



**119<sup>TH</sup> BOARD OF REGENTS MEETING**

**BOR RESOLUTION NO. 44**  
Series of 2025

**APPROVING THE VISION AND MISSION STATEMENTS, CURRICULUM STRUCTURE, AND THE ASSOCIATED IMPLEMENTING PLANS AND ACTIONS FOR THE DOCTOR OF MEDICINE PROGRAM TO BE OFFERED BY VISAYAS STATE UNIVERSITY**

**WHEREAS**, Section 4 (i) Republic Act No. 8292, also known as the "Higher Education Modernization Act of 1997", provides the framework for SUC governance and establishes the powers of the SUC's governing board, including the authority to approve the curricula, institutional programs and rules of discipline drawn by the administrative and academic council;

**WHEREAS**, in its commitment to expanding its academic offerings to address national and regional healthcare needs through high-quality, relevant, and responsive education, Visayas State University (VSU) establishes the College of Medicine, developed through rigorous academic planning, benchmarking, and consultation with medical education experts and stakeholders;

**WHEREAS**, CMO No. 18, s. 2016 provides the policies, standards and guideline for the Doctor of Medicine (M.D.) program, implements the shift to "competency-based standards/outcome-based education", specifies the "program outcome/core competencies" expected of a Doctor of Medicine graduate;

**WHEREAS**, in adherence to the PSG, CMO No. 2, s.2004 "New Procedures in the Processing of Applications of Government Authority to Operate Doctor of Medicine and Bachelor of Science in Nursing programs", VSU proposes the College of Medicine's Vision, Mission statements, and curriculum structure;

**WHEREAS**, the proposed Vision and Mission of the College of Medicine program align with the University's overall goals and reflect the program's focus on academic excellence, research, public health, and service to underserved communities;

**VISION:** *A globally recognized green university dedicated to nurturing compassionate and competent medical students who lead in patient-centered healthcare, drive community-responsive innovations, and advance knowledge through groundbreaking research and dynamic collaborations.*

**MISSION:** *To produce highly skilled and compassionate medical graduates, equipped with the knowledge, expertise, and commitment to excellence in education, research and medical practice, dedicated to advancing healthcare while addressing the needs of the society.*

**WHEREAS**, the Hybrid Community-based Curriculum of the MD program integrates traditional medical education with community-based learning, combining didactics, clinical training, community immersion and technology-enhanced education to ensure that medical students are equipped to address both biomedical and social determinants of health in diverse settings;

**WHEREAS**, the MD Curriculum, with its key features (1) Integrated Didactic and Online Learning, (2) Early and Longitudinal Clinical Exposure, (3) Community Immersion and Service, and (4) Social Accountability and Advocacy, is designed to build a progressive learning from the foundation knowledge in first year until students can demonstrate the program outcomes in the higher year level;

**WHEREAS**, the proposal has been thoroughly evaluated by the University Academic Council (UAC) at the February 13, 2025, meeting and obtained favorable endorsement;

**WHEREAS**, finding the recommendation in order, the Governing Board agreed to approve the proposed vision and mission statement and curriculum of the MD program;

**NOW, THEREFORE**, on motion, duly seconded, and unanimously approved, be it;

**RESOLVED**, as it is hereby resolved, that the Board of Regents of Visayas State University approves the Vision and Mission Statements, Curriculum Structure, and the Associated Implementing Plans and Actions for the Doctor of Medicine Program to be offered by Visayas State University, attached as Annex "U" and made part of this resolution.

**IN WITNESS** of our approval thereof, we affix our signatures this 29th day of April 2025 at VSU, Baybay City, Philippines.

## VSU BOARD OF REGENTS

  
**HON. ETHEL AGNES P. VALENZUELA**

CHED Commissioner and Chairperson  
VSU-Board of Regents

  
**HON. PROSE IVY G. YEPES**

VSU President, Vice Chairperson  
VSU-Board of Regents

(Absent)

**HON. BERNADETTE REMALLA-MAYBITUIN**

Representing Hon. **ALLAN PETER S. CAYETANO**  
Chairperson, Senate Committee on Higher,  
Technical and Vocational Education  
Member, VSU BOR

  
**HON. CARL NICOLAS C. CARI**

Representing Hon. **MARK O. GO**  
Chairperson, Committee on Higher & Technical  
Education, House of Representatives  
Member, VSU BOR

  
**HON. MEYLENE C. ROSALES**

Regional Director, Department of Economy,  
Planning and Development, RO VIII  
Member, VSU BOR

  
**HON. ANDREW RODOLFO T. ORAIS**

Regional Executive Director, Department of  
Agriculture-RO8  
Member, VSU BOR

  
**HON. ERNESTO F. BULAYOG**

Faculty Regent - VSU System Faculty Union of  
Baybay Leyte  
Member, VSU BOR

  
**HON. OSCAR B. POSAS**

President, VSU Federated Alumni Association  
Member, VSU BOR

  
**HON. RYAN C. ILAIDA**

Student Regent - VSU Student Council Federation  
Member, VSU BOR

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**HON. ALAIN CHARLES J. VELOSO**

Member, VSU BOR  
Villaba, Leyte

  
**HON. RUPERTO O. APARRI, III**

Member, VSU BOR  
Tacloban City, Leyte

## WRITTEN REPORT FOR ZOOM MEETING ON FEBRUARY 13, 2025 @1:00 PM

**AGENDA:** VSU COLLEGE OF MEDICINE VMG & CURRICULUM  
**PRESENTED TO:** UNIVERSITY ACADEMIC COUNCIL  
**PREPARED BY:** DR. ROXANNE J. BONGON – CoM Consultant

### INTRODUCTION:

Greetings!

After a review of the documents prepared by the technical working group for the College of Medicine, the crafting of the VMG aligned to the university is crucial in the establishment of the college and the team would like to present the following statements for your approval:

**VISION:** "A globally recognized green university dedicated to nurturing compassionate and competent medical students who lead in patient-centered healthcare, drive community-responsive innovations, and advance knowledge through groundbreaking research and dynamic collaborations."

**MISSION:** "To produce highly skilled and compassionate medical graduates, equipped with the knowledge, expertise, and commitment to excellence in education, research, and medical practice, dedicated to advancing healthcare while addressing the needs of the society."

The commission on Higher Education through CMO No.18, series 2016 provided the policies, standards, and guidelines for the doctor of medicine (MD) program. It specifies the program outcomes/core competencies expected of a doctor of medicine graduate. The 10 program outcomes are as follows with their corresponding operational definition:

PROGRAM OUTCOMES	OPERATIONAL DEFINITION
1. <b>Demonstrate clinical competence</b>	Competently manage clinical conditions of all patients in various settings
2. <b>Communicate effectively</b>	Convey information, in written and oral formats, across all types of audiences, venues and media in a manner that can be easily understood
3. <b>Lead and manage health care teams</b>	Initiate planning, organizing, implementation, and evaluation of programs and health facilities. Provide clear direction, inspiration and motivation to the healthcare team/community.
4. <b>Engage in research activities</b>	Utilize current research evidence in decision-making as practitioner, educator or researcher. Participate in research activities.
5. <b>Collaborate within interprofessional teams</b>	Effectively work in teams in managing patients, institutions, projects, and similar situations.
6. <b>Utilize systems-based approach to healthcare</b>	Utilize a systems-based approach in the actual delivery of care. Network with relevant partners in solving general health problems.
7. <b>Engage in continuing personal and professional development</b>	Update oneself through a variety of avenues for personal and professional growth to ensure quality healthcare and patient safety.
8. <b>Adhere to ethical, professional, and legal standards</b>	Adhere to national and international codes of conduct and legal standards that govern the profession.
9. <b>Demonstrate nationalism, internationalism and dedication to service</b>	Demonstrate love for one's national heritage, respect for other cultures and commitment to service.
10. <b>Practice the principles of social accountability</b>	Adhere to the principles of relevance, equity, quality and cost effectiveness in the delivery of healthcare to patients, families and communities.

From the operational definition, we can derive our own outcomes and objectives for the college.

PROGRAM OUTCOMES	VSU COLLEGE OF MEDICINE
1. Demonstrate clinical competence	"Demonstrate and apply comprehensive knowledge and skills in current and emerging biochemical and psychosocial approaches for the effective management and prevention of diseases."
2. Communicate effectively	"Effectively communicate complex medical information to diverse individuals, utilizing various platforms to promote health and prevent disease."
3. Lead and manage health care teams	"Exhibit exceptional leadership and management skills in delivering holistic, patient-centered primary care, utilizing a systems-based approach to ensure efficient and integrated healthcare delivery."
6. Utilize systems-based approach to healthcare.	
4. Engage in research activities	"Actively engage in research-driven initiatives and integrate evidence-based medicine into clinical practice to enhance patient care outcomes and advance healthcare quality."
5. Collaborate within interprofessional teams	"Collaborate efficiently and effectively within multidisciplinary healthcare teams across diverse settings to provide comprehensive and inclusive patient care."
6. Utilize systems-based approach to healthcare.	Incorporated to #3
7. Engage in continuing personal and professional development	"Actively participate in diverse learning activities that promote ongoing personal and professional development, ensuring lifelong growth and excellence in medical practice."
8. Adhere to ethical, professional, and legal standards	"Practice the art of medicine with unwavering commitment to moral and ethical principles, adhering to relevant laws, professional codes, and regulatory standards to ensure integrity and excellence in patient care."
9. Demonstrate nationalism, internationalism and dedication to service	"Exemplify nationalism, uphold global citizenship, and demonstrate unwavering dedication to service through compassionate and ethical medical practice, contributing to the well-being of communities locally and internationally."
10. Practice the principles of social accountability	"Apply the principles of social accountability by addressing the health needs of diverse communities, promoting equity in healthcare, and actively contributing to the betterment of society through ethical and responsible medical practice."

From the Vision, Mission and Outcomes that has been presented and after careful deliberation of the different types of curriculum commonly applied locally here and abroad, as well as looking into the context of Visayas State University, the team has agreed to have a **HYBRID COMMUNITY-BASED CURRICULUM** that integrates traditional medical education with community-based learning that combines didactics, clinical training, community immersion, and technology-enhanced education to ensure that students are well-equipped to address both biomedical and social determinants of health in diverse settings.

**The Key features of this type of curriculum is as follows:**

- I. **INTEGRATED DIDACTIC & ONLINE LEARNING**
  - A. Blended learning approach – basic sciences are taught using a mix of in-person lectures, online modules, and or virtual simulations.
  - B. Flipped classroom model – students may review materials online before engaging in small group discussions.
  - C. Case-Based and Problem-Based Learning focuses on real-world patients scenarios especially found in the community to develop clinical reasoning.
  - D. Technology & Simulation-Based Learning – utilizing various platforms to train and further enhance student learning.

BOR ACTION: APPROVAL

  
HAZELLE V. ASALDO  
BOR & University Secretary  
2025-119

## II. EARLY & LONGITUDINAL CLINICAL EXPOSURE

- A. Year 1 & 2: Community-Based Learning – students begin early exposure to local rural health clinics with community facilitators (e.g. midwives, nurses, health officers) that supplements students training in primary care and health promotion.
- B. Year 3 & 4: Hospital-Based Training – students transition to hospital-based clinical training but still continue their community-based exposure.

## III. COMMUNITY IMMERSION & SERVICE

- A. Interprofessional collaborations in community health projects where students get to work alongside public health workers, social workers and local government leaders.
- B. Indigenous and cultural competency training – students need to understand local customs, beliefs and traditional healing practices prevalent in the community to be able to come up with strategies that are culturally relevant and sensitive to the needs of this special groups of people (if applicable).

## IV. SOCIAL ACCOUNTABILITY & ADVOCACY

- A. Health policy and leadership training – to better prepare our graduates for future leadership roles.
- B. Ethics & human rights in medicine – awareness on health disparities and global health challenges.

In the same CHED memorandum order No. 18. s.2016, the curriculum map is already outlined for us to follow and serve as a structured guide for aligning educational objectives, learning outcomes and assessment methods to ensure that the CHED-mandated program outcomes are attained.

In the curriculum map, courses are categorized according to how program outcomes are covered in the course. So for example, in basic sciences. (Show the table for Level 1).

I - Introduced (program outcomes are merely introduced in the course)

P - Practiced (program outcomes are not just introduced but practiced in the course)


D - Demonstrate (program outcomes are practiced, demonstrated and assessed in the course)

We can see that most of the program outcomes mentioned are not only introduced but are expected to be practiced by our medical students. And as the students are promoted to the higher level (Level 2, 3 & 4), there should be progressive learning built from the foundation knowledge from first year until the students are expected to be able to demonstrate most of the program outcomes already in the higher years.

This provides a clear roadmap for faculty in designing lesson plans, assessments and teaching strategies, facilitates coordination among different subjects, ensuring integration of basic and clinic sciences as well as community medicine, and most of all demonstrate that the college of medicine follows the prescribed competencies and accreditation standards.

Questions?

Prepared by;

  
**ROXANNE J. BONGON, MD**  
Consultant

BOR ACTION: APPROVAL

  
**HAZELLE V. ASALDO**  
BOR & University Secretary  
2025-119