



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED Memorandum Order (CMO)
No. 16
Series 2006

Subject : General Health Science Curriculum for Health Related Programs
Amending CMO No. 27 s. 1998 otherwise known as "*The Common Two-Year Associate Health Science Education*"

In accordance with pertinent provisions of Republic Act No. 7722, otherwise known as the "Higher Education Act of 1994, and in view of the Research Study conducted by the Commission relative to the impact and implementation of CMO No. 27 s. 1998, otherwise known as "*The Common Two-Year Associate Health Science Education (AHSE)*", the following policies, guidelines and curriculum leading to Health Science Profession courses are hereby adopted and promulgated by the Commission:

A. Rationale:

The Health Science Education curriculum is relevant in terms of preparing the students for entry into any of the health science programs and in providing flexibility in choosing the right profession. All the health care science subjects proved to achieve to the full extent in the preparation of the students for entry to the professional programs, such that the knowledge and skills learned from these health care science courses facilitated entry of students to any health-related programs, but, however, there is no occupation that is aligned with the skills learned from the original AHSE curriculum.

The survey also revealed that in order for school programs to comply with the CHED Memorandum Order No. 27 s. 1998, curricular changes have to be done such as changes in subject description, addition of subject offerings, removal of subject offerings, changes in the placement of professional subjects, changes in the number of credit units, and merging of major subjects. Likewise, the deans and faculty noted that as an effect of the changes on the professional subjects, graduates do not adequately meet national and global standards.

It is in this view that an alternative General Education Curriculum (GEC) for all Health-related programs is proposed to sustain the positive

effects of certain aspects of the AHSE curriculum and at the same time enable the various health-related programs to modify their curriculum to meet the needs of the profession both nationally and globally.

B. Guidelines:

1. HEIs offering health-related programs shall have the option to restructure the curriculum in terms of the placement of the GEC-Health Science courses/subjects, credit units, time allotment and course content;
2. Health-care courses/subjects shall be distributed in the entire program of study and could also be integrated in any related professional subjects;
3. The minimum curricular requirements for each health-related program contained in their respective policies, standards and guidelines shall be implemented and adopted taking into consideration the herein minimum General Education Curriculum for health-related programs specified in Attachment "A".

C. Course Description

Health Economics

The course focuses on concepts, principles, and techniques of resource utilization for the production of services in the health care setting.

Health Care with RLE

Concepts and principles in the provision of basic care in terms of health promotion/ maintenance and disease prevention at the individual and family level with community applications. Emphasis may be made on concepts related to competencies of the respective discipline in health promotion/ maintenance and disease prevention.

Anatomy and Physiology

This course aims to provide students with sufficient knowledge and skills that will help them provide basic primary health care services. It includes the definition of anatomical terms,

ation of human biologic structure with normal physiologic function, basic regulatory mechanisms which promote homeostasis, familiarization of some physiological parameters which serve as indicators for the individual's state of health, anatomic and physiological bases of some common medical disorders, recognition of signs and symptoms associated with serious medical conditions requiring expert medical attention. Emphasis may be made on concepts required for the respective discipline.

Bio-Ethics (to be integrated with professional ethics)

Bio-Ethics aims at developing among students an understanding of the important concepts and principles of Bio-ethics. At the end of the course, the student should be sensitive to ethical considerations and face responsibly ethical issues in health care, community work or professional practice.

Science, Technology and Society (to be integrated with professional subjects depending on the discipline)

This is an integrative course that will capture the holistic view of how science, technology and society interact and affect each other with emphasis on the implications of the interactions to the health status of Filipinos and to the health care profession in the country. Furthermore, the course will be presented in a historical and futuristic perspective, focused on the Philippine setting.

This CMO shall be implemented in lieu of CMO No. 27 s. 1998 and shall take effect for SY 2006-2007.

For strict and immediate compliance.

Pasig City, Philippines
March 31, 2006


CARLITO S. PUNO
Chairman