

**Title:** The bumpy road of module development

**Author:** Servando D. (Ben) Halili, Jr.

**What problem was addressed:** The School of Medicine of the Ateneo de Zamboanga University (ADZU-SOM), in Zamboanga City, Philippines, drawing from the university's vision of excellence and service, believes in the need to continually upgrade and update its curriculum. In doing so, it hopes to further its influence to the community through more tangible and lasting legacies. In order for this to be materialized, the ADZU-SOM's current practice of community immersion is to be enhanced and enriched to include, among others, components of community empowerment via health literacy.

**What was tried:** Faculty and students were consulted through interviews and focus groups in the past year to solicit suggestions on how to further develop the curriculum. These consultations were conducted both in the university and in selected communities where the students are deployed. Interestingly, both groups see the need for curriculum management, specifically the development of modules and rubrics for evaluation. A more structured manner of developing and writing community health plans was also recommended. There was also clamor for a manual that would clearly articulate objectives, desired competencies, supervision, evaluation procedures, and grading systems.

After the consultations, two initial modules were drafted and piloted. These modules are on Social Determinants of Health and Community Health Assessment. The drafted modules enhance the current modules in use. An evaluation rubric covering the two modules holistically was also developed and piloted. Because there is a grading system and descriptors in the rubric, it is deemed that the evaluation becomes more objective. The rubric also becomes basis for future action because it has space for formative assessment. In this, faculty can write suggestions for improvement which will eventually serve as an official document for future summative assessments.

**What was learned:** The development of the modules and the rubric did not come easy. Many unanticipated external confounding factors cropped up during the process. First and foremost, a change in leadership occurred recently. During the development of the modules and rubric, work was closely done with the associate dean for community affairs of the school. After the initial modules and rubric were used, there was an abrupt change in leadership. As of the moment, steps to collaborate with the newly appointed associate dean—who is for now not fully acquainted with the module development project and whose priorities differ from the former associate dean—are being initiated. The lessons learned from this experience are to not assume anything; to have alternative courses of action; and to always be ready with your elevator speech. Despite

this setback, two modules have already been developed and piloted for second and first students. A rubric of evaluation with a channel for formative assessment has also been used. Feedback both from faculty and alumni are promising. Based on their initial assessment, the outputs that the students submitted are more thorough and organized and evaluation is easier considering that they are following rubric in process.

During the inception of this project, it was thought that it was an easy ride. As the project progressed the road went bumpy, making adjustment a necessity.