participation interventions, creation of partnerships and collaboration with other professionals and agencies, utilize a participatory approach in discussing and addressing injustices, and

deliberate use of political activities of daily living. 5) an autoethnographic approach in analyzing researchers' field notes revealed an expanded purpose of the OJHQ including potentially enhancing practitioners' narrative clinical reasoning, enriching clinical data through non-clinical data extracted from the OJHQ, and integrating the documentation of social and justice determinants of health within the healthcare system. (Link to the full manuscript, <https://www.mikesyot.com/phd-research>)

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