



MARIANO MARCOS STATE UNIVERSITY

Incorporation of SDG Concepts in the mandates of the Mariano Marcos State University


In the past years, MMSU has institutionalized the discussion of SDGs in its general education subjects (mandatory subjects), such as SocSc11 (Gender and Society), SocSci03 (Contemporary World), and STS01 (Science, Technology, and Society) which is still in effect until now. To sustain this, in 2023, by virtue of the Memorandum Order issued by the Office of the Vice President for Academic Affairs, the university identified another professional course that shall discuss the SDG concepts (e.g. HR 120) in detail.

For students to have meaningful education around the SDGs across the university, the Office of Student Services and Development required all academic organizations and interest clubs to hold student activities that support any of the SDGs. This holds true in the conduct of research and extension programs. This means that no activity (research, academic, and community engagement) shall be approved by the University if not aligned with a particular SDG.



MEMORANDUM

TO : All Deans



FROM : **PRIMA FE R. FRANCO**
Vice President for Academic Affairs


SUBJECT : **Integration of SDG Concepts in the Syllabi**

DATE : January 3, 2024

Please advise all your faculty to revise their syllabi for the second semester of Academic Year 2024 - 2025. Likewise, please remind them to integrate into their syllabi applicable SDG concepts in the furtherance of the UN Sustainable Development Goals.


Your usual cooperation is very much appreciated.

Cultivating Minds, Transforming Futures

	MARIANO MARCOS STATE UNIVERSITY COLLEGE OF BUSINESS, ECONOMICS AND ACCOUNTANCY		Document Code	CBEA-BA-SYL-HR120	
	SYLLABUS IN HR 120 – RECRUITMENT AND SELECTION		Revision No.	2	Page 1 of 11
			Effectivity Date	August 24, 2024	

VISION OF THE UNIVERSITY	A premier Philippine university by 2028.
MISSION OF THE UNIVERSITY	To develop virtuous human capital and sustainable innovations in a knowledge-driven global economy.
CORE VALUES	<p>Knowledge – Upholding knowledge as empowerment, we aim to develop intelligent individuals who can make informed decisions.</p> <p>Inclusivity – We support and encourage diversity and collaboration, engaging in programs that promote growth and development for all sectors of society.</p> <p>Professionalism – Reared in a merit-based environment, we commit ourselves to the highest standards of ethics and professionalism.</p> <p>Spirituality and Social Responsibility – We are committed to providing holistic development that inculcates love and service to God, humanity and the environment.</p>
INSTITUTIONAL OUTCOMES	<p>Anchored on the university’s Vision, Mission, and Core Values, the Mariano Marcos State University institutional learning outcomes are qualities that MMSU graduates must possess.</p> <p>MMSU graduates should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate adequate knowledge, skills, and attitudes to be effectively integrated into a knowledge-driven global economy; 2. Maintain a high degree of ethics, professionalism, discipline and accountability; 3. Communicate effectively and articulate ideas through various modalities and in diverse contexts; 4. Commit themselves to lifelong learning and personal development to achieve excellence; 5. Analyze problems and issues critically, and develop ideas and innovative solutions to respond to the needs of local, national and global communities; 6. Display spiritual values through respect for and service to God, humanity, and country; 7. Practice social and environmental responsibility; 8. Collaborate with and maintain harmonious relationships with others; 9. Respect multicultural diversity; 10. Engage in activities that promote growth and empowerment for all sectors of society; 11. Make informed, intelligent, fair and equitable decisions; and 12. Show appreciation for and contribute to the development and ^{preservation} of cultural heritage.
GRADUATE ATTRIBUTES	<p>Anchored on the university’s Vision, Mission, and Core Values, MMSU graduates must be:</p> <ol style="list-style-type: none"> 1. globally competent; 2. professional; 3. effective communicator; 4. lifelong learner;

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5. innovative;
6. spiritual;
7. socially responsible;
8. collaborative;
9. respectful to diversity;
10. empowered;
11. critical thinker; and
12. culturally responsive.

COLLEGE GOALS

The College of Business, Economics and Accountancy commits itself to attain excellence, responsiveness, efficiency and effectiveness for trained manpower who will assume leadership and responsibility in business, industry and government service. As such, it shall:


1. provide quality instruction in accountancy, economics, business and management, entrepreneurship, cooperatives, tourism and hospitality management which is responsive to local and global needs and expectations;
2. build and maintain a highly qualified manpower and well-equipped proactive academic unit through continuing education;
3. foster a culture of research along its academic offerings and other related areas;
4. produce and publish research-based and community-based materials for instruction and extension use and other alternative education mode;
5. share resources and expertise to the community through continuing education, capability building and volunteerism programs;
6. establish linkages and strengthen partnerships with industries and other stakeholders both local and foreign; and
7. inculcate positive values and attitudes among students for the development of socially responsible and democratic citizenship, concern for the environment and a strong sense of national pride

PROGRAM OUTCOMES

A graduate of Business Administration major in Human Resource Management degree must have:

1. applied the concepts along human resource management and use them in various business situations both in local and international context;
2. demonstrated critical and analytical skills to analyze, innovate and provide a strategic business direction;
3. communicated excellently and express ideas through various modalities and in diverse contexts;
4. demonstrated positive values and work ethics that promote a sense of responsibility and accountability; and
5. conducted, produced and published research-based and community-based materials for instruction, extension and business development
6. practiced collaboration and maintain harmonious relationships with others in the pursuit of academic excellence, research and community development.
7. created opportunities for the appreciation and preservation of cultural heritage.

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COURSE OUTCOMES

At the end of the semester, the students must have:

KNOWLEDGE

1. explained concepts, principles, theories and trends along human resource management;
2. discussed talent management and the nature of job analysis;
3. explained human resource planning and examined its process;
4. described the process, methods, and techniques in an effective recruitment activity;
5. recognized the various tools, methods and processes in the area of selection;
6. described an effective employee orientation;

SKILLS

1. gathered, examined and interpreted job tasks through job analysis.
2. constructed job description and job specification.
3. developed effective interviewing skills.
4. devised a recruitment plan.
5. familiarized to conduct the orientation process.

VALUES

1. demonstrated accuracy, discipline, creativity, independence, perseverance, self-reliance, and timeliness.

COURSE SYLLABUS

COURSE CODE	HR 120
COURSE TITLE	RECRUITMENT AND SELECTION
CREDIT UNITS	3 units / 3 hours
COURSE PREREQUISITE	BA 25 – HUMAN RESOURCE MANAGEMENT
COURSE DESCRIPTION	This course provides a comprehensive understanding of the recruitment and selection process in organizations. It covers the key concepts, strategies, and techniques involved in attracting, assessing, and selecting the right candidates to meet organizational needs. Students will learn about the legal and ethical considerations, as well as the role of technology in modern recruitment methods.


CONTENT OUTLINE AND TIMEFRAME

TIME FRAME	COURSE CONTENT /SUBJECT MATTER	MODE OF DELIVERY
1 hour	CLASS ORIENTATION A. Development Goals of the Government	Face-to-face

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	<ul style="list-style-type: none">Global: Sustainable Development Goals (SDGs) 2030National: Philippine Development Plan 2017 – 2022Institutional: Vision, Mission, Core Values, Institutional Outcomes, Program Outcomes and Course Outcomes <p>B. Overview of the Course C. Course Outline and Requirement D. Grading system E. Classroom Policies</p>	
5 hours	UNIT I. OVERVIEW OF HUMAN RESOURCE MANAGEMENT <ul style="list-style-type: none">A. Definition of Human Resource ManagementB. Nature of Human Resource ManagementC. Personnel Aspects of a Manager’s JobD. Roles of Human Resource ProfessionalsE. National and International Challenges of HRM	Face-to-face
9 hours	UNIT II. JOB ANALYSIS AND TALENT MANAGEMENT <ul style="list-style-type: none">A. Definition and Functions of Job AnalysisB. Methods for Conducting Job AnalysisC. Writing Job Descriptions and Job SpecificationsD. Definition and Importance of Talent ManagementE. The Talent Management Process	Face-to-face
9 hours	UNIT III. HUMAN RESOURCE PLANNING <ul style="list-style-type: none">A. Definition and importance of Human Resource PlanningB. Process of Human Resource PlanningC. External and Internal factors affecting HR PlanningD. Nature of Forecasting	Face-to-face
6 hours	UNIT IV. RECRUITMENT OF HUMAN TALENT <ul style="list-style-type: none">A. Definition and Importance of RecruitmentB. Recruitment Policies and the 4 Cornerstones of a Recruitment PolicyC. Model of the Recruitment ProcessD. Legal and Ethical Considerations in Recruitment<ul style="list-style-type: none">- Equal Opportunity Policy- Diversity, Equity and Inclusion	Face-to-face

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	<ul style="list-style-type: none"> - Anti-Discrimination Laws - Data Privacy and Confidentiality 	
9 hours	UNIT V. RECRUITMENT SOURCES, PROCESS AND METHODS <ul style="list-style-type: none"> A. Sources and Process of Recruitment B. Traditional and Modern Recruitment Methods C. Technology in Recruitment D. Evaluating Recruitment Effectiveness E. Drafting of a Job Application (Students will be enrolled in Skills to Succeed (S2S) Academy, a free immersive and online learning platform managed by Accenture https://s2sacademy.com/) 	Face-to-face
9 hours	UNIT VI. EMPLOYEE SELECTION <ul style="list-style-type: none"> A. Definition of Selection B. Selection criterion and predictors (Merit-based selection) C. Selection responsibilities of the HR Department D. Selection Process 	Face-to-face
6 hours	UNIT VII. EMPLOYEE PLACEMENT <ul style="list-style-type: none"> A. Socialization /Onboarding B. How to Provide Effective New Employee Orientation A. Assumption of Employee Socialization B. The Socialization Process C. The Purpose of New Employee Orientation D. Employee Handbook 	Face-to-face Online (MVLE)

LEARNING PLAN:

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Teaching and Learning Activities (TLA's)	Assessment Task (ATs)	Resource Materials	Time Table	Values Infused/ Competencies
		Discussion			5	Accuracy

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At the end of the unit, the students must have: 1. explained what human resource management is and how it relates to the management process; 2. discussed and showed examples of why human resource management is important to all managers; 3. recognized the personnel responsibilities and roles of human resource professionals; and 4. illustrated each of the challenges of HRM.	UNIT I. OVERVIEW OF HUMAN RESOURCE MANAGEMENT A. Definition of Human Resource Management B. Nature of Human Resource Management C. Personnel Aspects of a Manager's Job D. Roles of Human Resource Professionals E. National and International Challenges of HRM	Brainstorming Online Searching	Learning Activity Packets Quiz Activity Assignment	Reading Materials Related links Laptop	hours	Discipline Creativity Independence Perseverance Self-reliance Timeliness Understanding
At the end of the unit, the students must have: 1. discussed talent management; 2. explained the use of job analysis including what it is and how it's used; 3. demonstrated appropriate methods for collecting job analysis information; and 4. constructed job descriptions and specifications.	UNIT II. JOB ANALYSIS AND TALENT MANAGEMENT PROCESS A. Definition and Functions of Talent Management B. Methods for Conducting Job Analysis C. Writing Job Descriptions and Job Specifications D. Definition and Importance of Talent Management E. The Talent Management Process	Discussion Brainstorming Online Searching	Learning Activity Packets Quiz Activity Assignment Long Examination	Reading Materials Related links Laptop	9 hours	Accuracy Discipline Creativity Independence Perseverance Self-reliance Timeliness Understanding
At the end of the unit, the students must have: 1. explained human resource planning; 2. examined the human resource planning process;	UNIT III. HUMAN RESOURCE PLANNING A. Definition and Importance of Human Resource Planning B. Process of Human Resource Planning	Discussion Brainstorming Online Searching	Learning Activity Packets Quiz Activity	Reading Materials Related links Laptop	9 hours	Accuracy Discipline Creativity Independence Perseverance Self-reliance Timeliness




3. illustrated the various forecasting techniques and methods used in identifying HR supply and demand; and 4. appraised human resource problems.	C. External and Internal factors affecting HR Planning D. Nature of Forecasting 1. Forecasting periods 2. Forecasting human resource demand 3. Forecasting human resource supply		Assignment			Understanding
MIDTERM EXAMINATION						
At the end of the unit, the students must have: 1. defined recruitment; 2. understood the importance of recruitment in organizational success; 3. identified the factors affecting recruitment; 4. described the model of the recruitment process; 5. understood the recruitment policies and its 4 cornerstones; 6. recognized the perspective of a job applicant in looking for vacancies; and 7. recognized legal and ethical considerations in recruitment.	UNIT IV. RECRUITMENT OF HUMAN TALENT A. Definition and Importance of Recruitment B. Recruitment Policies and the 4 Cornerstones of a Recruitment Policy C. Model of the Recruitment Process D. Legal and Ethical Considerations in Recruitment 1. Equal Opportunity Policy 2. Diversity, Equity and Inclusion 3. Anti-Discrimination Laws 4. Data Privacy and Confidentiality	Discussion Brainstorming Online Searching	Learning Activity Packets Quiz Activity Assignment	Reading Materials Related links Laptop	6 hours	Accuracy Discipline Creativity Independence Perseverance Self-reliance Timeliness Understanding
	UNIT V. RECRUITMENT PROCESS AND METHODS	Discussion				Accuracy



<p>At the end of the unit, the students must have:</p> <ol style="list-style-type: none"> 1. enumerated the sources of recruitment; 2. described the steps involved in the recruitment process; 3. identified various recruitment methods, both traditional and modern. 4. explored the role of technology in enhancing recruitment outcomes; 5. developed a digital recruitment plan for an organization; 6. enrolled in skills to succeed (s2s) academy; and 7. constructed a job application for a job interview; 	<ol style="list-style-type: none"> A. Sources and Process of Recruitment B. Traditional and Modern Recruitment Methods C. Technology in Recruitment <ol style="list-style-type: none"> 1. Applicant Tracking System 2. AI-powered Screening 3. Automated Chatbots 4. Virtual Reality Assessments 5. Gamification D. Evaluating Recruitment Effectiveness E. Drafting a Job Application (Students will enroll in Skills to Succeed (S2S) Academy, a free immersive and online learning platform managed by Accenture) 	Brainstorming Online Searching	Learning Activity Packets Quiz Activity Assignment Long Examination	Reading Materials Related links Laptop	9 hours	Discipline Creativity Independence Perseverance Self-reliance Timeliness Understanding
<p>At the end of the unit, the students must have:</p> <ol style="list-style-type: none"> 1. defined selection and discussed the various criteria and predictors used in choosing the qualified candidate; 2. recognized the duties and responsibilities of the HR department during the election period; 3. examined each of the steps in the selection process and gave examples; 4. designed an interview questionnaire; 	<p>UNIT VI. EMPLOYEE SELECTION</p> <ol style="list-style-type: none"> A. Definition of Selection B. Selection criterion and predictors (Merit-based selection) C. Selection responsibilities of the HR Department D. Selection Process <ol style="list-style-type: none"> 1. Reception and Job Preview/Interest Screening 2. Application Forms 	Discussion Brainstorming Online Searching	Learning Activity Packets Quiz Activity Assignment	Reading Materials Related links Laptop	9 hours	Accuracy Discipline Creativity Independence Perseverance Self-reliance Timeliness Understanding



5. explained the key points to remember in conducting background investigations; 6. summarized employment documents; and 7. explained the pseudo-scientific methods of selection.	2.1 Equal Employment Opportunity 2.2 Weighted Application Forms 2.3 Resume 3. Employment Test 4. Interview 4.1 Importance of Interview 4.2 Types of Interview 4.3 Interview Process 4.4 Good questioning techniques 4.5 Problems in the interview process 5. Background Investigation 5.1 Types of References 5.2 Reference Checking Methods 5.3 Medical Examination 6. Document Requirements 7. Pseudo-Scientific Methods of Selection					
At the end of the unit, the students must have: 1. defined socialization/onboarding and its importance; 2. illustrated the proper way of employee orientation; and 3. summarized the assumptions, purpose and process of employee orientation.	UNIT VII. EMPLOYEE PLACEMENT A. Socialization /Onboarding B. How to Provide Effective New Employee Orientation C. Assumption of Employee Socialization D. The Socialization Process E. The Purpose of New Employee Orientation F. Employee Handbook	Discussion Brainstorming Online Searching	Learning Activity Packets Quiz Activity Assignment	Reading Materials Related links Laptop	6 hours	Accuracy Discipline Creativity Independence Perseverance Self-reliance Timeliness Understanding

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			Long Examination			
FINAL EXAMINATION						
<p>Textbooks</p> <p>Diamante, M.M (2015). Managing Human Resources: Local and Global Perspectives (Outcomes-based Learning). C & E Publishing, Inc.; Quezon City Society for Human Resource Management. (2008, April-June). The employer brand: A strategic tool to attract, recruit and retain talent. SHRM Staffing Research, 2.</p> <p>Electronic Books</p> <p>Dessler, G., Human Resource Management 13th Edition. 2013, Human_resource_management_13th_ed_by_des.pdf Fundamentals of Human Resource Management by Raymond Noe, John Hollenbeck.pdf</p> <p>Online References</p> <p>A Guide to Recruitment and Selection (https://www.kenjo.io/recruitment-and-selection) Recruitment: An Introduction (https://www.cipd.org/en/knowledge/factsheets/recruitment-factsheet/) The Digital Recruitment (https://harver.com/blog/digital-recruitment/) Ted Talk's How to Master Recruiting (https://www.youtube.com/watch?v=sxjgL64czRY)</p>						
COURSE REQUIREMENTS			PERFORMANCE STANDARD (ASSESSMENT CRITERIA)			
Performance Tasks Recruitment and Selection Plan Job Interview			The grading system shall be based on the approved and accepted grading system by the Business Administration Department. Approved during the department's meeting on August 7, 2020.			
			Final Examination		20.00%	
			Midterm Examination		20.00%	
			Long Examination		20.00%	
			Quizzes		10.00%	
			Class Participation		30.00%	
			Final Requirement	20.00%		
			Others*	10.00%		
			Total		<u>100.00%</u>	
COURSE POLICIES		Students enrolled in this course are expected to observe the following rules:				

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1. Official enrolment forms (Form 5) of students should be validated.
2. Students should come to class on time
3. Course requirements and assignments should be submitted on time.
4. Actively participate in classroom discussions and group work.
5. Quizzes may be unannounced but long exams are announced.
6. Make-up examinations (this is only for long exams/midterm/final exams) could be arranged with the instructor under valid reasons and students should report to the instructor on time when having a special examination.
7. Students are encouraged to collaborate in making projects and assignments but quizzes and long exams should be done independently.
8. To show courtesy to others, please set mobile phones and other electronic gadgets to “silent mode” during class. Please step outside the classroom when accepting urgent calls or text messages.

CONSULTATION PERIOD

TTH 1:00-5:00 PM

FACULTY-IN-CHARGE

SARAH JANE S. INAY

Academic Rank: Instructor I

Mobile: 0947-981-3724


Email Address: ssinay@mmsu.edu.ph

KRISMARY SHARMAINE D. YAPO

Academic Rank: Assistant Professor I

Mobile: 0915-855-1254

Email Address: kdyapo@mmsu.edu.ph

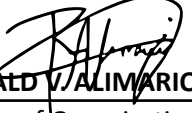
	MARIANO MARCOS STATE UNIVERSITY Student Affairs and Services	Document Code	SAS-SOPA-FRM-007	
	APPLICATION TO HOLD ACTIVITY FORM	Revision No.	5	Page 1 of 1
		Effectivity Date	August 18, 2024	

September 25, 2024
Date

APPLICATION TO HOLD ACTIVITY

Name of Sponsoring Organization: College of Arts and Sciences Student Council (CAS-SC)
 College/Unit: College of Arts and Sciences
 Nature/Name of Activity: PSA Making Competition for National Suicide Prevention Month
 Purpose: To conduct a PSA making competition open for all bona fide students of the College of Arts and Sciences with the theme "Rewriting the Narrative: Unveiling the True Struggles Behind the Silence". Aligned to this activity is the promotion of the SDG 3: Good Health and Well-being, SDG 4: Quality Education, and SDG 16: Peace, Justice and Strong Institutions.


Date: September 20-30, 2024 Time: N/A Place/Venue: CAS


RONALD V. ALIMARIO JR.

 Name and Signature of Organization's Representative

 President
 Position

RECOMMENDING APPROVAL:


JHON SHERWIN S. DURAN

 CAS SC Adviser

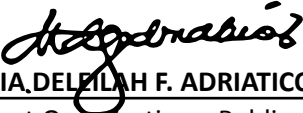

JOYCE L. CASTILLO

 Student Affairs and Services Coordinator, CAS



MARLINA L. LINO, Ph.D.

 Dean


APPROVED:


MARIA DELILAH F. ADRIATICO, Ph.D.

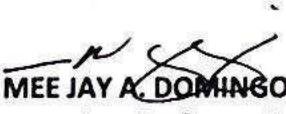

 Chief for Student Organizations, Publications and Activities



EMIL JAMES P. TANAGON

 Director for Student Affairs and Services

	MARIANO MARCOS STATE UNIVERSITY Research Directorate	Document Code	RD-TEMP-001	
	MMSU RESEARCH PROGRAM/PROJECT (Capsule Proposal for Financial Assistance under Fund 101/164)	Revision No.	2	Page 1 of 8
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MMSU RESEARCH PROGRAM/PROJECT
Capsule Proposal for Financial Assistance under Fund 101/164

A. BASIC INFORMATION	
1. Research Title	
Project Title	MICRO-CREDENTIAL COURSE FOR BASIC WORK SKILLSETS
Study 1	Work preparedness of students and professionals
Study 2	Development and Validation of a Micro-credential Course for Basic Work Skillsets
Study 3	Development and Validation of Instructional Materials for Micro-credential Course
2. Proponent	
Name and Signature  MEE JAY A. DOMINGO Associate Professor V  KRISMARY SHARMAINE D. YAPO Assistant Professor I	Department/Section Department of Languages and Literature Business Administration Department College/Directorate/Unit CAS CBEA E-mail Address: mjadoromingo@mmsu.edu.ph kdyapo@mmsu.edu.ph
Telephone Number (s)	Fax Number(s)
3. Implementing Units	
Name of lead implementing unit CBEA CAS	Address MMSU
Name of collaborating unit(s), if any HRMO	Address MMSU
4. Project Duration (in months)	

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24 months

5. **Project Location** (*State specific location, e.g. barangay, town or province*)

MMSU
Alorica Philippines, Inc.

6. **Sustainable Development Goal (SDG) Addressed**

- SDG 1 – No poverty
- SDG 4 – Quality Education
- SDG 8 – Decent Work and Economic Growth
- SDG 17 – Partnerships for the Goals

7. **Total budget requested (Php):** Php 200,000.00

B. TECHNICAL DESCRIPTION

8. **Rationale** (*State the rationale in 2-3 pages single space*)

Employees often face challenges in their work environments due to problems in basic work skill sets. Basic work skillsets refer to the essential competencies and abilities that individuals need to effectively perform in a variety of professional settings. These foundational skills are often required regardless of the specific job role or industry.

Skills-jobs mismatch is the discrepancy between the skill sets employers seek and the capability of job applicants. Job mismatches are one of the primary reasons that new hires don't stay in certain positions long-term, which translates to high turnover rates for the company. A study by Deloitte revealed that about 70 percent of the Filipino Gen Zs and 63 percent of millennials are experiencing burnout. Unhappiness in the workplace due to job-skills mismatch is affecting their mental health. Furthermore, a study by the Society for Human Resource Management (SHRM) found that communication problems are the leading cause of workplace issues. Employees who struggle with communication may fail to convey information effectively, leading to misunderstandings and task errors. In response to this growing concern, LinkedIn surveyed its 1 billion members across 200 regions and countries in 2023. They found out that communication, customer service, and problem-solving continue to be valuable skills in the age of AI.

Higher Education Institutions (HEIs) play a crucial role in preparing students for the rapidly evolving demands of the modern workforce. This is emphasized by Inay, et.al (2023) that it is vital to comprehend employers' outlooks and experiences to connect educational institutions' programs with market demands properly. Thus, it is essential that HEIs adapt their educational offerings to ensure students acquire the basic work skill sets. One such adaptation is the implementation of micro-credential courses, which provide targeted, flexible learning opportunities designed to address skill needs. The European Commission defined Micro credentials as the records of the learning outcomes that a learner has acquired following a small volume of learning, which is assessed against transparent and clearly defined criteria. As a complementary approach to career and



professional development in formal education, it can be said that micro-credentials are preferred for supporting professional development and/or to acquiring new skills to find a job in a new field (Fisher and Leder, 2022).

HEIs in India play a much more active role in ensuring that students become employable by connecting them with the careers and job opportunities of tomorrow. This is because there is a gap between the knowledge that students acquire in HEIs and the knowledge they must have in order to become employable. Micro-credentials are emerging as a disruptive way of bridging this gap to acquire "just-in-time" modern skills and competencies. In the context of the Philippine HEIs, micro-credentials are evolving as the new normal in higher education due to their flexibility, accessibility, and advantages. It must be noted that hiring practices are also changing, with a tendency to prioritize skills over degrees. The endorsement of micro-credentials is on the rise.

The Mariano Marcos State University (MMSU) is a higher education institution committed to the sustainable development of its students. While MMSU already provides academic training, seminars, and career fairs, micro-credential courses offer a different perspective on skill development. Unlike traditional academic programs, micro-credential courses focus on specific and in-demand skills that are directly applicable to the workplace. HEIs have long been urged by the Commission on Higher Education (CHED) to establish partnerships with industries and develop their own micro-credential courses. It is along this line that this research study is formulated to develop a micro-credential course that will provide students with basic work skill sets. The students will take the Harder Assessment which measures language proficiency, personality and problem-solving abilities. The data collected from these assessments will be used to develop a micro-credential course tailored to the needs of industries, contributing to the university's goal of developing industry-ready graduates and boosting the employment rate.

9. Objectives (*State SMART specific objectives – general and specific*)

Generally, this research aims to develop a micro-credential course for basic work skill sets.


Specifically, this research aims to:

1. determine the basic skill sets necessary to perform satisfactorily in the workplace;
2. design a and validate micro-credential course to enhance work skill sets of students and professionals;
3. develop and validate an instructional material needed to run the micro-credential course.

10. Methodology (*Briefly discuss the Research Design and method of analysis*)

Research Design

This study will employ the descriptive research design following the research and

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development method.

Specifically, the study will employ three stages: planning, development, and evaluation. In the planning stage, the current skill sets of students and professionals will be determined. Meanwhile, in the development phase, the course content and instructional materials will be formulated using the output in the planning stage. Lastly, in the development phase, the validity of the course content and instructional material will be determined.

Locale of the Study

Primarily, this study will be conducted in the Mariano Marcos State University and Alorica Philippines, Inc.

Population and Sample

There will be four groups of respondents in this study: 1) first year MMSU students; 2) MMSU personnel; 3) course validators (three experts from Alorica will be identified to determine the validity of the course content); and 4) material evaluators (three experts of IMDO will be identified to determine the level of validity of the instructional material to be developed).

Research Instruments

Two instruments will be used in this study - Harver Test and Validity Instrument. The Harver Test, is a leading provider of pre-employment assessments offering a wide range of online tests designed to help organizations identify the best candidate for their team. It is a technology-driven platform that uses AI to streamline hiring by automating candidate screening, assessment, and selection. Specifically, the test covers the following: personality questionnaire, typing test, situational judgement test, language proficiency, and spoken language assessment.


The course content and instructional material will be validated in terms of format and design, content, organization and presentation, and language and style by experts in the field using the adapted evaluation checklist from Balinas (2000).

Statistical Treatment of Data

In drawing out meanings of the students' scores in the Harver Test, the data will be subjected to various statistical treatments: means, percentages, and frequency distribution.

11. Expected Deliverable(s): *((State deliverable(s) of the study based on science, technology and innovation metrics, i.e., 6Ps (product, publication, patent, policy, people services, places and partnerships) and 2Is (social impact and economic impact))*

- **Product** - Micro-credential course
- **Publication** - One research publications

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- **Policy** - One policy
- **Places and partnerships** - At least one partnership (Alorica Philippines)

12. Impact *(A compelling effect of the research upon an individual or society as a whole)*

- Industry-ready graduates
- Higher employability rate
- Stronger partnership with industries
- Through the micro-credential course, MMSU will be positioned as a university committed to producing industry-ready graduates and prioritizing a career-focused education.
- Continuous development of the region's workforce, ensuring that individuals remain adaptable in the face of technological advancements and changing industry demands.

13. Intended Users of Findings and Outputs *(Also include how the findings will be used by the identified users)*


- Job seekers
- HR Office
- DLL

14. Gender and Development (GAD) SCORE
(refer to the attached GAD checklist):

15. Brief Profile of the Proponents

Ms. Krismary Sharmaine D. Yapo is a faculty of the Department of Business Administration and currently the Chief for Alumni Relations. Aside from doing administrative work, she has written a book in Human Resource Management and currently finishing her textbook in Recruitment and Selection. She finished alongside her team, the employers' feedback of the performance of BSBA Human Resource Development Management. She also hold certification as Human Resource Associate and Learning and Development Professional.

Mr. Mee Jay A. Domingo is a faculty of the Department of Languages and Literature and currently the Director of the Internationalization, Linkages, and Partnerships of the university. Aside from doing administrative work, he has written two books – Oral Communication and Purposive Communication. His main research interests are computer-mediated communication, educational technology, and applied linguistics, whose articles are published in reputable journals in the country and abroad. Likewise, he holds the following international and local certifications - Certificate of English Language Teaching for Adults (CELTA), Teaching English for Speakers of Other Languages (TESOL), and AACUP accreditor.

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15.1. Education

Name and Address of School Attended	Degree Obtained and Field of Specialization	Month/Year	
		From	To
MJDomingo			
Mariano Marcos State University, Laoag City	Ph in Applied Linguistics	2010	2015
KSYapo			
University of Northern Philippines	Master in Public Administration	2018	2021

15.2. Other Studies Conducted (do not include thesis and dissertation)


Subject and Title	Place conducted	Date conducted	Output(s)
MJ Domingo			
University students' levels of anxiety, readiness, and acceptance for e-learning during the COVID-19 pandemic	MMSU	2021	Publication
Learning Strategies that Forecast Success in Conquering English Language Learning Anxiety	MMSU	2021	Publication
Perceived Role of social media in the Vocabulary Development of University Students	MMSU	2021	Publication
Identity Construction on Facebook: The Case of ABEL Students	MMSU	2017	Publication
Facebooking in Speech Communication Classes in the Tertiary Level: The Case of Mariano Marcos State University	MMSU	2017	Publication
KSYapo			
Employers' Feedback on the Performance of the BSBA HRDM Graduates	MMSU	2021	Presentation

15.3. Publications (Bibliographic entry of all publications)

Domingo, M. D. (2017). Identity construction on Facebook: The case of ABEL students. *Journal of Society and Technology*, 7(1), 30 – 37.

Domingo, M. D. (2017). Facebooking in Higher Education Institutions: The Case of Mariano Marcos State University. *Asia Pacific Journal of Multidisciplinary Research*, 5(2), 30 – 37.

Domingo, M. D., Pastor, D. H., Galeon, K. S. and Toribio, J. B. (2023). University students'

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levels of anxiety, readiness, and acceptance for e-learning during the COVID-19 pandemic. *Social Sciences, Humanities and Education Journal*, 4 (1) 73-86

Aguillon, H. and Domingo, M. (2021). Perceived Role of social media in the Vocabulary Development of University Students. *Allure Journal: A Journal of Applied Linguistics, Linguistics, and Literature*, 1(1),

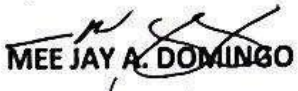

Domingo, M. (2017). Learning Strategies that Forecast Success in Conquering English Language Learning Anxiety, *International Journal of Research in Education*, 2(1), 60 – 72



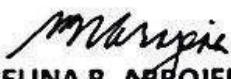

15.4. Trainings, Workshops, Technical Seminars Participated in (As regular participant, resource person, trainer, etc. for the last 3-5 years)


Title of Training, Conference and fora	Nature of Participation (as a lecturer/resource person, participant, coordinator etc.)	Date/Venue/Address	Organizer
MJDomingo			
Certificate in English Language Teaching to Adults (CELTA)	Participant	August 7 – September 5, 2017 / British Council, Singapore	British Council, Singapore
KSYapo			
Building Gender-Responsive Learning Environments: A Training-Workshop for Faculty Members on Integrating Gender and Development into Curriculum and Instruction	Participant	April 3-5, 2024	MMSU CBEA

C. ENDORSEMENTS

To be filled-up by the proponents:

Submitted by:	Director, ILP
 MEE JAY A. DOMINGO	Chief, ARO
 KRISMARY SHARMAINE D. YAPO	

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		May 3, 2024		
To be filled-up by the College Research Coordinator (countersigned by the immediate supervisor/Department Chair)				
Endorsed by:  MEDIAH PERLE LAYAOEN  KARINA DAMO		CBEA Research Coordinator CAS Research Coordinator May 3, 2024		
To be filled-up by the College Dean or Unit Director				
Endorsed by:  ANGELINA B. ABROJENA  MARLINA L. LINO		CBEA Dean CAS Dean May 3, 2024		

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**PRESCRIBED TEMPLATE FOR CAPSULE PROPOSAL FOR AN EXTENSION
PROGRAM/PROJECT/ACTIVITY**

I. Title of Extension Project

Pedia-Geria-TRICKS: Transforming Rural Individuals through Comprehensive Knowledge and Services (PHASE II)

II. Proponent

Department of Pharmacy
College of Health Sciences
Telephone number: (077) 677-3052

III. Collaborating Units and Agencies

City Government of Batac, Ilocos Norte
Brgy. Baay, City of Batac, Ilocos Norte
College of Health Sciences
College of Medicine
College of Business, Economics, and Accountancy
College of Industrial Technology
University Psychological Testing Center
Drugstore Association of the Philippines
SouthStar Drug
MMSU - Pharmacy Alumni
Ilocos Norte Pharmacists Association
Federation of Junior Philippine Pharmacists Association – Psi Chapter

IV. Proposed Clienteles

Pediatric and Geriatric community members, Parents/Guardians, Barangay Officials, and Barangay Health Workers

V. SDG Addressed

SDG 3 (Good health and well-being)
SDG 4 (Quality education)
SDG 8 (Decent work and economic growth)
SDG 10 (Reduced inequalities)
SDG 17 (Partnerships for goals)


VI. Extension Site

Barangay Baay, City of Batac, Ilocos Norte

VII. Background of the Proposed Extension Project

Active participation of residents is crucial in successfully implementing community initiatives and programs. This success owes much to the exemplary collaborative skills of the community, which streamline tasks for efficient execution. However, amidst these responsibilities, the healthcare needs of community members, especially the elderly, are often overlooked.

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One of the problems faced by elderly individuals in their drug therapy is their ability to comply or adhere to their prescribed medication. Medication adherence is defined by the World Health Organization and the Food and Drug Administration as the extent to which patients take medication as prescribed by their healthcare provider. It plays a crucial role in the success of a patient’s drug therapy. When patients do not adhere to their prescribed medications, there is a high possibility of failure of therapy or decreased health outcomes. Failure of drug therapy or decreased health outcomes may decrease a patient's quality of life. Rational drug therapy, which is the appropriate use of drugs when coupled with medication adherence, results in optimal health outcomes. It is another essential factor to consider in patients, especially geriatrics, in terms of the success of their drug therapy. In the Philippines, nearly 10.5 million Filipinos have hypertension. Out of the 10.5 million Filipinos, only 13% adhere to their medication (Faller, 2023). Despite all these challenges, there aren't enough government programs focusing on the specific needs of older adults.

For instance, research has shown that medication adherence among elderly patients is a significant issue, with rates ranging from 26% to 59% (Shim *et al.*, 2018). The complexity of drug regimens, coupled with cognitive and psychosocial conditions, contributes to low adherence rates (Ownby, 2006). Additionally, the use of herbal supplements among the elderly further complicates medication management and may lead to adverse health outcomes (Tsou, 2018).


Improving medication adherence among the elderly requires multifaceted interventions tailored to their unique needs. Interventions such as medication kits and checklist systems have enhanced adherence rates (Najar *et al.*, 2015). Moreover, healthcare providers play a crucial role in educating patients about the importance of medication adherence and addressing barriers to compliance (George *et al.*, 2008).

Similarly, pediatric medication adherence presents its own set of challenges. Pediatric patients often struggle with adherence due to factors such as treatment complexity, parental beliefs, and cultural influences. Medication adherence rates among pediatric populations vary widely, with estimates ranging from 11% to 93% (El-Rachidi, 2017). Poor adherence in children with chronic illnesses can lead to treatment failure, toxicity, and increased healthcare costs (Luga *et al.*, 2014).

Addressing pediatric medication adherence requires a comprehensive approach that considers the unique needs of children and their caregivers. Healthcare providers must educate parents and caregivers about proper medication administration and provide support to ensure adherence to treatment regimens (Al-Hassany *et al.*, 2019). Additionally, developing age-appropriate formulations and dosage forms can facilitate medication adherence among pediatric patients (Leonard *et al.*, 2004).

In addition to medication adherence, the cost of medicines in the country adds to the burden of patients, especially those in low-income families. Medication adherence is just one factor contributing to the success of a patient’s drug therapy.

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Other than medication adherence, economic factors also play a crucial role in the success of a patient’s drug therapy. Even if a patient wants to adhere to their prescribed medication but doesn’t have the financial capacity to meet their health needs, especially medicines, the tendency is that they would not adhere to their prescribed medications. Despite the availability of cheaper generic drugs, patients, especially those with chronic conditions, still struggle to meet their health needs, particularly with medicines. The economic status of individuals with chronic conditions directly affects their capability to finance their health needs, especially their regular consumption of maintenance medicines. Despite these pressing problems in the health sector, there are few or limited government programs to address these problems.


Laws like the Cheaper Medicines Act (R.A 9502), Generics Act of 1988 (R.A 6675), and many more local or national programs that financially assist patients are needed. Pharmacists are not just drug experts. On top of that, pharmacists are business-oriented individuals. Pharmacists believe that helping patients in terms of their financial capability means empowering them. Empowering them means helping them and their family realize their potential to improve their physical health and financial wealth by learning entrepreneurial skills and livelihood programs.

Financial wealth and the ability to sustain oneself through livelihood programs can contribute to overall health outcomes. This includes access to nutritious food, quality healthcare services, and the capacity to afford medications and treatments. The impact of financial stability extends beyond basic needs, encompassing mental well-being and stress reduction. By supporting individuals in securing financial strength, we empower communities to live healthier lives and achieve improved overall health.

The selection of Barangay #13 Baay in the City of Batac, Ilocos Norte, for healthcare interventions is strategic, given its substantial geriatric and pediatric populations requiring comprehensive medical support. Barangay Baay is situated in the northwestern part of the City of Batac and is one of the city’s rural barangays. It is the most populated barangay and has the most significant number of geriatric and pediatric patients undertaking multiple maintenance medications and malnutrition, according to the City Health Office of Batac. Thus, the team chose Baay among the barangays of the said city. The healthcare team, including pharmacists, must adopt a proactive stance to foster adherence through collaborative interventions. Pediatric medication adherence, particularly in those grappling with chronic illnesses, presents a complexity surpassing that in adults. Numerous factors contribute to non-adherence among pediatric patients, including parental or caregiver involvement, the child's age, cognitive capabilities, and social dynamics. Therefore, a comprehensive understanding and targeted strategies are essential to enhance medication adherence in pediatric populations.

VIII. Significance

The significance of the Pedia-Geria–TRICKS: Transforming Rural Individuals through Comprehensive Knowledge and Services (PHASE II) project lies in its holistic

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and targeted approach to addressing the multifaceted needs of the pediatric and geriatric populations in Barangay Baay, City of Batac, Ilocos Norte.

The project strategically addresses the 5 Ps of project management - products, price, people, place, and promotion. It offers a range of products and services tailored to the community, including livelihood program training (PharmaPRENEUR), medical consultations (PharmaFIT&WELL), and educational materials on medication adherence, rational drug therapy, and home remedies (PharmaHOME-Rx). By recognizing the financial constraints faced by low-income families, the project aims to empower individuals through entrepreneurship and livelihood programs, enhancing their ability to afford necessary healthcare services and medications (price).

The project's significance is further reinforced by its targeted focus on the pediatric and geriatric populations (people), who face unique challenges in medication adherence, treatment complexity, and the involvement of caregivers or parents/guardians. Addressing these specific needs is crucial for improving overall health outcomes and quality of life for these vulnerable groups.

The selection of Barangay Baay (place) as the project locale is strategic, as it has a substantial geriatric and pediatric population requiring comprehensive medical support, according to the City Health Office of Batac. Additionally, the project's continuity from Phase I, previously conducted in the same barangay, builds upon the established trust and familiarity with the community, allowing for the evaluation of long-term impact and the incorporation of lessons learned.

Furthermore, the project promotes medication adherence, rational drug therapy, and the proper use of home remedies through educational materials and house-to-house visits (promotion). It also promotes physical activity, mental health awareness, and financial empowerment through entrepreneurship and livelihood programs, fostering a holistic approach to well-being.

The project's significance is amplified by its collaborative nature, involving various stakeholders, including the City Government of Batac, Barangay officials, healthcare professionals, and community members. This collaboration ensures effective implementation, fosters community ownership, and empowers individuals to take an active role in their health and well-being.


By addressing the multidimensional aspects of healthcare, including medication adherence, financial empowerment, mental well-being, and physical activity, the project holds the potential to create sustainable positive change and improve the overall quality of life for the targeted populations in Barangay Baay. Its comprehensive and inclusive approach, tailored to the specific needs of the community, highlights the project's significance in promoting holistic well-being and empowering individuals to achieve optimal health outcomes.

IX. Objectives:

The project aims to improve the healthcare of the pediatric and geriatric community in Barangay Baay, City of Batac, Ilocos Norte.

1. Provide training on livelihood programs and entrepreneurial skills.
2. Provide medical consultations to pediatric and geriatric patients.
3. Educate households about home remedies.
4. Promote medication adherence and rational drug therapy.

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Activity 1: PharmaPRENEUR

Specific:

This project aims to:

1. To educate parents and/or guardians, and/or family members of pediatric and geriatric patients regarding entrepreneurship.
2. To promote entrepreneurship and livelihood programs as an additional source of income.
3. To conduct training on livelihood programs.

Activity 2: PharmaFIT&WELL

Specific:

This project aims to:

1. To provide medical consultations for pediatric and geriatric patients.
2. To promote awareness and importance of mental health.
3. To promote physical activity as a means of improving physical health.

Activity 3: PharmaHOME-Rx

Specific:

This project aims to:

1. To ~~generate~~ ^{develop} IEC (Information, Education, and Communication) materials required in educating households on medication adherence, rational drug therapy, and home remedies.
2. To increase knowledge on the proper use of suitable home remedies through teaching from house to house.
3. To promote medication adherence and rational drug therapy to geriatric, and pediatric patients and their parents and/or guardians including barangay health workers.


X. Methodology / Mechanics

The PharmaPRENEUR and PharmaFIT&WELL will be conducted at Barangay Hall of Barangay Baay, located in the City of Batac, Ilocos Norte. This location has been chosen to facilitate convenient client access in close collaboration with the Barangay Health Workers and Barangay officials. The PharmaHOME-Rx will take place at the homes of clients. The schedules of the Pharmacy extensionists will be arranged accordingly.

Expanding the involvement of more individuals in the project will contribute to its more significant impact. The team will form a group of volunteers named PharmaBUDDIES to support the specified pillars.

For the PharmaHOME-Rx, MMSU Department of Pharmacy extensionists will develop a brochure tackling medication adherence, rational drug therapy, and home remedies for common ailments. These brochures will be utilized in the house-to-

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house conduct of PharmaHOME-Rx. Furthermore, the PharmaHOME-Rx will offer patient counseling, blood glucose tests, and blood pressure measurement.

For the execution of PharmaPRENEUR, the team will invite speaker/s who will cover entrepreneurship and/or livelihood topics. In addition, the team will invite individuals, in addition to the pharmacy extensionists, to conduct skills training for various livelihood programs. Targeted livelihood programs include the production of household products (dishwashing liquid, toilet cleaner, liquid detergent, and fabric conditioner), baking, and meat processing.

For the execution of PharmaFIT&WELL, the team will provide medical consultations to pediatric and geriatric patients to address their medical needs. The team will collaborate with pharmacy graduates who are now medical doctors as well as doctors from the College of Medicine, the Department of Nursing, and the Department of Physical Therapy. The team will also invite a mental health professional from the University Psychological Testing Center who will conduct a lecture regarding the importance of mental health. Moreover, the promotion of physical fitness will be done through physical activities like Zumba.

The City Health Office of Batac, together with the Barangay officials of Baay led by Barangay Captain Romeo T. Bagaoisan, will help implement the project. The Barangay officials will help facilitate the project activities.

Barangay health workers will play a pivotal role in the dissemination of information about the project activities. Furthermore, Each Barangay Health Worker will accompany teams of pharmacy extensionists in the house-to-house conduct of PharmaHOME-Rx.


Safety will be a priority in the conduct of the project activities. Extensionists will be given hygiene kits such as alcohol, wipes, and face masks to protect themselves during the execution of activities, most especially for the PharmaHOME-Rx.

XI. Workplan/Gantt Chart

WORKPLAN

Activity	Output/s	Date
Preparation of communication letters and other needed documents	Approved letters Approved proposals	October- November 2024
Consultative meeting (with the City of Batac, LGU, Barangay officials, Barangay health workers and the community)	Strategic plan on implementation	December 2024
Preparation of communication letters and other needed documents	Approved letters Issuance of Special Orders	January 2025
Activity 1: PharmaPRENEUR	Community people with appreciation,	February – June

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	training, and skills in entrepreneurship and livelihood programs.	2025
Submission of proceedings Preparation of communication letters	Proceedings of Activity 1 Approved letters	July - August2025
Activity 2: PharmaFIT&WELL	Community people with addressed medical needs and increased awareness of and importance of mental health.	September – December 2025
Submission of proceedings Preparation of communication letters	Proceedings of Activity 2 Approved letters	January 2026
Activity 3: PharmaHOME-Rx	IEC materials Community people with increased awareness and knowledge of medication adherence, rational drug therapy, and home remedies.	February – May 2026
Submission of proceedings Preparation of communication letters	Proceedings of Activity 3 Approved letters	June 2026
Monitoring and evaluation	Monitoring and evaluation report	July – August 2026

GANTT CHART


Activity	Month (2024)											
	1	2	3	4	5	6	7	8	9	10	11	12
Preparation of communication letters and other needed documents												
Consultative meeting												
Activity	Month (2025)											
	1	2	3	4	5	6	7	8	9	10	11	12
Preparation of communication letters and other needed documents												
PharmaPRENEUR												
Submission of proceedings Preparation of communication letters												
PharmaFIT&WELL												
	Month (2026)											
	1	2	3	4	5	6	7	8	9	10	11	12
Submission of proceedings Preparation of communication letters												
PharmaHOME-Rx												
Submission of proceedings Preparation of communication												

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<p>regarding pediatrics and the geriatric community towards entrepreneurship and livelihood programs.</p> <ul style="list-style-type: none"> Acquired skills in entrepreneurship and livelihood programs. 			
<p>Outputs/ Results</p> <ul style="list-style-type: none"> Increased fundamental knowledge and awareness regarding the importance of medication adherence, rational drug therapy, and the use of home remedies Created a personal medication list and medication log. Instilled appreciation of entrepreneurship and livelihood. Provided training in various livelihood programs. 	<ul style="list-style-type: none"> Number of participants/ attendees Number of percentage of participants who evaluated the survey are satisfactory Number of participants who have improved medication adherence. Number of participants who gained appreciation and skills for entrepreneurship and livelihood programs. Number of participants with addressed medical needs. 	<ul style="list-style-type: none"> Evaluation forms Documentation 	<ul style="list-style-type: none"> Finances Supply Acceptability Conflict of schedules
<p>Activities</p> <ul style="list-style-type: none"> Development of IEC material House to house conduct of promoting medication adherence and rational drug therapy 	<ul style="list-style-type: none"> Number of IEC materials Number of participants in PharmaHOME-Rx Number of topics discussed Number of clients trained in 	<ul style="list-style-type: none"> IEC materials Attendance /Log sheets Activity proceedings Documentation 	<ul style="list-style-type: none"> Technical issues Willingness of participants Available budget, materials, and staff

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<ul style="list-style-type: none"> • Creation of personal medication list and medication log • Conduct of lecture regarding entrepreneurship and livelihood • Provide trainings in various livelihood programs 	PharmaPRENEUR <ul style="list-style-type: none"> • Number of livelihood program trainings conducted 		
Inputs <ul style="list-style-type: none"> • Resource speaker/s • Trainer/s for various livelihood programs • Audio-visual equipment • Medical devices • Forms and other checklists • Materials and/or equipment for livelihood programs. 	<ul style="list-style-type: none"> • Number of resource speakers committed • Number of equipment gathered/procured • Number of medical and health professionals who volunteered. 	<ul style="list-style-type: none"> • Activity proceedings • Certificates • Inventory • Approved proposals • Communication letters 	

XIII. Project Management Team

NAME	POSITION	ROLE
Polendey, Crystal James T.	Instructor I	Project Leader, Extensionist
Rojas, Janelyn V.	Associate Professor III	Activity (1) Leader
Mendoza, Angelica May D	Assistant Professor II	Activity (2) Leader
Bucao, Xenia Erika N.	Instructor I	Activity (3) Leader
Camangeg, Aileen O.	Associate Professor V	Extensionist
Ramil, Ma. Danica I.	Associate Professor I	Extensionist
Ramil, Rhian Jaymar D.	Associate Professor I	Extensionist
Beltran, Kristian Gay D.	Assistant Professor IV	Extensionist
Alejo, Anabelle B.	Assistant Professor IV	Extensionist
Ibana, Franklin V.	Assistant Professor II	Extensionist
Ragus, Janette G.	Assistant Professor I	Extensionist
Coloma, Reynaldo B.	Instructor I	Extensionist
Gabriel, Esther Faith S.	Instructor I	Extensionist
Navarro, Trixie Ann C.	Instructor I	Extensionist
Atalin, Gloria L.	Instructor I	Extensionist

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Pagdilao, Joana Marie S.	Instructor I	Extensionist
Rabago, Princess M.	Instructor I	Extensionist
Mamuri, Lyra Jane P.	Instructor I	Extensionist

XIV. Proposed Budget


2025			
Activity	From Fund 164	Drug Store Association of the Philippines, Ilocos Norte Pharmacist Association	Total (Php)
PharmaPRENEUR	PHP 27,352.00	PHP 6,000.00	PHP 33,352.00
PharmaFIT&WELL	PHP 33,165.00		PHP 33,165.00
Total amount	PHP 60,517.00	PHP 6,000.00	PHP 66,517.00

2026			
Activity	From Fund 164	Southstar & Pharmacy alumni	Total (Php)
PharmaHOME-Rx	PHP 23,955.00	0.00	PHP 23,955.00
Total amount	PHP 23,955.00	0.00	PHP 23,955.00

XV. Line-Item Budget


Quantity and Description of Item	Unit Cost (Php)	Cost (Php)		Total (Php)
		MMSU	DSAP, INPHA, Southstar, & Pharmacy alumni	
2025 (a)				
PharmaPRENEUR				
• Dishwashing liquid kit (2)	PHP 250/Kit		PHP 500	PHP 500
• Liquid detergent kit (2)	PHP 300/Kit		PHP 600	PHP 600
• Toilet cleaner kit (2)	PHP 350/Kit		PHP 700	PHP 700
• Fabric conditioner kit (2)	PHP 300/Kit		PHP 600	PHP 600
• Bottle containers, 1 Liter, 100/bundle	PHP 535/Bandle	PHP 1,605		PHP 1,605

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(3)				
• Water hose, 15 meters, (1)	PHP 300		PHP 300	PHP 300
• 24 liters water container (2)	PHP 300	PHP 300	PHP 300	PHP 600
• Measuring jug (2)	PHP 128 /pc	PHP256		PHP 256
• Funnel (2)	PHP 30/pc	PHP 60		PHP 60
• Aluminum ladle (2)	PHP 189/pc	PHP 378		PHP 378
• Disposable hair net, 21 inches, 100/pack (2)	PHP 99/pack	PHP 198		PHP 198
• Disposable face mask, 50pcs/pack (4)	PHP 50/pack	PHP 200		PHP 200
• Disposable gloves, 100 pcs/pack (3)	PHP 50/pack	PHP 150		PHP 150
• Cupcake molder, by 12 (3)	PHP 80/molder	PHP 260		PHP 260
• Wax paper (1)	PHP 85/pack	PHP 85		PHP 85
• Cupcake liner, 50 pcs/pack (1)	PHP 300/pack	PHP 300		PHP 300
• Baking spatula (3)	PHP 30/pc	PHP 90		PHP 90
• Measuring cup and spoon set (3)	PHP 100/set	PHP 300		PHP 300
• Mixing bowl 28 cm (3)	PHP 170/pc	PHP 510		PHP 510
• All-purpose flour, 1 Kg/pack (4)	PHP 50/pack	PHP 200		PHP 200
• 1 Tray egg	PHP 230/tray	PHP 230		PHP 230
• Butter (4)	PHP 50/pack	PHP 200		PHP 200
• Cooking oil (1 bottle)	PHP 100/bottle	PHP 100		PHP 100
• Condensed milk (3)	PHP 50/can	PHP 150		PHP 150
• Vanilla extract (1)	PHP 60/bottle	PHP 60		PHP 60
• Cinnamon powder (1)	PHP 50/pack	PHP 50		PHP 50
• Baking soda (1)	PHP 70/pack	PHP 70		PHP 70
• Baking powder (1)	PHP 50/pack	PHP 50		PHP 50

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• Chocolate chips 1 Kg/pack(!)	PHP 260/pack	PHP 260		PHP 260
• Banana, 1 Kg (1)	PHP 120/Kg	PHP 120		PHP 120
• Powdered milk for baking (1)	PHP 85/pack	PHP 85		PHP 85
• Ground pork (5kg)	PHP 300/Kg	PHP 1500		PHP 1500
• Garlic (1Kg)	PHP 180/Kg	PHP 180		PHP 180
• Paprika (1)	PHP 80/bottle	PHP 80		PHP 80
• Dried oregano (1)	PHP 100/bottle	PHP 100		PHP 100
• Sugar (500 g) (1)	PHP 55/pack	PHP 55		PHP 55
• Rock Salt (500 g) (1)	PHP 30/pack	PHP 30		PHP 30
• Black pepper (1)	PHP 80/bottle	PHP 80		PHP 80
• Cane vinegar, 1Liter	PHP 60/bottle	PHP 60		PHP 60
Awards/Prices/Token	PHP 3000		PHP 3000	PHP 3000
Snacks and Lunch	PHP 14,000	PHP 14,000		PHP 14,000.00
Fuel and oil of the vehicle	PHP 5000.00	PHP 5,000.00		PHP 5,000.00
TOTAL (a)				PHP 33,352
2025 (b)				
PharmaFIT&WELL				
• Accucheck instant BGM	PHP 1670 (x3)	PHP 5,010		PHP 5010
• Partners Digital Blood Pressure Apparatus	PHP 800 (x2)	PHP 1,600		PHP 1600
• Accucheck strips 25S	PHP 850 (x10)	PHP 8,500		PHP 8500
• Blood Lancet	PHP 250 (x5)	PHP 1250		PHP 1250
• Greencross 70% alcohol 500 ml	PHP 95 (x4)	PHP 380		PHP 380
• Facemask 50 pcs (1 box)	PHP 50(x 5)	PHP 250		PHP 250
• Cotton 40G	PHP 35 (x5)	PHP 175		PHP 175
Snacks and Lunch	PHP 8,400	PHP 8,400		PHP 8,000.00
Awards/Prices/Token	PHP 3,000	PHP 3,000		PHP 3,000.00
Fuel and oil of the vehicle	PHP 5,000.00	PHP 5,000.00		PHP 5,000.00
TOTAL (b)				PHP 33,165
2026 (c)				
PharmaHOME-Rx				
• Accucheck strips 25S	PHP 850 (x10)	PHP 8,500		PHP 8500

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• Blood Lancet	PHP 250 (x5)	PHP 1250		PHP 1250
• Greencross 70% alcohol 500 ml	PHP 95 (x4)	PHP 380		PHP 380
• Facemask 50 pcs (1 box)	PHP 50(x 5)	PHP 250		PHP 250
• Cotton 40G	PHP 35 (x5)	PHP 175		PHP 175
Snacks	PHP 8400	PHP 8400		PHP 8400
Fuel and oil of the vehicle	PHP 5,000.00	PHP 5,000.00		PHP 5,000.00
TOTAL (c)				PHP 23,955
TOTAL (a+b+c)				PHP 90,472

Submitted by:


CRYSTAL JAMES T. POLENDEY

Project Leader, Pedia-Geria Tricks (Phase II), Department of Pharmacy

Reviewed by:


MS. BELLA S. GERVACIO

Chief, Training & Continuing Education


DR. SHERLYN B. NICOLAS

Chief, Monitoring & Evaluation

 Subject-Matter-Specialist

Endorsed by:


PROF. JANELYN V. ROJAS


Department Chair


PROF. MARI ELAINE P. LORICA


Extension Coordinator, College of Health Sciences


DR. CHERYLL DIDI NELLIE N. OBRA


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DR. MARILOU P. LUCAS
 Director of Extension

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	MARIANO MARCOS STATE UNIVERSITY	Document Code	ED-TCE-FRM-006	
	Extension Directorate	Revision No.	3	Page 1 of 1
	VALIDATION FORM FOR EXTENSION PROGRAM/PROJECT/ACTIVITY PROPOSALS	Effectivity Date	October 15, 2020	

Validation Form for Extension Program/Project/Activity Proposals

Title of Project/Training Proposal: PEOA- Gen. Trico - Phase 2
 Proponent/Author: _____
 Date of Validation: 9/28/20 / 10/27/20
 To the Validator: _____

Please validate the attached Program/Project/Activity Proposals by checking the adequacy and soundness of the proposal based on the various parts. Put a check mark if the part of the content is present. Please feel free to provide your comments/suggestions to further improve the proposal.

Content	Comments/Suggestions
() Title of Proposed Extension Program/Project/Activity (PPA)	
() Background of Proposed Extension PPA	
() Significance of the Proposed Extension PPA	
() Objectives	
() Methodology/Mechanics	
() Workplan	
() Logical Framework	
() Line Item Budget	

Other comments and recommendations: Please. Suggestions made in the
app. 12/1

Decision:
 () Endorsed in its present form
☒ To be endorsed after needed revision
 () Not endorsed

Reviewed/Validated by:

DR. SHERLYN B. NICOLAS

Position

(Please check one) ☒ Chief, Monitoring & Evaluation
☐ Subject Matter Specialist

Approved:

DR. MARILOU P. LUCAS

Director for Extension

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