

The Current Status of Basic Medical Education in the Philippines

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Disclosure

I have no relevant financial arrangement or relationship/affiliation with a commercial interest that may have an influence on this lecture.

Current Positions:

- Professor Emeritus, College of Medicine, UERMMMCI
- Chair, Technical Committee for Medical Education, Commission on Higher Education
- Chair, National Internship Program Committee, APMCI
- Accreditor, PAASCU



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OUTLINE OF LECTURE

I. Background on Need for Curricular Reforms

- Executive Order No. 83 s. 2012 –
(Philippine Qualifications Framework)
- Global Call for Transformative Education
- World Federation for Medical Education
(WFME) Recommendations
- Political mandate: shift to learning outcomes
based education (OBE)



II. Current Situation of Basic Medical Education in the Philippines

- Legal basis of medical education and the regulation of the practice of medicine
- Roles of Key Stakeholders
 - CHED PRC
 - APMC PAASCU
- Accreditation of MD Programs of Schools
- Regulation of Philippine Medical Schools by CHED
- Performance of Medical Graduates in PLE
- Joint Outcomes of TCME – PRBOM

Monitoring & Evaluation



III. Ongoing Efforts of Key Stakeholders to Improve Medical Education

- CHED, APMC, PRBOM, PAASCU, DOH and Medical Schools

IV. Conclusions



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I. Background on the Need for Curricular Reforms



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Background on the Need for Curricular Reforms

- Phil is gearing towards **ASEAN integration**
 - Graduates should be at par with ASEAN countries and the global community
 - Executive Order No. 83 s 2012
Philippine Qualifications Framework (**PQF**)
 - Mismatch between education and actual labor market
- Global call for **transformative education**
 - Balance between global competitiveness and national relevance and social accountability



Background on the Need for Curricular Reforms

- World Federation for Medical Education ([WFME](#)) [call for reforms](#) to achieve these objectives:
 - Prepare physicians for needs and expectation of society
 - Cope with explosion in medical scientific knowledge and technology
 - Inculcate ability for lifelong learning
 - Ensure training in digital technology
 - Adjust medical education to changing conditions in health care delivery system



Background on the Need for Curricular Reforms

- Other issues
 - New and emerging diseases that need to be addressed.
 - Clientele are more informed, demanding, have various needs



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Background on the Need for Curricular Reforms

Alignment Made in **Revisions of PSG** (CMO No. 18 s. 2016)

- Institutionalization of the Philippine Qualifications Framework (**PQF**)
- Shift to Competency-based/Outcome-based Education (**OBE**)

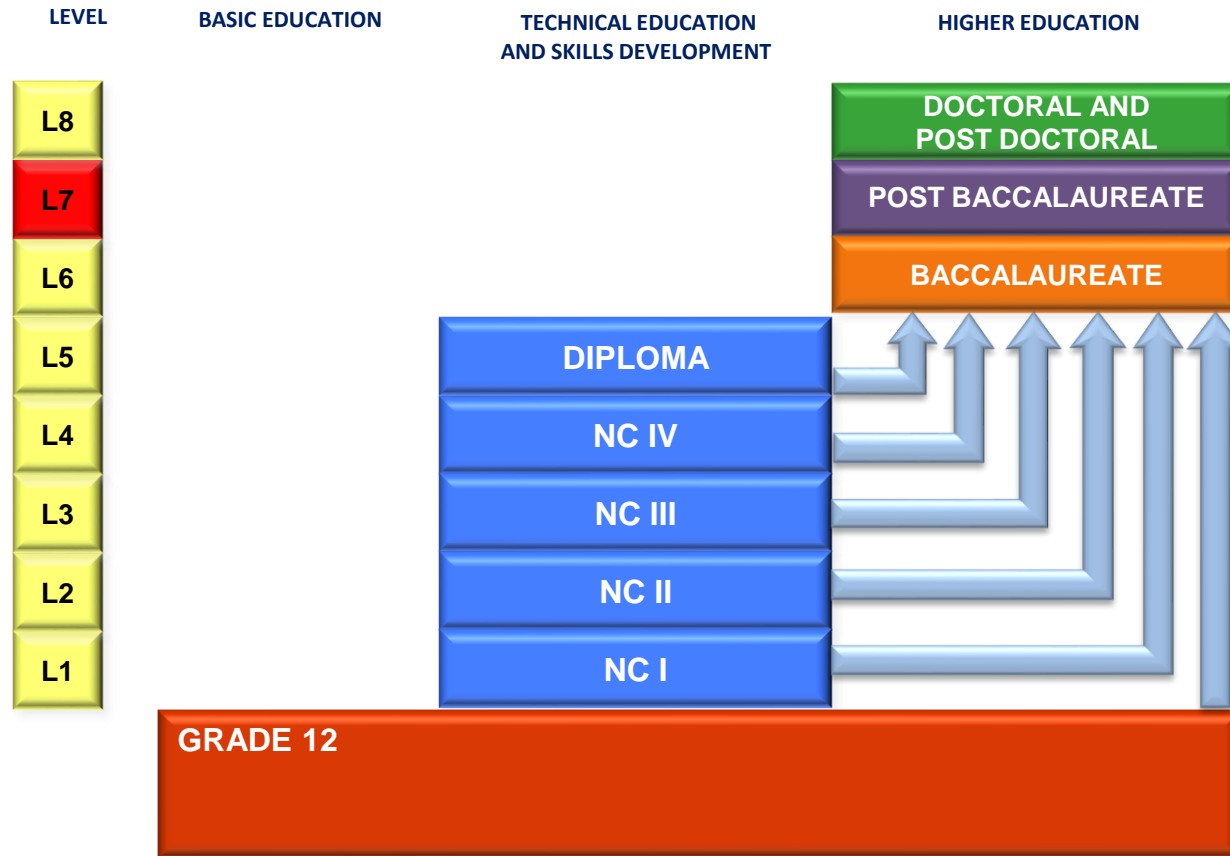


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THE PHL QUALIFICATIONS FRAMEWORK



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Program Outcomes for the MD Programs

Demonstrate clinical competence	Utilize systems-based approach to healthcare
Communicate effectively	Engage in continuing personal and professional development
Lead and manage healthcare teams	Adhere to ethical, professional , and legal standards
Engage in research activities	Demonstrate nationalism, internationalism and dedication to service
Collaborate within interprofessional teams	Practice the principles of social accountability

OPSD-CHED (2018)



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II. CURRENT SITUATION OF BASIC MEDICAL EDUCATION IN THE PHILIPPINES



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Legal Basis of Medical Education and the Regulation of Medicine

- The **Medical Act of 1959**, as **amended** by RA 4224 in 1965 and by RA 5946 in 1969
 - countless attempts to revise for past several decades by key stakeholders



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Establishment of the Commission on Higher Education (**CHED**) in 1994

- Creation of the Technical Committee for Medical Education (**TCME**)
- It is the recognized government regulatory agency responsible for assuring quality of basic medical education thru monitoring and evaluation
 - compliance with minimum standards
- Identifies HEI's as COEs / CODs



CHED – Recognized Centers of Excellence (COEs) in Medicine

1. University of the Philippines College of Medicine
2. University of Santo Tomas – Faculty of Medicine and Surgery
3. University of the East Ramon Magsaysay Memorial Medical Center, Inc. College of Medicine

*valid until December 2018 (2016-2018)



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Association of Philippine Medical Colleges, Inc (APMCI)

- Established in 1967 by Council of Deans of 7 medical schools
- Institutional membership
 - To date, 50 member schools
- Provides external support to member schools in transforming MD Programs
 - conduct series of seminars – workshops
- Designated by CHED to administer National Internship Matching Program (NIMP)



Philippine Accrediting Association of Schools, Colleges and Universities (**PAASCU**)

- APMCI affiliated with PAASCU in 1999 for voluntary accreditation of medical schools
- Creation of the Commission on Medical Education, 2001
- A CHED – recognized external accrediting body that assures the public of the quality of medical education program of the school
- Assists HEI's in their quest for national, regional and international recognition of their academic programs
- Recognized by NCFMEA, US Dept of Education



Accreditation Levels

CANDIDATE

- Undergone a preliminary survey visit
- Certified as being capable of acquiring accredited status within 2 years

LEVEL I

- Granted initial certification after a formal survey effective for 3 years

LEVEL II

- Reaccredited for a period of 3-5 years

LEVEL III

- Granted “clean accreditation” for 5 years and has met the additional criteria for this level.

LEVEL IV

- Accredited programs which are highly respected as very high quality academic programs comparable to excellent foreign universities



Accredited Philippine Medical Schools

Of the 38 evaluable medical schools in the Philippines, only **14** have been accredited by PAASCU:



List of Medical Institutions Accredited by PAASCU (as of May 30, 2018)

	MEDICAL SCHOOLS	STATUS
1	University of the Philippines Manila P. Gil Street, Manila	IV
2	University of the East Ramon Magsaysay memorial Medical Center, Inc. Aurora Boulevard, Quezon City	IV Deferred
3	De La Salle – Health Sciences Institute 4115 Dasmariñas City, Cavite	III
4	Xavier University – Dr. Jose P. Rizal College of Medicine Corrales Avenue, Cagayan de Oro City	III
5	Cebu Institute of Medicine 79 F. Ramos Street, Cebu City	III
6	University of Santo Tomas Faculty of Medicine & Surgery España, Manila	III
7	Far Eastern University – Nicanor Reyes Medical Foundation Regalado Street, Fairview, Quezon City	II
8	Oceania University of Medicine New Zealand, USA, American Samoa and Independent Samoa	II
9	Saint Louis University P.O. Box 71 Bonifacio Street, Baguio City	II



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List of Medical Institutions Accredited by PAASCU (as of May 30, 2018)

	MEDICAL SCHOOLS	STATUS
10	Angeles University Foundation Angeles City	I
11	Ateneo de Zamboanga University Zamboanga City	I
12	Davao Medical School Foundation, Inc. Davao City	I
13	Pamantasan ng Lungsod ng Maynila Intramuros, Manila	I
14	Siliman University Dumaguete City	I
15	Universitas Gadjah Mada Yogyakarta, Indonesia	I
16	West Visayas State University La Paz, Iloilo	I

Ref: PAASCU



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MEDICAL SCHOOL CANDIDATES FOR ACCREDITATION

	MEDICAL SCHOOLS	STATUS
1	Cebu Doctors' University Mandaue City, Cebu	Candidate for Accreditation
2	Lyceum Northwestern University Dr. Francisco Q. Duque Medical Foundation Tapuac, Dagupan City	Candidate for Accreditation
3	Manila Central University Caloocan City	Candidate for Accreditation
4	Our Lady of Fatima University Valenzuela City	Candidate for Accreditation
5	San Beda College Mediola, Manila	Candidate for Accreditation
6	St. Luke's College of Medicine William H. Quasha Memorial Quezon City	Candidate for Accreditation

Ref: PAASCU



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APPLICANT MEDICAL SCHOOLS

- 1. Central Philippine University
Jaro, Iloilo**
- 2. Doña Remedios Trinidad Romualdez Medical Foundation
Tacloban City**
- 3. Southwestern University, Inc. College of Medicine
Urgello Street, Cebu City**
- 4. University of Perpetual Help Rizal
Jonelta Foundation School of Medicine
Pamplona, Las Piñas**

Ref: PAASCU



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Professional Regulatory Board of Medicine (PRBoM), PRC

- Collaborated with APMC in 2009 in the formulation of terminal competencies of academic disciplines -framework for Table of Specifications (TOS) as basis of PLE
- Recently initiated use of learning outcomes in the giving of licensure examinations
- Represented in TCME; joins CHED in the regular monitoring and evaluation of school programs



NUMBER OF PHILIPPINE MEDICAL SCHOOLS

PRIVATE	PUBLIC	TOTAL
42 33 Recognized HEIs 4 Renewal Status 5 Permit Status	9 7 with Gov't Authority 1 Renewal Status 1 Permit Status	51



DISTRIBUTION OF PHILIPPINE MEDICAL SCHOOLS BY REGION

REGION	PRIVATE	PUBLIC	TOTAL
NCR	16	2	18
CAR	1		1
I	2	2	4
II	1	1	2
III	2		2
IV	3		3
V	1	1	2
VI	3	1	4
VII	7		7
VIII	1	1	2
IX	1		1
X	2	1	3
XI	2		2
TOTAL	42	9	51

Note: No medical school in Regions XII, MIMAROPA, CARAGA and ARMM

Ref: OPSD-CHED (June 2018)



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Enrollment and Graduates of Philippine MD Program

ACADEMIC YEAR	ENROLLMENT	GRADUATES
2010-2011	11,885	1,965
2011-2012	13,771	2,454
2012-2013	15,873	2,599
2013-2014	17,989	2,906
2014-2015	18,406	3,351
2015-2016	21,428	4,165
2016-2017	22,952	On-going consolidation

Ref: OPSD-CHED (June 2018)



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Over-all Performance in the Physician Licensure Examination (March and September 2012-2017)

Year	Passed	Failed	Total	% Passed
2012	2204	922	3126	70.51
2013	2254	820	3074	73.32
2014	2643	902	3545	74.56
2015	3085	668	3753	82.2
2016	3382	1357	4739	71.36
2017	4153	1228	5381	77.17
Total	17721.0	5897.0	23618.0	75.0%
Average	2953.5	982.8	3936.3	
Ref.: EM Santos, M.D. & ALT Reyes, M.D. (June 2018)				



Over-all Performance of First-timers in the PLE (March and September 2012-2017)

Year	Passed	Failed	Total	% Passed
2012	1900	212	2112	89.96
2013	2019	181	2200	91.77
2014	2491	236	2727	91.35
2015	2849	193	3042	93.65
2016	3276	605	3881	84.41
2017	3691	464	4155	88.83
Total	16226.0	1891.0	18117.0	89.6%
Average	2704.3	315.2	3019.5	
Ref.: EM Santos, M.D. & ALT Reyes, M.D. (June 2018)				



Over-all Performance of Repeaters in the PLE (March and September 2012-2017)

Year	Passed	Failed	Total	% Passed
2012	304	710	1014	29.98
2013	235	639	874	26.89
2014	152	666	818	18.58
2015	236	475	711	33.19
2016	106	752	858	12.35
2017	462	764	1226	37.68
Total	1495	4006	5501	27.2%
Average	249.2	667.7	916.8	
Ref.: EM Santos, M.D. & ALT Reyes, M.D. (June 2018)				



Percentage of Schools with Passing Average Below the National Passing Average (NPA) - Aug/Sept 2013-2017

Year	NPA	Total # of school s below NPA	Total # of schools	Percentage
2013	73.32	20	40	50.0%
2014	74.56	20	39	51.3%
2015	82.2	23	43	53.5%
2016	71.36	29	46	63.0%
2017	77.17	28	52	53.8%
Average	75.7	24.0	44.0	54%
Data from PRC; ALTReyes, MD (6/18)				



UERM PERFORMANCE IN THE AUGUST/SEPTEMBER BOARD EXAMINATIONS (2013-2017)

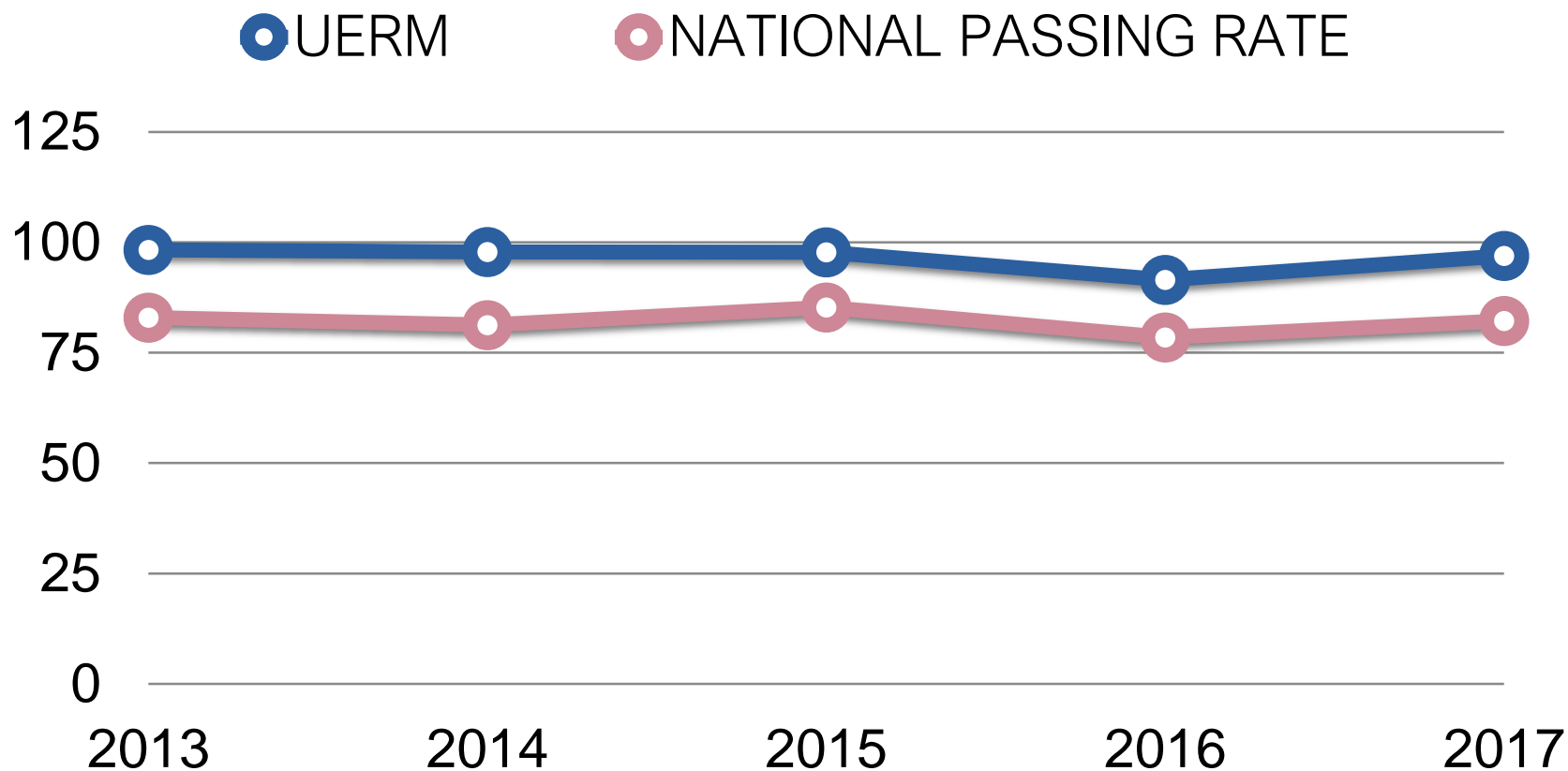


Table 1. 5-year Over-all Performance of Selected Medical Schools (2013-2017) in the Physicians Licensure Exam

School	Passed	Failed	Total	%Passed
Angeles Univ Foundation	186	19	205	90.73
Ateneo	572	13	585	97.78
Cebu Doctors	408	32	440	92.73
Cebu Institute of Medicine	588	3	591	99.49
Davao Medical School	511	83	594	86.20
De La Salle University	841	262	1103	76.25
FEU	1346	183	1529	88.03
MCU	250	134	384	65.10
MSU-Marawi	246	63	309	79.61
Our Lady of Fatima University	939	756	1695	55.40
PLM	621	10	631	98.42
Saint Louis University	573	73	646	88.70
St. Luke's	270	10	280	96.43
San Beda	347	106	453	76.60
UST	2306	69	2375	97.09
UERM	1312	66	1378	95.21
UP	780	9	789	98.86
West Visayas State U	458	21	479	95.61
Xavier University	277	19	296	93.58

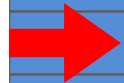


Table 1. Top Performing Medical Schools with > 50 Examinees Per Year (2013-2017)

School	Passed	Failed	Total	% Passed
Cebu Institute of Medicine	588	3	591	99.49
UP College of Medicine	780	9	789	98.86
PLM	621	10	631	98.42
Ateneo School of Medicine	572	13	585	97.78
UST	2306	69	2375	97.09
St. Lukes College of Medicine	270	10	280	96.43
West Visayas State Univ	458	21	479	95.61
UERM College of Medicine	1312	66	1378	95.21
Xavier University	277	19	296	93.58
Cebu Doctors University	408	32	440	92.73

Ref: PRC



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Outcome Report on Deficiencies Observed by Joint TCME-PRBOM Monitoring and Evaluation Visits to Medical Schools



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Faculty – dearth of qualified faculty, deans, especially in basic sciences; “kangaroo” faculty; no faculty development program

Admissions and Selection

- academically unqualified students admitted
- rampant open admission, no selection process

Curriculum and Instruction

- not updated

Facilities for teaching

- inadequate for basic sciences lab
- inadequate patient load in base hospital for clinical teaching



III.ONGOING EFFORTS TO IMPROVE MEDICAL EDUCATION

CHED

- Continuous and intensified M&E of MD programs of HEIs
- Developmental task to assist academically challenged HEIs to improve MD program
- Formulating specific guidelines on some provisions in the PSG CMO No. 18 s. 2016



PRBOM

- In the process of revisiting and formulating the Table of Specifications (TOS) harmonized with PSG for MD program (i.e. OBE)
- Started M&E visits to hospitals for teaching and training of students, interns and residents



APMCI

- Organizing continuous seminars – workshops for the medical faculty for capacity building
- Alignment of national internship program to OBE

PAASCU

- Offers consultancy services to schools applying for accreditation or short of being applicants
- In the process of applying for WFME recognition as accrediting body
- Preparing for renewal of recognition by NCFMEA, US Dept of Education



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CONCLUSIONS

- The road to excellence has been laid down by CHED. As part of the political mandate, a paradigm shift to OBE has been encouraged to keep attuned with the global and ASEAN community and to work towards transformative education. This may address the problem of mismatch between education and actual employment.



CONCLUSIONS

- There are challenges to medical education that have to be addressed: the need to incorporate the use of technology and national health priorities; integrate ethics and professionalism, and to address mental health concerns of students and faculty



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CONCLUSIONS

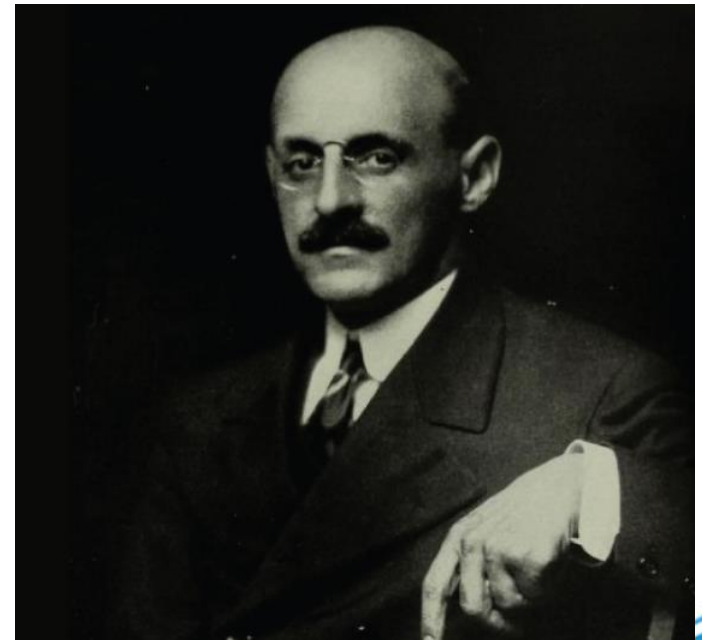
- The responsibility of carrying out these tasks to fruition depends on the individual school particularly by its champion, the Dean.
- Continuous reformation of medical education is imperative in response to changing times.



Medical education is not just
a program for building
knowledge and skills in its
recipients... it is also an
experience which creates
attitudes and expectations.

Abraham Flexner

QuoteAddicts.com



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*Thank
you*



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