

# Perceptions of Filipino Nursing Deans towards Outcomes: Based Education (O.B.E.) in Nursing: The Case of Colleges of Nursing IN Region III, Philippines

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## Abstract

The study aims to understand and analyze the perceptions of Filipino nursing deans of Region III, Philippines towards the implementation of the Outcomes-Based Education (OBE) in their own Colleges of Nursing. It utilized a qualitative case study design wherein it captures the perceptions of five (5) nursing deans situated in the Colleges of Nursing Region III, Philippines participated in this study via convenience sampling technique with the following inclusion criteria: 1) Nursing dean having at least 1 year experience; 2) implementing the OBE; 3) regardless of their academic rank, and/or administrative position; and 4) willing to participate. The exclusion criteria are: 1) nursing deans with less than a year of experience and 2) those who are only considered Officer-In-Charge (OIC). A semi structured; open-ended interview guide was used as a technique for acquiring from the participants. A consent was secured from the participants, application of confidentiality and ensuring anonymity was done as part of the ethical considerations. Qualitative content analysis was utilized as mode of analysis.: Three main themes emerged from the study namely: 1) Adapting Changes: Alignment of Instructions for Better Outcome; 2) Adjusting in the Paradigm Shift: Dancing with The Tectonic Changes in Nursing Curriculum; and 3) Adhering to the Target Goals: Maintenance of Gold Standard in Quality Nursing Instruction. Alignment of all the tools necessary for instruction from instruction to assessment/evaluation that are utilized is important. Learning to grasp OBE is the key to its effective curriculum implementation.

## Keywords:

Outcomes-Based Education; Nursing Education; CMO; Curriculum Development; Curriculum Implementation

## Introduction

Assessment refers to a systematic and continuous process used to measure, document, and evaluate the nursing curriculum.

In accordance with the requirements of every educational system, assessment is an essential part of the nursing education conducted in order to evaluate the effectiveness of the new curriculum to those students wants to enter in the nursing profession.

Higher education has faced major face change over years, shifting from the traditional curriculum that was subject centered, teacher oriented, didactic towards a curriculum that is more learner centered, learner oriented, flexible, interactive, integrated, competency based, outcome based and gives

ownership of learning to the students.

As with other fields of higher education across the world, dentistry has also gone through these major curricular changes with the claim to improve learning, quality of education delivery and patient outcomes. The fundamental focus of nursing education program is to produce nursing professionals that are clinically competent and can contribute immensely to the provision of quality and safe nurse care.

Quality nursing education can be attained if nursing faculty

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obtain a balanced experience in both theory and clinical areas. Consequently, this vast knowledge may result in nurse's workforce that can apply the theory and lessons learnt in simulation laboratories into the delivery of health care in everyday living.

According to Chaatit, Smith, and Legrouri, the quality of nursing education program has been strongly associated with quality of curriculum, faculty and resources. These resources such as teaching materials and facilities are required to assist instructors in their delivery of nursing education. Aside from the challenge of quality of faculty members in nursing education program, there are also problems of shortage of nursing instructors which usually affects the clinical teaching and learning environment and this clinical training feature of the nursing education program results in long term detrimental effects in practicing nurses if not well taught.

The Philippine nursing curriculum requires that a trainee complete a bachelor of science in nursing degree, which will be taken over a four-year period [1]. The Commission on Higher Education (CHED) should recognize any institution offering the degree program on Higher education. The BSN program is designed to offer a wholesome training experience, in which professional courses are taught with an emphasis on the nursing concepts, which are complemented by Related Learning Experiences. The professional nurse graduating the program is expected to provide safe, quality and holistic care to different individuals with different age, gender and health-illness status, at-risk families and different population groups.

In addition, the nurse should actively collaborate with other professionals in the healthcare practice to promote strategies to improve health, prevent illness, alleviate suffering and provide end of life care. Though the Competency Based Education has been observed to be successful at several places across the globe, an emerging and broader concept over it is the Outcomes based Education. Literature however, reports OBE not as a novel, paradigm shift in education, rather it has been viewed as a derivation of the best educational practices followed in the past [2]. Spady, identified ten important key components of OBE being outcomes-defined, having expanded opportunities for learners, performance 'credentialing', involves concept integration, instructional coaching, culminates achievement, characterized by 'inclusionary' success, cooperative learning, criterion validation and collaborative structures. When planning instruction/pedagogy, teachers teach what students need to learn, to demonstrate these set outcomes. OBE differs from traditional education in assuming that all students cannot achieve the same level of learning in the same way and same duration. Based on the above-mentioned literatures, the researcher was interested on how the features of Outcomes-based Education (OBE) is implemented in nursing education as it shifted its landscape from competency-based framework as well as on how to strengthen the management of this framework to nursing schools which grounded to this central question: "What typifies the perceptions of Filipino

Nursing Deans towards OBE implementation?" Likewise, this scholarly paper aspires to contribute to the nursing education regarding the implementation of OBE in the country [3].

## Literature Review

Qualitative case study was employed in this study as its research design wherein it focuses on perspective of Filipino nursing deans in the new academic curriculum given by CHED. Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method for health science research to develop theory, evaluate programs, and develop interventions.

The study captures the perceptions of five (5) nursing deans situated in the Colleges of Nursing Region III, Philippines participated in this study via convenience sampling technique with the following inclusion criteria: 1) Nursing dean having at least 1 year experience; 2) implementing the OBE; 3) regardless of their academic rank, and/or administrative position; and 4) willing to participate. The exclusion criteria are: 1) nursing deans with less than a year of experience and 2) those who are only considered Officer-in-charge (OIC) [4].

Convenience sampling technique is a method adopted by researchers where they collect market research data from a conveniently available pool of respondents. It is the most commonly used sampling technique as it's incredibly prompt, uncomplicated, and economical. In many cases, members are readily approachable to be a part of the sample. A semi structured; open-ended aide memoire served as the instrument grounded on the literature reviews and was validated by two qualitative researchers.

## Ethical considerations

Beforehand, they were informed that the interview to be conducted will be recorded through the use of sound recorder to record and transcribe the conversation exactly as it is. A consent was secured from the participants and explanations were provided regarding the mechanics of the study. In addition, they were informed that they are allowed to withdraw anytime they wish even when the illustration of their perspective is ongoing without receiving any punishment from the researchers. Likewise, confidentiality and anonymity were also applied in this paper by not disclosing the true names of the participating deans and their respective institutions [5].

## Data collection process

They look for the prospective participants and ask a preliminary verbal consent and acceptance thru phone call or chat messenger. After the consensus on the dates for interview, they started to prepare the things for the interview. On the day of interview, written and verbal consent from the informants allowing them to conduct the study was secured. Participants were informed about the purpose of the research

and that all information will remain confidential as well as, if they want to withdraw, they are free to do it without receiving any punishment. The interview lasts for about 20-30 minutes via zoom since in this trying times, face-to-face interview is considered a problem. In addition, the utilization of the platform is safe compared to face-to-face interview since it can be obtained in real time which will not lead to jeopardy on both parties brought by this COVID-19 pandemic. During the interview, no participants exhibit problem on verbalization of their experiences and insights; hence, hundred percent of participation was obtained. The data collection was continued until the said topic was saturated. It happens those participants introduce no new perspective on the topic. Data saturation means the researcher is hearing a repetition of verbalizations and salient points as supplementary participants are interviewed. Otherwise, no new information is being obtained from these 5 participants as the data are becoming redundant [6].

Generally, the number of participants interviewed in qualitative research is quite small contrasted with the number of participants in quantitative research. Pseudo names were used to the participants to hide the real identity of these informants. All of the conversations are typed verbatim and these were read and re-read to ensure its validity. To determine the audit trail of the study (auditing of the transcribed conversation), another person verifies it by reading the content while listening to the recorded conversation to ensure its validity. Likewise, he started to analyze it using pencil-paper technique utilizing a grid to make a code and categorized the data into clusters of themes. After the formulation of the themes, these were presented to a qualitative expert to do peer checking to validate the results and interpretation of the researcher. Peer checking is one of the best ways in qualitative research to ensure that biases will be eliminated by incorporating his insights to the results of the paper. In order to ensure confidentiality, recorded video conversations of the researchers and participants were deleted after the analysis of data.

## Data Analysis

For the data analysis, qualitative content analysis was utilized. Qualitative content analysis is one of the several qualitative methods currently available for analyzing data and interpreting its meaning. As a research method, it represents a systematic and objective means of describing and quantifying phenomena. Trustworthiness was also implemented in this paper namely credibility, dependability, conformability, transferability, and authenticity [7].

## Adapting changes

Alignment of Instructions for Better Outcome. The outcomes-based framework gives an enormous change in the nursing education. Suddenly, all of the nursing instructions shifted from competency-based approach which is considered a framework of directives towards quality brand of graduates. As such, some nursing deans need to adapt changes in

order to re-align their documents and mode of instructions to OBE. In relation to this, the participants uttered:

Dean T. "Our instructional approach of the new curriculum focuses on a learner-centered/outcomes-based approach as per the CHED's instructional design of the curriculum. The vital component of CMO 14 2009 when it comes to instructional approach is competency-based and community-oriented wherein it is anchored from the KRA."

Dean L. "The CMO No. 14 series 2009 is community-centered and competency-based model approach while the CMO No.15 series 2017 is an outcome-based and both offering the 4 years baccalaureate nursing curricular program with the total units of 202 for CMO No.14 s2009 and the 192 units for CMO No.15 s2017 standardize the regulatory frameworks and properly benchmark the curriculum that align with the learning outcomes and competencies to ensure that the nursing graduates will have the necessary competencies to allow to practice and employed globally. A strong curriculum plan and strategies can reach and empower the learning experiences and opportunities of the learner internationally."

Dean M. "The instructional approach in the new curriculum must be an evidence / outcomes-based in nursing. With contrary to the fact that most teachers put the center of their attention too much on what they teach rather than on what their students learn, OBE emphasizes on what is expected from the student to finally achieve when they complete their course rather than how they achieved it. Outcome-based education is defined as an approach to education in which decisions about the curriculum are driven by the outcomes the students should display by the end of the course professional knowledge, skills, abilities, values and attitudes rather than on the educational process [8]. It highlights the fact that you have to know the final destination of your journey before you start voyaging. The CMO no. 15 is a big example of outcomes-based wherein it increases the number of hours both RLE and skills laboratory to produce competent and analytical-thinker nurses."

There are some instances that, in order for you to adapt to the changes in the curriculum, instructors must be trained, be a technologically savvy, and needs to re-align your existing program to attain full implementation.

## According to the participants

Dean A. "There were a lot of changes in the number of hours and placement of units per subject. Wherein the focus of the new curriculum, which is the CMO no. 15 s. 2017 is OBE, while the previous CMO is competency-based approach. The PRC Board of Nursing and the Technical panel of CHED aligned the subjects in an OBE as part of their strategic plan and road map to 2030."

Dean L. "Faculty members undergo clinical enhancement program and series of capacity-building seminars to enrich and update themselves in the current trends in nursing. Moreover, by following the set given by the ADPCN manual,

deans and other programs heads are well guided in implementing the new curriculum.”

Dean R. “Teachers are the hub of the educational system in the world generally and particularly in the Philippines. To facilitate and maximize the use of discovered new skills of teaching, teachers should undergo in-service training / seminars/workshops and trainings. This will enable teachers to acquire mastery of new skills and to be abreast with new knowledge [9].

Based on these statements, it appears that nursing schools is now embracing the beauty and strength of this curriculum. As they continue to strive towards its implementation, majority of participants appreciate its content and advantages. As one of the participants stated:

Dean R. “I strongly believe that the OBE is far better than the competency-based education in nursing. The competency-based education is often described as teacher-centered, lectures, and formal in other words transmitting information from the teacher to the student. This learning provides the learner with knowledge or skills, or both, but they are not coupled to a specific context so the learning takes place in a vacuum and cannot be regarded as outcomes-based learning. It belongs to the input part of the learning process. While the OBE is a flexible, empowerment-oriented approach to learning. It aims at equipping learners with the knowledge, competence and orientations needed for success after they leave institution. Hence its guiding vision is that of a competent future citizen. Success at education institution level is of limited benefit unless learners are equipped to transfer academic success to life in a complex, challenging, high-technology future. The key principle of OBE states that all activities (teaching, assessment, etc.) are geared towards, not what the teacher is going to teach, but what the outcome of that teaching should be, what the learner is supposed to do and at what standard.”

Likewise, the participants strongly believe in the lifelong effect of this curriculum that is will provide quality outcomes to their graduates. In support to this claim, a study showed that OBE approaches improves competency in knowledge acquisition in terms of higher final course grades and cognitive skills, improve clinical skills and nursing core competencies and higher behavioral skills score while performing clinical skills [10].

### Adjusting in the paradigm shift

Dancing with the tectonic changes in nursing curriculum. A paradigm shift is a fundamental conceptual transformation that accompanies a change in accepted theory within a scientific field. As such even our own nursing curriculum are not exempted with the paradigm shift in order to strive hard for the quest of quality education as part of the competition of nursing schools in providing quality graduates in this competitive world.

In this theme, it features the salient points of nursing deans towards the adjustment to the tune of curriculum change.

Dancing to the tectonic change refers to the swinging of the participants to the tune of curriculum change. We all know that tectonic terminology refers to the movement of the earth’s crust as the magma flow at the bottom or there is a physical movement in its fault line. That’s exactly happen in the shifting of competency-based curriculum to the outcomes-based curriculum as its tectonically move the existing program to a new level of perspective and implementation [11]. Due to these changes, the nursing schools have no choice but the ensure that they can come along with the process. As uttered by the participants:

Dean M. “Nowadays, many schools are adopting the concept of learning based in competencies, and using methodologies based in real or potential real problems. For me, in my classes, it’s being a good experience with good results, especially because they can develop a more accurate and critical sense, and more commitment in their practices.”

Dean A. “Well, faculty members must educate themselves, they have to learn, unlearn and re-learn. Professional development is the conscience of the professional academic. It makes teachers aware of what they do, asks them why, and challenges them to continually do it better. It also strengthens the affective, intellectual, and social aspects of academic life. It improves the academic experience at institutions for teachers and students.”

When it comes to its strategies, it involves also the adjustments towards the tune of the learning modalities and strategies. The faculty members actually faced challenges on its core competency in teaching because in outcomes-based curriculum, the learner-centered approach is given emphasis then the teacher-focused curriculum particularly to the approaches to its major courses in the program. In a study conducted among faculty of education, it recommends that both the faculty members and the students should have an extensive seminars and orientations about Outcomes-based instruction. Also, the college shall conduct related activities which integrate a broader context of Outcomes-Based Instruction for the enhancement of the students’ skills [12]. As participants stated:

Dean A. The type of teaching methods and different learning modalities are the biggest adjustment comes to the new curriculum. Also, a lack of qualified instructors who will teach the professional subjects in nursing that is aligned to their field of specialization.”

Dean R. “In CMO no. 15, the instructor must be a digital savvy to teach students. As technology advances, teachers must adjust their teaching styles to keep students engaged in learning. However, it is not enough to just add technology to a classroom. Tech-savvy instructors are needed in order “to direct e-learning activities in a way that enhances education. The best way to help teachers make these adjustments is through technology training. Tech-savvy teachers help create a positive environment where students are more engaged and find learning enjoyable.”

Dean M. “Yes, there are adjustments when it comes to teaching the new curriculum, thus the faculty members must have a strategy to capture the learning styles of the students. If you are a teacher, you know that no two students are the same and that there is a spectrum of different learning styles. An educator’s teaching style, therefore, can greatly impact a student’s ability to learn and comprehend. This is why knowledge of different learning styles is essential for teachers.”

Because of this adjustment, a College of Nursing under the subsidy of the government need to ensure that they may able to produce quality graduates. As such, the expectations to their performance are very high since they need to prove the desirability of adapting this curriculum [13]. That is why OBE is the instructive design that prepares students meet these professional standards (RA 10533, 2013). As one of the participants stated:

Dean T. “Based from on results Outcome-based education, it generates a transparent expectation of the top results. Students can understand what they expect, and teachers can understand what they need to demonstrate throughout the course. However, the challenge is achieving the ideal setting for OBE in our case in the LGU.”

As the participants dances with the shifting paradigm in the nursing curriculum, high-hopes is already visualize with the because of this curriculum, it will bridge the demands for nurses in the labor market and employability of nursing graduates as it will guarantee an exceptional knowledge and skills than previous products of the former curriculum. According to one of the participants:

Dean L. “OBE is a tool that bridges education and labor market and well versed in the international arena. The constancy of change in labor market demands investigation of employability skills required by labor industry and determining the gap between education and labor partnership. It is therefore significant to analyze the work environment where individual is placed after completion of the course. Concomitantly generic skills readily performed upon completion of the course need to be examined for relevance and flexibility in the labor market. This is where OBE plays a vital role to bridge education and labor market. As work environment evolved, education has evolved as well.”

However, there are some instances that participants face problems and challenges in implementation of outcomes-based education wherein it should be the align also the CHED Memorandum Order no. 15 series of 2017 regarding the Policies, Standards and Guidelines (PSGs) for the Bachelor of Science in Nursing (BSN) [14].

Dean T. “Also, CMO 15 strongly encourage nursing schools of HEIs to put up a Virtual Nursing Skills Laboratory to supplement and complement the related learning experiences and attainment of learning objectives/outcomes prior to actual experience. This innovation provides simulation of various nursing procedures such as IV therapy, parenteral medications, delivery, etc. Also, this will prepare students

and develop their skills in depicting real life situations, before application to real-life patients. A state-of-the-art facility showcases doll simulators, IV virtual laboratory monitors, camera for other students to watch how procedures are being done while in another room, special areas like ER, ICU, DR, OR, and its respective equipment. With this kind of educational technology, students will be able to perfect their delivery of health care and errors will be minimized on real patients. Some of the faculty workforces of our college are not qualified based on the set requirements in the CMO which the technical panel committed to look for the equivalency of the clinical teaching exposure of the faculty members that can be converted to actual clinical practice experience. Thus, may lead as major problem in the operation if these policies will strictly be implemented.”

Dean A. “Most learners are bit hesitant to adapt OBE, as they are used to the earlier system of content-based education which is teacher-led and the learner plays a comparably passive role. (from the student point of view OBE requires them to play a very active role) The hesitation was partially also probably because of human tendency to resist change. One of my major concern was, the whole OBE depends on the so called "Outcome" and who lists or define these outcomes? And from a teacher point of view, the OBE assessment methods are extremely time consuming to implement.”

Dean L. “Due to an increase demand in the profession, there is a difficulty in hiring of clinical instructors. The CHED imposes of 3-year clinical experience that is aligned to the field of specialization and a graduate of masterate degree in nursing. Moreover, some of the faculty members must undergo seminars and trainings.”

Dean M. “The problem in this country is brain drain, the level of standards in nursing increases to elevate the competencies of our nurses. Clinical instructors are not qualified in terms of academic but also clinical experiences. Thus, add to the integrity and competencies of our clinical instructors.”

In relation to the abovementioned problems, it is strictly speaking that faculty members, department chairs, deans and even the nursing schools regarding implementation of OBE curriculum [15]. In support of this to the study being conducted in the Philippines, OBE is being implemented in terms of practices and environment. Faculty members together with the students and concerned authorities shall have coordination to identify the needs of the students and to provide possible solutions and actions to enhance the implementation of the new learning system. They shall be representatives in conducting seminars and training that would provide appropriate knowledge and skills for the engineering students who are ready to face the challenges of Association of Southeast Asian Nation (ASEAN) 2015.

Even the proponent of this curriculum, William Spady, stated that that outcome-based education is designed so that all students are equipped with the knowledge, skills and qualities needed to be successful after they exit the

educational system. In this system, students can excel with their own interest and acquired knowledge in different ways in no particular time. In response to the need for standardization of education systems and processes, many higher education institutions in the Philippines shifted attention and efforts toward implementing Outcome-Based Education (henceforth OBE) system on school level. The shift to OBE has been propelled predominantly because it is used as a framework by international and local academic accreditation bodies in school- and program-level surveillance, on which many schools invest their efforts [16].

### Adhering to the target goals

Maintenance of Gold Standard in Quality Nursing Instruction. The main goal of the implementation of Outcomes-based Education curriculum in nursing is to ensure that graduates acquire the necessary skills and knowledge in order to become competitive and compassionate nurses that is recognized in national, asia-pacific region and even in international level. As they maintain the standards in implementing the BSN curriculum, OBE is somehow evidently effective and has many advantages to the execution of quality nursing instruction. As they uttered:

Dean L. "The advantage of the new curriculum is that the subjects were aligned in the level of competencies of the students. The curriculum is also globally accepted. One of the disadvantages is on how you will teach and deliver the subjects. Faculty members must be trained to all pedagogical approaches. This learning pedagogical modalities will increase the level of standards in teaching. The adoption of the outcome-based approach to student learning drives curriculum restructuring to ensure that the graduates possess competences relevant and responsive to the needs and expectations of the local and international labor market, globally competitive, and enhance career mobility. Despite there is a conflict in implementing the new curriculum they is still sharing common goals on how the Nursing curriculum will implement, these are the program outcomes, standard competencies and frameworks for the nurse to demonstrate the required basic competence upon the completion of the programs and in connection to the national licensure examination to ensure that the required basic clinical competence of a beginning nurse practitioner has been met and these are: Knowledge, Ethical and legal competencies, Professional nursing practice, leadership and management competencies, education and research competency, and personal and professional quality competency [17]."

Dean M. "one of the advantages of this curriculum the graduates are globally competitive and good communicator."

Dean R. "I am so optimistic to this curriculum, our setting in its implementation that we want to produce caring, compassionate and competent nurses. This also set by the Board of Nursing partnering to other ASEAN countries."

Dean T. "If implemented properly and effectively, and the preference of learning of our students are addressed though OBE, we can produce more effective competent skilled

nurses. However, if the faculty and students fail to learn to manage an environment that can become fundamentally different from what they are accustomed to, can lead to less understanding and knowledge."

Dean A. "I am very hopeful, that the product of CMO no. 15 far better than the previous curriculum."

Because the participants wanted to ensure a quality education as they maintain the gold standard in their program implementation, several considerations blew their mind towards the sustenance of the higher level of competency among their workforce. As such, they always look at the bigger picture of the OBE framework as basis for their planning including the Relate-Learning Experience (RLE), faculty matrix, and even their instructional materials and methods [18].

Dean A. "The level of adjustment is minimal due the college were prepared for the field of faculty and instruction. Faculty members were already informed of the requirements and encourage to comply. Hiring of qualified clinical instructors was difficult. Due to increasing in enrollment in nursing, some faculty members are teaching full-load and 3-4 preparations in one semester"

Dean T. "Curriculum adjustments based from the CMO and designing bridging courses to be included for NON-STEM graduates interested to pursue the BSN program. Innovating the curriculum in line with the assessment of how to achieve the best learning outcomes in their particular contexts and their respective missions. Faculty were informed of the requirements and encouraged to comply. Hiring of faculty to qualify with the requirements from the CMO was difficult. Policies were adjusted in adherence with CMO 15."

Dean R. "The initial problem of the department is acceptance, on how they will implement the new curriculum. As we go along, we can now embrace the different strategies and methods in teaching. Hiring of faculty members that is qualified and aligned on their field of specialization."

Dean M. "We have a difficulty in aligning performance appraisal tools or rubrics per clinical areas.assessment of OBE is one of the problems in gauging its capacity. Also, the table of specifications in the nurse licensure examination is not yet clear by the Board of Nursing."

Part of their perspective based on their statements are the positive and negative features of implementing OBE in their own institutions, yet, much more optimistic to adapt the said framework because they believe that this is the gateway to recognize our graduates to other countries which is actually in-line also with our ASEAN integration [19]. As they advise to the other deans who would want to purely implement and sustain the OBE:

Dean T. "Despite there is a conflict in implementing the new curriculum they is still sharing common goals on how the Nursing curriculum will implement, these are the program outcomes, standard competencies and frameworks for the nurse to demonstrate the required basic competence upon the

completion of the programs and in connection to the national licensure examination to ensure that the required basic clinical competence of a beginning nurse practitioner has been met and these are: Knowledge, Ethical and legal competencies, Professional nursing practice, leadership and management competencies, education and research competency, and personal and professional quality competency.”

Dean T. “My advice to our new faculty members to attend some seminars and trainings that is aligned to their field of specialization. Attend conferences and research fora to enhance their abilities to teach nursing students. In addition, faculty members must a member of a certain organization that is approved by the Philippine Nurses Association to increase their linkages and networks.”

Dean M. “My professional advice that every teacher will become not only efficient but also effective. It is in this mission that today, a lot of trainings and seminars are being conducted to improve and develop the craft of each mentor in school. The college fully understand that everything rises and falls on the teacher’s capability to bring learning at the heart of every pupil. Trainings and seminars on ICT, new methods and techniques in teachings, orientations on the K-12 Curriculum, Values Formation Seminars and the likes are important today’s faculty development so as to prepare all the teachers in globalization. Their attendance to these seminars will help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the modern world. Since the department is offering free trainings and seminars, teachers must grab this opportunity for self- improvement.”

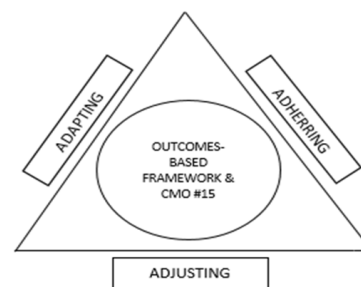
Dean R. “Never stop learning! I enjoy taking classes to keep up with technology and all the latest teaching trends. It energizes me to be in a group of nursing students, talking about the things we do every day. I always learn a new tip or strategy for my ‘little bag of tricks.’ Manage your classroom fairly and firmly. “Classroom management in OBE is very important. Have fair rules, consequences and rewards. Do not try to be the student’s friend. They need to respect you first and then they can be your friend, like being a parent instead of a playmate [20]. Always keep promises you make to students, and if you tell them you are going to do something as a consequence or punishment, then follow through. If you don’t, they will not respect you.”

Likewise, in trying to strengthen the quality assurance system in Philippine higher education, institutions of higher learning were mandated to upgrade higher education curricular offerings to international standards. It can be surmised then that the implementation of OBE requires consistency across desired outcomes of education, teaching and learning activities, and assessment methods and practices. To organize everything in the educational system (curriculum, resources, facilities, curricular and co-curricular activities, etc.) and align them with the desired outcomes of education, it would

be necessary first for schools to have a clear understanding of what outcomes [21].

### Symbolic representation

This model represents the metaphor of the findings of the study based on the perceptions of Filipino Nursing Deans towards the implementation of OBE in combination of the CHED Memorandum 15 series of 2017 which is the Policies, Standards and Guidelines (PSGs) for the Bachelor of Science in Nursing (BSN). The triangle as a symbol was used because it represents the three-point views of participants namely adapting, adjusting and adhering which emerged as the themes. Considering that the participants wanted to ensure the quality outcomes of the graduates, they need to adapt to the current trends in the nursing education and modify their own existing curriculum so that they can align all of the features of their program. As such, a lot of adjustment is needed including their methodologies, instructions, faculties and policies due to the paradigm shift from competency-based curriculum to outcomes-based curriculum [22]. From time-to-time, they need to monitor their performance and accomplishment as part of their adherence as they gear towards quality excellence in nursing education. These patterns based on their own case in the college, this not only emphasize their point of views, rather, it forms a cloak that will serve as their guide towards the perfection of the OBE implementation on their college (this is the reason why the OBE in combination with CMO #15 is located inside this model) because the relationship between these three variables are important factors toward the unleashing of the ability of the nursing education workforce to strive in their quest for excellence which is, to produce a competitive and highly skilled nurses as a product of OBE that is compassionate and caring (Figure 1) [23].



**Figure1:** The Triangular Cloak Model for The BSN Curriculum Implementation of Filipino Nursing Deans.

### Discussion

According to McGahn, the essence of OBE lies in its shift away from typical school practices, where performance is based primarily on covering varying sets of requirements in a fixed period of time. OBE proponents call, instead, for students to demonstrate their mastery of a common set of requirements in varying periods of time. Moreover, Outcome Based Education (OBE) is a student-centered approach of curriculum design and teaching that emphasize on what

learners should know, understand, demonstrate and how to adapt to life beyond formal education. Operationalized this source of outcomes in their OBE curriculum development in the pharmacy program of a university in Hong Kong. They examined the pharmacy curriculum programs from various parts of the world such as the United States, United Kingdom, Canada, and Australia to identify the desired learning outcomes. It is assumed in their research that such selected countries with leading educational systems or curriculum programs in the particular field of pharmacy would provide benchmark outcomes for the development of the pharmacy curriculum program [24].

As participants of this paper revealed that instructors must be trained, be a technologically savvy, and needs to re-align your existing program to attain full implementation. This is due to the fact that outcomes-based education not only requires contents to be identified by outcomes but also instructional designs to be incorporated with competency-driven approaches [25]. In a study conducted in Korea regarding OBE implementation, the clinical practicum improved the achievement of the expected learning outcomes, nurses' core competency, and critical thinking of the nursing students because at some point, based on a study conducted in Iran, competency-based curriculum could not motivate students and to provide graduates with the necessary understanding, attitude, and skills in their careers.

Paradigm shift also emphasized by the participants when it comes to shifting from competency-based curriculum to outcomes-based curriculum. A paradigm shift is a radical change in the core concepts and practices of a given domain, discipline or field. Paradigm shifts can occur at any of these levels and may cut across these levels [26]. The field of education, at both the basic and higher education levels, has undergone tremendous change since World War II. This change has been precipitated by unprecedented demand for high quality and meaningful education at all levels across the globe. The paradigm shifts as they quoted features the main points by Filipino nursing deans towards the adjustment to the tune of curriculum change. Biggs and Tang viewed OBE as results-oriented thinking that place the emphasis on the education process and is opposite of input-based education. In other words, in the process of designing program curriculum, the outcome of learning is stressed and established in advance, that is, what is expected from the learning after the students have graduated in order to equip them with the necessary skills and capabilities before they enter the work place, then going backward with curriculum design, program outcomes and course outcomes, the development of instructions, delivery modes and appropriate assessments methodologies [27]. On the other hand, the demands of accreditation and accountability on education have also been the main reasons for the fast spread of numerous forms of educational reform. Therefore, the higher learning institutions are shifting from the outdated teacher-centered approach to learner-centered.

In OBE, the program of study for a student across and within year levels would have a strong relationship to curriculum

goals. Hence, the subject-based traditional curriculum vanishes with OBE. The is why, according to the participants, the faculty members always look at the bigger picture of the OBE framework as basis for their planning including the Relate-Learning Experience (RLE), faculty matrix, and even their instructional materials and methods [28].

## Conclusion

This study it is focused on the perceptions of Filipino Nursing Deans in the Region III if the current curriculum is parallel in the international standards. The CMO no. 15 s. 2017 is an outcomes-based approach, thus, it increasing the competencies and standards. Now, most of the deans in the Region are now implementing the OBE Framework, and there are some insights and problems upon its implementation. In this new curriculum, the faculty must be a knowledgeable enough not only in theory but also in practice. The faculty must undergo series of seminars and attending capacity building programs to increase his/her specialization in the course program.

Moreover, clinical instructors must undergo continuing professional development such as enrolling in the masterate degree in nursing and participate in a clinical enhancement planned by the college. Teachers also must find teaching methods and strategies to the new learning of the 21st century. This, will prevent the gap between the teacher and learner.

Furthermore, regarding this new type of approach /model, the school must have a clear understanding on the VMG (Vision-Mission-Goals) and the attributes of the graduates that we produce which must be reflected on the learning outcomes of each course. It should also understand what we need to demonstrate aside from mastery of the course, the utilization of different strategies to achieve the program outcomes taking into consideration the characteristics and learning preferences of the students who mostly belong to Generation Z. Alignment of all the tools necessary for instruction from the assessment up to evaluation together with the learning to grasp OBE are the keys to effective curriculum implementation.

## Recommendations

- The deans and department heads of the College of Nursing must revisit their curriculum from time-to-time o that they may able to refine their existing program towards the implementation of OBE in their college.
- The faculty members should be included in the development of their policies since they are the front-liners of the college in the implementation of the program so that all of the concern regarding policies and implementation of OBE will be highly addressed in order to provide quality of instructions.
- Faculty members also must have initiative to learn and enhance their knowledge and skills that is aligned to their respective field of specialization so that they can give their fullest potential in executing their methodologies



and ideas in their subject matter through diligent updating themselves by means of making research, attending trainings and seminar particularly the enrichment of their technological competency, and involved in the trends in nursing practice.

- Perspectives from the graduates as part of their outcome must be solicited so that the quality of instructions might be enhanced among students which is essential to the attainment of excellence in nursing education which can be done during industry forum or other activities where alumni are involved.
- The proposed curriculum plan maybe a basis for their revision such as modification or incorporation of the specified key performance indicators (KPI) or key result area (KRA) to their existing policies in the college.
- A quantitative study with a national level of scope is recommended to be conducted by the future researchers in order to see the outlook of the factors, hindrances, or difficulties that mainly affect the implementation of OBE in nursing education. As such, they may involve also the perspective coming the faculty members as well as the departments chairs to compare the level of struggles in implementing the OBE in nursing.

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### Competing Interests

The authors declare no potential conflicts of interests.

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