Trainings or Programmes to Improve Access to Basic Services for All

Strategic Objective 3.3
The university enhances social benefits derived through mobilization of research knowledge, creative endeavors and inventions for community development.

Area: Research and Community Development

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.3.1. Research-based community extension projects are ensured	**1) Community Profiling Project** a. Community profiling	RCD	LMCDAC Schools Extension Council	2					3.3.1.1. At the end of year 1, two adopted communities were profiled	
	b. Needs Assessments	RCD	LMCDAC Schools Extension Council	2					3.3.1.2. At the end of year 1, eight identified needs have been assessed.	
	c. Project Proposals	RCD	LMCDAC Schools Extension Council	4					3.3.1.3. At the end of year 1, eight project proposals have been crafted.	
	d. Social auditing/ accounting	RCD	LMCDAC Schools Extension Council					2	3.3.1.4. At the end of year 5, two outcomes/ impact assessments have been done.	
	2) Research-based Linkage Projects									
	a. Utilizing Project WEALTH and other research outputs in the community	RCD	URC, All Academic Units, LMCDAC	5	5	5	5	5	3.3.1.5. At the end of year 5, 25 research outputs have been utilized.	
	b. Undertaking joint researches (outside Project WEALTH)	RCD	URC, All Academic Units, CAO	1	1	1	1	1	3.3.1.6. At the end of year 5, 5 joint research undertakings have been conducted.	
	c. Exchanging research publications or resources	RCD	URC	2	2	2	2	2	3.3.1.7. At the end of year 5, 10 research	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
									publications/resources have been exchanged.	
	d. Serving as faculty-reviewers of research journals	RCD	URC, All Academic Units	3	3	3	3	3	3.3.1.8. At the end of year 5, 15 faculty have served as reviewers of research journals.	
	e. Serving as faculty-external research evaluators in other institutions (panel, adviser, validator etc.)	RCD	URC, All Academic Units	5	5	5	5	5	3.3.1.9. At the end of year 5, 25 faculty have served as external research evaluators.	
	f. Serving as external evaluators (as panel, adviser, validator, etc.) in our research undertakings	RCD	URC, All Academic Units	2	2	2	2	2	3.3.1.10. At the end of year 5, 10 external evaluators have been involved in our research undertakings.	
	g. Serving as faculty in external research conferences (presenters, participants)	RCD		5	5	5	5	5	3.3.1.11. At the end of year 5, 25 faculty have participated in external research conferences.	
	h. Conducting biennial research conferences	RCD	URC		1			1	3.3.1.12. At the end of year 5, 2 international research conferences across disciplines have been organized.	
	i. Operationalizing international research collaborations	RCD	URC		1		1	1	3.3.1.13. At the end of year 5, 3 international research collaborations have been operationalized.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	3) **Extension-based Linkage Projects**									
	a. Utilizing Project WEALTH and other research outputs in the community	RCD	URC, All Academic Units, LMCDAC	2	2	2	2	2	3.3.1.14. At the end of year 5, at least 10 extension programs have been forged and operationalized.	
	b. Providing scholarships for IP Students (funded by ECIP/ CBCP)	RCD	LMCDAC, VPMI	5	5	5	5	5	3.3.1.15. At the end of year 5, 25 IP scholars have been enrolled and 10 IP scholars have graduated.	
	c. Evaluating Community Development Projects (MLGU Bagabag and MLGU Villa Verde)	RCD	LMCDAC, URC, URED					2	3.3.1.16. At the end of year 5, the MOAs with MLGU Bagabag and MLGU Villa Verde have been evaluated and closed/terminated.	
	d. Partnering with NCIP and ICC Leaders on IKSPs and Customary Laws (to facilitate the FPIC process)	RCD	LMCDAC, URC, UREB		2	2	2	2	3.3.1.17. At the end of year 5, 8 FPIC processes have been facilitated.	
	e. Conducting IPEd Trainings and Capacitation at Lantap, Bagabag	RCD	LMCDAC, URC, All Academic Units		1	1	1	1	3.3.1.18. At the end of year 5, 2 IPEd trainings/ capacitation have been and conducted.	
	f. Operationalizing international extension collaborations	RCD	LMCDAC	1	1	1	1	1	3.3.1.19. At the end of year 5, 5 international extension collaborations have been operationalized.	
3.3.2. CICM advocacies and flagship	**CICM Advocacy Programs** 1) Research-based flagship extension	RCD	LMCDAC Schools Extension Council	4					3.3.2.1. At the end of year 5, 4 research-based flagship	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
projects of extension councils are revitalized	programs/ projects (flagship programs of each school) a. Livelihood and Enterprise Development Program b. Technical Skills Development Project c. Education-for-All Program d. Health and Wellbeing Advocacy e. Socio-Pastoral and Evangelical Program f. Feed My Lambs Project								programs/projects have been crafted and submitted.	
	2) One student-one tree project (tree planting activities)	PFRM	LMCDAC DSAS NSTP			1000 trees	1000 trees	1000 trees	3.3.2.2. At the end of year 5, there are 3 thousand trees planted and maintained by employees and students.	
	3) Community Development and Advocacy Programs a. IP Advocacy and Development Program	RCD	LMCDAC All Units	100%	100%	100 %	100%	100%	3.3.2.3. At the end of year 5, all extension flagship programs of all schools/departments have been 100% implemented in the adopted communities.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	b. Climate Change Justice Program									
	Museum Revitalization Program 1) Artifact Research Project	RCD	LMCDAC PPPDMO Treasury and Accounting Office	1					3.3.2.4. At the end of year 5, one artifact research is produced.	
	2) Relocation and Design Project	RCD	LMCDAC PPPDMO Treasury and Accounting Office	1					3.3.2.5. At the end of year 5, the Museo de Maria has been relocated and one design plan has been crafted.	
	3) Fund Drive	RCD	LMCDAC PPPDMO Treasury and Accounting Office	2					3.3.2.6. At the end of year 5, 2 fund drives have been implemented/conducted	
	4) Retrofitting the teacher's center as the new museum	RCD	LMCDAC PPPDMO Treasury and Accounting Office		25%	25%	25%	25%	3.3.2.7. At the end of year 5, 100% of the museum design plan is implemented/rendered	
3.3.3. Outreach activities are sustained	**Alay-Kapwa Program** 1) Tulong Maria 2) Pamaskong Handog	RCD	LMCDAC Schools Extension Council NSTP	3	3	3	3	3	3.3.3.1. At the end of year 5, 15 dole-out activities have been implemented/ conducted.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	(SIS, FMIS, LMS, eSMIS) a. Upgrading the information systems and the learning management system (LMS)									
	b. Subscribing to premium apps	Admin	CICT	2 apps	4	5			2.2.2.18. At the end of year 5, 100% of students are given corporate email accounts and have subscribed to at least 5 premium apps (eg. Office 365, Google apps, Canva, etc).	
	c. Purchase of new physical server		CICT		1 server				2.2.2.19. At the end of year 2, 1 new physical server has been purchased.	
2.2.3. Physical facilities are adequate, accessible and structurally sound.	**Physical Plant and Facilities Development Program** 1) Constructing a business center at the Men's Dormitory.	PFRM	Advisory Board, PPPDMO					50%	2.2.3.1. At the end of year 5, the construction of the business center has been started and completed at 50%.	
	2) Constructing a Student Center,	PFRM	Advisory Board, PPPDMO		50%	100%			2.2.3.2. At the end of year 5, the construction of a student center, to include student organization	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	Medical Clinic and Food Court.								offices, medical and dental clinic and a food court has been 100% completed.	
	3) Constructing a perimeter wall behind the Engineering and Hantson buildings.	PFRM	Advisory Board, PPPDMO		100%				2.2.3.3. At the end of year 5, the elevation and securing of the perimeter wall behind the Engineering and Hantson buildings have been 100% completed.	
	4) Constructing bleachers in front of the Forest Park and val.	PFRM	Advisory Board, PPPDMO, NSTP	50%	100%				2.2.3.4. At the end of year 5, the construction of open bleachers facing the athletic field have been 100% completed	
	5) Replacing old university vehicles.	PFRM	Advisory Board, PPPDMO		1	1	1	1	2.2.3.5. At the end of year 5, 4 old and fully depreciated vehicles have been replaced.	
	6) Constructing Phase II of the Fr. Tanchoco building.	PFRM	Advisory Board, PPPDMO				50%	50%	2.2.3.6. At the end of year 5, the construction of Tanchoco building, Phase 2 has been completed.	
	7) Repairing the indoor firing range.	PFRM	Advisory Board, PPPDMO	100%					2.2.3.7. At the end of year 5, the indoor firing range in Masoc has been done.	
	8) Renovating the old college comfort rooms.	PFRM	Advisory Board, PPPDMO	1 Grade School	2 college		2 college	1 Junior High School	2.2.3.8. At the end of year 5, the renovation of 6 old rest rooms have been completed.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	9) Replacing small water tanks with bigger tanks.	PFRM	Advisory Board, PPPDMO	5	5	5			2.2.3.9. At the end of year 5, 15 small water tanks have been replaced with bigger tanks.	
	10) Installing solar street lights.	PFRM	Advisory Board, PPPDMO	30 College	20 Grade School and Junior HS				2.2.3.10. At the end of year 5, 50 solar lamps have been installed to replace electric-powered campus lights.	
	11) Installing additional rooftop photovoltaic solar panels.	PFRM	Advisory Board, PPPDMO				219 kwp		2.2.3.11. At the end of year 5, additional 219kWp solar panels have been installed in the college campus.	
	12) Renovating the Junior High School main entrance and façade.	PFRM	Advisory Board, PPPDMO			100%			2.2.3.12. At the end of year 5, the Junior High School façade and main gate entrance has been completed.	
	13) Furnishing the incubation facility at the Technology Transfer and Business Development Office.	PFRM	Advisory Board, PPPDMO TTBDO	100%					2.2.3.13. At the end of year 5, the incubation facility has been renovated and fully furnished.	
	14) Installing a giant image of	PFRM	Advisory Board, PPPDMO	100%					2.2.3.14. At the end of year 5, a giant image of the Patron Saint,	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	Mama Mary at the San Lorenzo Park.								Mama Mary has been installed at the main gate entrance.	
	15) Installing air-conditioning units at the School of Graduate Studies, the College of Law and the pre-school classrooms.	PFRM	Advisory Board, PPPDMO		5 rooms Grad. Studies 2 Preschool	5 rooms College of Law			2.2.3.15. At the end of year 5, 12 classrooms have been installed with air conditioning units for, Preschool, Graduate Studies and Juris Doctor classes.	
	16) Renovating the Treasury and Accounting Office transaction windows.	PFRM	PPPPDMO	100%					2.2.3.16. At the end of year 5, the transaction windows at the Treasury and Accounting Office have been replaced with secure, concrete service windows.	
	17) Accrediting the diagnostic testing for employees.	PFRM	PPPDMO, CNS		100%				2.2.3.17. At the end of year 5, the accreditation of medical technology laboratory has been accredited for diagnostic testing for the employees' annual physical examination.	
	18) Paving the gymnasium entrance and road towards	PFRM	PPPDMO, NSTP	100%					2.2.3.18. At the end of year 5, the pathways in front of the gymnasium and east side of the athletic field have been paved.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	De Busschere building.									
	19) Improving the main gate façade.	PFRM	PPPDMO			100%			2.2.3.19. At the end of year 5, the main gate entrance and façade in the college campus has been aesthetically improved.	
	20) Constructing car and motorcycle parking areas.	PFRM	PPPDMO	100%					2.2.3.20. At the end of year 5, parking space for vehicles/motorcycles along the University Avenue going to Gate 3 has been completed.	
	21) Installing permanent building signages.	PFRM	PPPDMO		100%				2.2.3.21. At the end of year 5, the tarpaulin building signages have been replaced with permanent building markers.	
	22) Starting fundraising activities for the retrofitting of the Lambrecht Building towards SMU's Centennial Celebration.	PFRM	Advisory Board, AAO, Alumni, PPPDMO					100% launched	2.2.3.22. At the end of year 5, the fund-raising campaign for the retrofit of Lambrecht building has been launched.	
	23) Constructing the bunkhouse in SMU's Dinadiawan property.	PFRM	PPPPDMO			100%			2.2.3.23. At the end of year 5, a bunkhouse in the *Dinadiawan* property has been constructed.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	24) Providing a office for the University Ethics Review Board (UREB)	PFRM	Advisory Board, PPPDMO UREB	100%					2.2.3.24. At the end of year 5, the UREB office has been identified and 100% furnished and operational.	
	25) Providing an office for Christian Faith Education (CFED) faculty members	PFRM			50%	100%			2.2.3.25. At the end of year 5, an office space for CFED faculty members has been 100% constructed.	
	26) Furnishing the Literature Center	PFRM			100%				2.2.3.26. At the end of year 5, the Literature Center has been 100% furnished.	
	27) Constructing a Science Laboratory Building with clinical set-up at the college campus.	PFRM				100%			2.2.3.27. At the end of year 5, a science laboratory building in the college campus has been 100% completed.	
	28) Constructing a Student Teaching Laboratory.	PFRM			100%				2.2.3.28. At the end of year 5, a more spacious student teaching laboratory has been fully furnished.	
	29) Constructing a roof for the Hantson Building mezzanine.	PFRM				100%			2.2.3.29. At the end of year 5, the second half of the Hantson mezzanine roof has been completed.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	30) Establishing a Multimedia Center	PFRM	PPPDMO, ULRC		100%				2.2.3.30. At the end of year 5, the multimedia center has been renovated and fully furnished.	
	31) Creating an Assessment Centers for ETVAO	PFRM	PPPDMO, ETVAO		100%				2.2.3.31. At the end of year 5, at least one new assessment center has been established.	
	32) Creating a university museum	PFRM	LMCDAC, PPPDMO		50%	75%	100%		2.2.3.32. At the end of year 5, the University Museum has been 100% completed.	
2.2.4. The University's sustainability is strengthened.	**Intensified Financial Management System Program**	PFRM	VPF, TAO, PDPDO, Internal Auditor							
	Intensified revenue resource generation 1) Increasing tuition fees	PFRM	VPF, TAO, PDPDO, Internal Auditor	3%	3%	3%	3%	3%	2.2.4.1. At the end of year 5, 15% increase in tuition fees have been implemented.	
	2) Increasing miscellaneous and other fees	PFRM	VPF, TAO, PDPDO, Internal Auditor		7%			8%	2.2.4.2. At the end of year 5, 15% increase in miscellaneous and other fees have been implemented.	
	3) Increasing revenues	PFRM	VPF, TAO, PDPDO, Internal Auditor	3%	3%	3%	3%	3%	2.2.4.3. At the end of year 5, 15% increase based on year 1 figures shall have been realized.	
	4) Adding income-generating projects	PFRM	VPF, TAO, PDPDO, Internal Auditor						2.2.4.4. At the end of year 5, additional income generating projects shall have been realized.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
			University Registrar CICT						a CPD program and sustained over the succeeding years.	
	3) Offering full online course packages	CDI	VPAA Academic Deans Principals University Registrar CICT	20%	40%	60%	80%	100%	2.1.1.11. At the end of year 5, all purely lecture curricular programs have been packaged as fully online courses.	
	4) Integrating Indigenous Peoples and Peace Education in all courses	CDI	VPAA Academic Deans Principals CICT	20%	40%	60%	80%	100%	2.1.1.12. At the end of year 5, indigenous peoples and peace education has been integrated in all courses (basic and higher education).	
	5) Homeroom Guidance	CDI	VPAA Academic Deans Principals Homeroom Guidance Coordinator	3 redesigned	3 implemented	3 implemented	3 implemented	3 evaluated	2.1.1.13. At the end of year 5, the homeroom guidance in the basic education level has been redesigned, implemented and evaluated.	
	6) Student Study Group Program	CDI	VPAA Academic Deans Principals Homeroom Guidance Coordinator	50%	60%	75%	85%	95%	2.1.1.14. At the end of year 5, 95% students are members of study support groups either as organizers or beneficiaries.	
	7) MARIAN CARES	CDI	VPAA Academic Deans Principals	20%	40%	60%	80%	100%	2.1.1.15. At the end of year 5, all the components of the Marian CARES program have been evaluated and improved.	

Narrative/Documentation Report

Project Title:	Project SHINE: Sustaining Health Through Information, Nutrition, and Education
Date:	May 23, 2025
Time:	7:30AM - 11:30AM
Team Composition:	
Lead Organizer:	Elisha Talitha Lo
Project Staff/Members:	Kholyne Mitz Bogbog Bea Zxyrille Domingo Lei Carmela Lauan Jhonah Grace Nabehet Weizelle Jeanne Tolentino

Narrative

As part of our subject in Social Work 136: Social Welfare Project/Program Development and Management, we, the undersigned students, organized a community-based program entitled "Project SHINE" (Sustaining Health through Information, Nutrition, and Education). The project was conducted at Bonfal Children's Home, Inc. in Bayombong, Nueva Vizcaya. This activity was planned with the goal of helping children learn more about proper nutrition and hygiene in a fun, educational, and interactive way. We believe that teaching children about these important topics at a young age can help improve their daily habits and overall well-being.

The purpose of the program was to raise awareness about healthy eating and proper hygiene practices among the children. We taught them about the "10 Kumainments" and "Pinggang Pinoy" to introduce simple and easy-to-follow guidelines for a healthy diet. We also included a handwashing demonstration to teach them how to properly wash their hands to avoid getting sick. Aside from the discussions, we prepared games and interactive activities to keep the children engaged. Hygiene kits were given to each participant to help them apply what they learned in their everyday life.

The program started at 9:00 AM with the registration of participants. It was followed by the opening prayer led by Ms. Jhonah Grace Nabehet and the national anthem, played through an audio presentation handled by Ms. Lei Carmela Lauan, who also served as the technical operator throughout the program. Welcoming and opening remarks were given by Mrs. Ruby Gutierrez, the handler of Bonfal Children's Home. Ms. Mitz Bogbog served as the master of ceremonies and helped keep the program flowing smoothly. An interactive lecture on nutrition was then delivered by Ms. Elisha Talitha Lo, followed by fun and engaging games led by Ms. Bea Zxyrile Domingo. After the games, we distributed fruit images for coloring, and the children cooperated actively in completing them. This simple yet enjoyable activity allowed the children to be creative while reinforcing the importance of eating healthy foods in a visual and engaging way.

Afterward, Ms. Weizelle Jeanne Tolentino facilitated the handwashing activity, which the children actively participated in. The children enjoyed their snacks and received hygiene kits from the team. The program ended with a short recognition and photo opportunity, followed

by closing remarks from Ms. Elisha Talitha Lo and a closing prayer led by Ms. Antonette Kimmayong. A short time for rest and clean-up was also included before leaving the venue.

We are happy to share that the program was successful. The children participated well and showed interest in the topics and activities. They were active during the discussions and enjoyed the games, demonstrations, and coloring activity. We were also able to meet our goals by sharing important health information in a simple and enjoyable way. One of the small challenges we faced was managing the time properly to make sure every part of the program was carried out, but with teamwork and coordination, we were able to handle it.

For our follow-up, we hope to return to the children's home in the future to see how well the children are practicing what they learned. We also plan to create more programs focusing on other important topics like mental health, emotional support, and social interaction to continue helping the children grow in a healthy and positive way.

Overall, "Project SHINE" gave us a meaningful and hands-on experience as future social workers. It allowed us to apply what we have learned in class and use it to serve others. Most importantly, we saw how small efforts can make a big difference in the lives of children. We are grateful for the opportunity to carry out this project and for the warm welcome given to us by the staff and children of Bonfal Children's Home.

The total number of extensionist who were physically at the program were eleven(11); five(5) first year student and six(6) third year students of BS Social Work Students of Saint Mary's University. On the other hand, seventeen (17) students donated financially for the program garnering five hundred and fifteen pesos (Php. 515.00). The money that we obtained went to different resources such as token, hygiene kit, coloring materials, food, and drinks of the recipients. The recipients were a total of 24 children comprising of children from orphanage and from church ages from one (1) to sixteen (16) years old; fifteen(15) of them are male and nine (9) are female.

Documentation



Discussion of Health, Education and Nutrition



Activity wherein the children colored fruits and vegetables .



The children were being oriented on how to conduct a proper handwash.



The children were doing the handwashing as taught by the facilitators.



The hygiene kit were given to the children.



Feeding the children with healthy and nutritious foods.

Prepared by:	*Lei Carmela D. Lauan* *Jhonah Grace T. Nabehet* *3rd Year BS Soc Wk* *3rd Year BS Soc Wk* *Weizelle Jeanne S. Tolentino* *3rd Year BS Soc Wk*
Date Submitted:	*May 29, 2025*

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	b. artists (performers)	ESS	CAO, Basic Ed		2	2	2	2	2.3.1.5. At the end of year 5, eight Arts Workshops/Trainings have been conducted for student performers	
	c. writers	ESS	The Marian (TM), Basic Ed	2	2	2	2	2	2.3.1.6. At the end of year 5, 10 workshops have been conducted for TM staff and students	
	4) Student Leadership Program	ESS	DSAS, GTO, ADSAS, Basic Ed	2	2	2	2	2	2.3.1.7. At the end of year 5,10 Leadership Trainings/Workshops have been conducted for students	
	5) Housing Program and Boarding House Visitations	ESS	ADSAS, Dorm Matron and Master		2	1	2	2	2.3.1.8. At the end of year 5, the BHOMA in the 5 barangays around the university have been organized and at least 2 boarding house visitations per year have been conducted.	
	6) Student Publication/ Yearbook Program	ESS	TM, AAO, Basic Ed	2	2	2	2	2	2.3.1.9. At the end of year 5, there shall be 10 publications per unit involved	
	Students' Welfare Programs 1) Career Support Program	ESS	GTO, AAO, OUR, HRDO, DSAS, Basic Ed	3	3	3	3	3	2.3.1.10. At the end of year 5, 15 career thematic seminars/ workshops and administration of exit interviews have been conducted for graduating students.	
	2) Job Placement	ESS	AAO, AERO	3	3	3	3	3	2.3.1.11 At the end of year 5, 15 career seminars/ workshops were conducted	
	3) Health Services Program	ESS	UHSO, DSAS, Basic Ed, NSTP, Med Tech Dept	2	2	2	2	2	2.3.1.12. At the end of year 5, 10 medical-related webinars have been conducted.	

Narrative/Documentation Report

Project Title:	Medical Mission (SHANS Week, and Museum Month)
Date:	October 12, 2024
Time:	8:00AM
Team Composition:	
Lead Organizer:	Mrs. Sherylou Benig, PhD
Project Staff/Members:	Joan Zipagan Maria Murtle Ellah Vaquilar Cathelyn Mariano Shiela Ramos Melchora Bautista Elery Quiben Bulan, Leonard Thelma Delos Reyes Leycel Marzan Geraldine Ferreras Elsa Cajucom

Narrative

According to the World Health Organization, health is a state of complete physical, mental, and social well-being, rather than merely the absence of disease or infirmity. It is also one of the basic needs identified by Maslow's hierarchy of needs, which underscores its crucial role in achieving fulfillment and overall well-being.

In line with this, the Philippine Statistics Authority has reported progress on SDG 3 (Good Health and Well-Being), although significant challenges still remain. Similarly, concerning SDG 10 (Reduced Inequalities), which focuses on the social inclusion of marginalized groups such as indigenous peoples and persons with disabilities, the country has made strides. However, more work is needed to ensure effective inclusion.

On October 12, 2024, Saint Mary's University, under the leadership of the School of Health and Natural Sciences (SHANS) and in collaboration with the Health Department of Nueva Vizcaya's Department of Education (DepEd) Division Office, organized a Medical Mission at Pedro Calungsod Hall. This event served 41 recipients, including 12 adults and 29 pediatric patients from Purok Gonggongob, Cabuluan, Villaverde, all members of the Indigenous Peoples.

This Medical Mission represents a significant steppingstone for Saint Mary's University in achieving the Sustainable Development Goals of Good Health and Well-Being and Reduced Inequalities. It provided medical consultations, laboratory tests, and free medications for the indigenous recipients.

Such an activity was made possible due to the dedication of the SHANS community, especially the 48 faculty members and 30 students who contributed their time, resources, and efforts. Special thanks are also due to Dr. Ryan Buccat for his medical assistance, which was crucial to the success of this mission.

Documentation





Nursing Student taking vital signs

MedTech Student blood extraction



Biology Students assisting in answering the survey/ evaluation form



Pharmacy Students dispensing medications



Dr. Buccat giving his health teaching



Recipients, Donors, Participants, and Facilitators group picture

Prepared by:	MARIA MURTLE ELLAH R. VAQUILAR, RN, MSN
Date Submitted:	January 10, 2025

Note:
*Append the list of extensionists/participants
*Append the list of donors