



Republic of the Philippines
Benguet State University
2601 La Trinidad, Benguet
www.bsu.edu.ph

MENTAL HEALTH SEMINARS FACILITATED FOR EMPLOYEES OR STAFF

2021

Implementer: **Human Resource Development Office (HRDO) ***

Title of Webinar	Date/s Conducted
1. **Aywan Kapanunutan III: A Journey Towards Healing Amidst the Pandemic** for Teachers, Mental Health Workers, and other Professionals in the Academe**	November 25-26, 2021
2. “Mental Health Awareness: Road to Psychological Wellness”	July 29-30, 2021
3. “Aywan Kapanunutan II: Training for Life Coaches”	September 1-2, 2021
4. “FIT (Fitness, Inspiration, Transformation) Habit Habit”	March – December 2021

* It is the HRDO's mandate to cater to varied Mental Health needs and concerns of employees or staff

** “Aywan Kapanunutan” is a local vernacular (Ilocano) which means “Mental Health Care”

Aywan Kapanunutan III:

A Journey Towards

Healing Amidst the

Pandemic” for Teachers,

Mental Health Workers,

and other Professionals

in the Academe”



**Learning and Development (LEAD)
In-Service Training (INSET)
ACCOMPLISHMENT REPORT
FORM**

Document Code:	QF-HRDO-23	Revision Number:	00
Effectivity:	April 3, 2019		

Submit Accomplishment report 10 working days after LEAD INSET implementation

Proponents of LEAD INSET: HUMAN RESOURCE DEVELOPMENT OFFICE
College / Institute / Division: ADMINISTRATIVE SERVICES DIVISION

Department / Office: HUMAN RESOURCE DEVELOPMENT OFFICE

Title of LEAD INSET: Aywan Kapanunotan III: "A Journey Towards Healing Amidst the Pandemic" for Teachers, Mental Health Workers, and other Professionals in the Academe"

Date of LEAD INSET: NOVEMBER 25-26, 2021 Place / Venue: CTE FUNCTION HALL AND ZOOM

No. of Participants: Day 1 Female: 101 Male: 26 NI: 4 Total: 131 or No. of Recipients: Female: ___ Male: ___ Total: ___
Day 2 Female: 95 Male: 27 NI: 2 Total: 124

Evaluation Rating:	Competency Development		Learning Service Provider/s (LSP) Rating	Program organization What is the overall rating of the LEAD INSET?
	Pre / before LEAD INSET	Post / after LEAD INSET		
Knowledge	2.59	3.38	LSP 1: 3.86	4.87 Rating Outstanding Descriptive
Skills	2.47	3.29	LSP 2: 3.74	
Attitude	2.98	3.60	LSP 3: 3.80	
Total KSA	2.68	3.42	LSP 4: 3.87	

*use the back page if there are more than 4 LSPs

Narrative Report:

Day 1 AM Session

Registration started at exactly 8:00 am in the morning with 90 participants and counting. The opening program began with a short prayer, followed by the singing of the National Anthem presented through a video presentation.

The morning session started with an ice breaker entitled "Let Your Face Talk" given by the SLU Psychology Interns to set the mood and energize the participants. Participants were engaged and participative in the activity. After the ice breaker, the host reminded the participants about the House rules. She emphasized accomplishing the attendance form in the morning and the afternoon session and the evaluation form after every speaker's talk, highlighting that the link was only available for 45 minutes. Following this, Ms. Michelle Marie Salgado proceeded to introduce the speaker for the morning talk.

Actual Expenditures:
Meals and Snacks: 27, 000.00
Tokens: 4, 000.00
Honorarium: 8, 000.00
TOTAL: 39, 000.00

The morning session of the Aywan Kapanunotan III Training facilitated by Mr. Raymundo H. Pawid, Jr. was entitled "Handling Toxic Emotions during Pandemic: It's Okay Not to Be Okay." As an introduction, he shared videos regarding "It's Okay Not to Be Okay" during COVID-19 in credits with HBO and the A frontliner's sacrifice. Together with this, he allowed the participants to answer the Hopkins Symptoms Checklist. The checklist consists of two parts, and it attempts to measure psychological distress among the participants. After the participants finished answering the list, he proceeded to the scoring and interpretation of the results.

After the introduction, Mr. Pawid moved on to the discussion of the different kinds of toxic emotions. He mentioned 11 emotions that are considered to be toxic, these are: (1) hurt, which can be in the form of victimization, helplessness, and blame; (2) sadness, in the form of self-pity, regret, and grief; (3) shame; (4) hopelessness, which can be in the form of loneliness, despair, and desperation; (5) fear, in the form of anxiety, panic, and immobilization; (6) anger; (7) hate; (8) jealousy, in the form of envy and possessiveness; (9) pride; (10) greed and; (11) guilt, which can be in the form of self-blame and false responsibility. While mentioning these toxic emotions, He also asked the participants to think and write down short details about a life experience where they felt the different toxic emotions.

The next topic was about the General Adaptation Syndrome (GAS) developed by Hans Selye. Professionals in the medical field define the General Adaptation Syndrome as the body's reaction to stress. In the talk, the speaker mentioned that the General Adaptation Syndrome (GAS) has three stages. The first stage of the GAS is Alarm Reaction. During the Alarm Reaction stage, the body releases adrenaline for the "fight or flight" response. The second stage is Resistance or Adaptation. This stage is where the body tries to repair



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itself from stress. The body will either normalize body functioning or keep secreting stress hormones depending on how long the stress continues. The last stage is called Exhaustion. Exhaustion happens when the body has run out of its reserve of body energy and immunity, this is also termed as Adrenal Exhaustion.

The next topic discussed was the Five (5) Principles of Working with Emotions. The first principle mentioned was: Increasing Awareness of Emotion. Under this principle, Sir Pawid noted that becoming aware of our core emotional experience and symbolizing it in words provides access to both the emotion's adaptive information and action tendency. The second principle is Emotional Arousal and Expression. This principle involves emotional engagement, venting, overcoming avoidance of emotions, intensely experiencing emotions, and expressing previously constricted emotions. The third principle is Emotion Regulation Skills. The skills in emotion regulation mentioned were the following: identifying and labeling emotions; allowing and tolerating emotions; establishing a working distance; increasing positive emotions; reducing vulnerability to negative emotions; self-soothing; breathing and; distraction. The fourth principle is Reflection on Emotion. Reflecting on our emotions, as said in the talk, can be in the form of making meaning of the emotion. Our optimal adaptation should involve the integration of reason and emotion. The last and final principle is Emotion Transformation. This principle talks about transforming maladaptive emotions with more adaptive emotions.

Finally, the last topic discussed in the talk was Emotional Coaching. Emotional coaching involves two phases. The first phase of emotional coaching involves four steps. The first step focuses on emotional awareness. The second is to encourage people to welcome their emotional experiences. The third step is to help people describe their feelings. The last step of the phase is to guide people to become aware of their primary feelings. The second phase of emotional coaching focuses on moving on and transforming core feelings. Similar to the first phase, it also involves four essential steps. The first step is to evaluate whether the emotion is healthy and adaptive or unhealthy and maladaptive. After evaluating, if the feeling is unhealthy, the person should be helped. The next step will then center on the development of alternative and adaptive emotional responses. The final stage of this phase is for a person to challenge destructive thoughts.

The last part of the program was the open forum. The participants raised three questions during the portion. The first two questions came from a single participant. The questions were: 1) Is it healthy coping when you just let go through the succession of time? As the saying goes, "time heals"; however, there is the agony of waiting when toxic emotion transcends to oblivion; 2) Is memory a culprit to emotional toxicity? Sir Pawid started his answer to the first question by agreeing to the idea that time heals. He agreed with the idea because he said that people cannot abruptly adapt to new emotions. Some emotions have emotional complexity that is deeply rooted, requiring them to be processed. Nonetheless, some emotions are not so complex that we have the option of just letting them go. Moving on to the follow-up question, Mr. Pawid emphasized that we have to remember that memories are supposed to contain both positive and negative emotions to have a complete feel of our experiences. He gave an example to expound his answer. His example was about a parricide who only remembers negative events and cannot remember positive moments. As a result, the parricide experienced a lot of negative emotional manifestations. Hence, memory is not the culprit, rather, it is the most beautiful power that an individual has. One of the SLU BS Psychology interns gave the third question. The question was: "When is it okay not to be okay, and when is it not okay not to be okay?". Mr. Pawid confidently answered the question by stating that it is okay not to be okay when we experience negative emotions because they are part of our existence. These emotions are natural reactions to what we are experiencing. It is okay not to feel okay, but it is not okay to stay that way. When we feel not okay, we must do something about it and transform emotional experiences into beautiful, positive, and enjoyable events.

Day 1 PM Session

The afternoon session started at 1:10 p.m. with an icebreaker facilitated by the SLU Internship Group of Aquino, Baguilat, and Paunan. This was done through a game called PINGO, which stands for Pandemic Bingo. The digital PINGO card contained items related to one's well-being. This served as a reminder to the participants to take care of their mental health and treat themselves with kindness and gentleness. The activity was chosen in light of the topic "Each Life Matters". Reminders on the evaluation forms were also given by the host.

The talk initially discussed the terms commonly used when talking about suicide. The speaker clarified that suicide must not be treated like a crime. As such, we must correct the phrase "committed suicide" and opt to say "died by suicide" instead. We must also refrain from stating "successful/unsuccessful suicide" as it diverts the attention to the actual act rather than the many factors, effects, and implications surrounding it. After which, the speaker elaborated that suicide encompasses other terms such as ideations, attempts, NSSI, parasuicide, and completed suicide and we must be sensitive to each of these.



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It was then emphasized that, "Suicide is preventable, but it is also a global epidemic." Hence, Ms. Sito cited key effective evidence-based interventions from WHO which include:

- Limit access to means of suicide such as pesticides and prescription medicine
- Interact with the media on responsible reporting which can be through limiting access to information about suicide cases
- Foster life skills for young people including resilience and proper processing of emotions
- Early identification and support for everyone affected

The concept of Gatekeeper Training was introduced next. According to the talk, this provides clear protocols & policies for staff when suicide risk is identified. It also promotes staff mental health by giving them training and access to support, and involves parents to increase awareness of mental health and risk factors. Furthermore, Gatekeeper Training educates us on the healthy use of the internet and social media, given that the internet can be very toxic as much as it can be an avenue for growth. Its use must be regulated. Finally, this develops initiatives to address other risk factors for young people.

Following this, the different risk factors were enumerated, which consist of individual, relational, community, and societal factors. It was reiterated that there is never a single contributor to an attempt at one's own life. Previous suicide attempts indicate a higher likeliness of another attempt. Mental illness, substance abuse, financial strain, and feelings of hopelessness also play a major role. Loss of financial stability, impulse control problems, social isolation are all high risk suicide markers. We cannot attribute suicide to a single cause. There is a complex interplay of events that lead to a suicide attempt.

A ten-minute break was given to the participants before the talk resumed at 3:11 p.m. It started with a brief recall of the concept of Protective Factors before the warning signs were flashed on the screen. This list includes depression and other mental health disorders; noticeable change in behavior, high anxiety, or agitation; talking, writing, or communicating about suicide and death; inability to sleep; buying a gun; past suicide attempts or behaviors; substance use; and hearing about someone else's suicide. It was claimed that the calls received by mental health services were mostly regarding anxiety, depression, academics, requests for referrals, and love relationships.

Ms. Sito then proceeded to explain suicide through the lenses of various psychological theories. Interpersonal Theory of Suicide suggests that there is perceived burdensomeness and thwarted belongingness. Due to these lacking interpersonal needs, psychological needs are also not satisfied. Meanwhile, Emotional Dysregulation Theory centers on the proposition that suicidal individuals tend to have fewer and underdeveloped emotional regulation skills in the face of stressors, ultimately leading to negative coping. This is mainly used for Dialect Behavioral Therapy. The third theory cited was the Psychache, which was defined to be a "psychological pain that is unbearable, unending, and inescapable due to an unmet psychological need." The last theory was the Integrated Motivational-Volitional Model of Suicidal Behavior wherein moderators either enable or hinder movement. This mentioned the Diathesis-Stress Model (diathesis: propensity to experience; stress: different experience that would interact with the diathesis).

The final part of the talk revolved around the appropriate response to people who are exhibiting suicidal behaviors. The basic framework starts with the Assessment Phase, then the Management Phase, and ends with the Follow-up Phase. Infographics of the Suicide Protocol were also shown for clearer understanding of the procedures. Ms. Sito provided simple ways of communicating support by being genuine, conveying warmth and openness. We can further manifest empathy through listening carefully, making an effort to understand the teen's perspective, using "I" statements, and using specific statements when giving feedback. Additionally, obtaining input from the youth about how we can best show our solidarity with them helps a lot.

After the talk, a virtual open forum began. Participants from different institutions expressed their insights and learnings on the p.m. session. Questions were also raised by the SLU interns. All of them were welcomed and answered by Ms. Sito. After all concerns were addressed, the first day of the Aywan Kapanunutan training was successfully concluded.

Day 2 AM Session

The second day of the two-day webinar training was conducted via Zoom. To start the program, the moderator first gave the registration link to the participants and reminded them of the house rules. A quick recap of yesterday's activity was also provided. After which, the SLU interns led the opening prayer and facilitated a quick ice breaker to energize the participants. The Ice breaker was entitled "Guess the Movie." Participants were asked to guess the movie based on the emoji given on the screen.



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Mr. Joven B. Peralta then introduced the speaker for this morning's webinar. The speaker for the A.M session was Ms. Angeli B. Busitillo. Her talk was entitled, "PERMA Model: A Guide to Thriving and Flourishing Personally and Professionally Amidst Pandemic. After a brief greeting, the speaker asked the participants the question, "How did the pandemic change your life for the better?" to introduce us to the first topic of the webinar. The speaker said that the one area that she got to improve was her physical wellness. She said that she found the opportunity to start an exercise program during the pandemic, which also helped her move better without much difficulty. On the participant's responses, they answered that the pandemic allowed them to discover themselves better. Some had learned how to cook, and some had built a better relationship with their family.

The next topic that the speaker talked about was entitled "Covid 19 Pandemic Realities," in which she presented the consequences of Covid-19 to our mental and emotional well-being. Some of the mentioned effects include Reduction and elimination of personal interaction, Disruption of routines, Loss, Sickness and Recovery, and Death. The speaker also presented some key facts and findings of mental health during the Covid-19 Pandemic. The data shows the alarming rate of depression, suicide, and anxiety during the pandemic. Because of this, the speaker stresses the importance of a support system. She said that we should go beyond the aspect of promoting mental health by learning how to do the actual practice of listening, sharing, and being there for each other.

The speaker also introduced a conceptual model for mental health, specifically, the PERMA Model of Happiness by Martin Seligman. The speaker said that the PERMA model was based on the principle of Positive Psychology which states that "People want to live meaningful lives." There are five areas of the PERMA Model. The first area of the PERMA Model is the letter P, which stands for "Positive emotion." The speaker said that positive emotions talk about living in the present moment and recognizing what is in front of you. It's about being mindful and learning how to appreciate the simple things in life. She said that if we can do this, it is easy for us to be grateful in life.

The speaker then introduced the second area in the PERMA Model. The letter E, which stands for "Engagement," talks about being completely absorbed in a task and deriving enjoyment from it. The speaker said that engagement is also about being in a state of flow and having the creative expression about a particular activity. The speaker then asked the participants whether there are activities that make them enter in the state of flow. One participant shared his insights. He said that engaging himself at his work and with co-workers in the workplace enabled him to be not too concerned on the days that he is working. He further added that "Rather than counting our days, we should let our days count. In this way, we can empower ourselves and enter in the state of flow".

After the speaker discussed the second area, the moderator then asked to have 20 minutes break. The moderator asked the participants to answer the "VIA Character Strengths Test" and validate it with a friend during the break. The results will be used in later discussions.

After the break, the speaker introduced the third area in the PERMA Model. The letter R, which stands for "Relationships," talks about the quality of relationships with other people. The speaker emphasized that this is important because social support is one of the ways we can maintain healthy functioning mental health. She also added that Social support does not always pertain to family members, but it pertains to people who truly care for you.

The fourth area in the PERMA Model is the letter M, which stands for "Meaning." The speaker said that meaning is about finding being aware of one's purpose and direction in life. The fifth and last area in the PERMA Model is the letter A, which stands for "Accomplishment." In this area, the speaker also introduced the VGO Self-Reflection. The VGO self-reflection consists of vision, goals, objectives, and cheering squad. With the VGO Self-Reflection, we can be aware of our long-term and short-term goals that would enable us to evaluate what we would like to accomplish in life. It would also help us define what success is and know what we can improve on in our lives.

After the speaker lectured about the PERMA Model, she asked the participants to share their validated results in the VIA Character Strengths Test. Most of the participants said that the results were actually valid, and the strengths shown in the results are actually a part of their personal characteristics. The speaker then discussed that Character Strengths are the cornerstone of Positive Psychology, where traits are organized under six core virtues. The six core virtues are composed of the following: Wisdom, Courage, Humanity/Love, Justice, Temperance, and Transcendence. The speaker said that acknowledging our strengths during the pandemic can be a starting point in creating a more fulfilled and happy life for us. These strengths can serve as a guide and direction towards a flourishing life. One participant also shared that we should continue to continuously unfold



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our strengths. He further added that our strengths are not definitive but rather flourish with interaction with our friends, families, and community.

The last part of the program was the open forum, in which the participants could freely ask any questions regarding the topic. One of the SLU interns asked the speaker to give recommendations on how they would help others who weren't able to attend the webinar on how to cope during the pandemic. The speaker said that we should start with ourselves first. We should know which areas we need to work on. From there, we will be able to determine naturally, starting from our ability and experiences, define our own way of helping others. She further added that we should recognize the strengths of others so that we can affirm the strengths of others. The simple act of reminding other people that they are good at something really helps. Another intern asked, "When can someone confidently say that he/she found the meaning of his/her life?" The speaker responded that one way to know if someone has found meaning in their lives is that he/she can creatively express their talents and gifts. If someone finds fulfillment and inner joy in his/her daily routine, then we can say that someone has found meaning in his/her life.

To end the morning talk, the moderator presented a virtual awarding certificate of appreciation to the speaker.

Day 2 PM Session

Due to not being able to conduct the second icebreaker meant for the morning session, the interns presented two icebreakers to begin the session before the afternoon speaker, Ma'am Jean Jannette de Joya, was introduced. The topic was titled "Mourning Process: Accepting Loss and Coping From Grief During Pandemic". It began with a small introduction detailing the purpose of the topic and the definition of the terms grief and bereavement. She went into detail about what can cause grief as well as the expected bereavement reactions. She mentioned that there are two grieving styles: intuitive grief and instrumental grief. She further defined the two terms and highlighted their differences. Those two, however, are stereotypical, and so she said that the reality was, in fact, a blended experience. It was a continuum spectrum wherein most people would fall somewhere along on it rather than being purely on the complete end of the spectrum.

The speaker, Ms. Jean Jannette V. De Joya, started with the introduction of terminologies related to the topic. She was able to explain the differences of the terms to be used to avoid confusion before the official start of the topic. She recounted her own experience with a case that involved dissonant grief mentioning its effects on a person. One example of her experience was when she encountered a police officer experiencing grief for the loss of his spouse. It is a stereotype that police officers should act more masculine, and it is not valid to show any signs of vulnerability. This stigma should be stopped because we are all allowed to show our feelings and emotions despite the profession that we have. She also stated that bottled emotions are not good because emotions should be felt and released. She showed the different Models of Grief: Kubler Ross Grief Model, Four Tasks of Mourning (J.W. Worden), Dual Process Model (Stroebe and Schut). She highlighted the expected outcomes and the tendencies of a person undergoing the grieving process when grieving ends, as well as if one was not able to grieve appropriately. She emphasized the differences between bereavement and Major Depressive Disorder. Also, she informed the participants that Prolonged Grief Disorder will be added to the DSM5-TR in March 2022.

She shifted the focus to the grieving process during the pandemic and compared it to the pre-pandemic era. It was mentioned that the End of Life Experience had been upended because of the pandemic, which made it harder for everyone to process death/loss. The grieving process in the Philippines has changed ever since the pandemic, like having live stream funeral services. So did the mourning process for those in isolation which relies on technology to maintain connections with friends, relatives, and online support groups. During the open forum, some participants asked for possible effective ways of informing others about the importance of the grieving process in the different sectors. They also shared their own insights and experiences with the grieving process. The HRDO awarded Ma'am Jean a Certificate of Recognition for her insightful lecture. And lastly, they announced the winners of the icebreakers, certificates for the participants, and thanked them for their participation.

Summary of significant learning acquired from the LEAD INSET by participant/s:

- Importance of Mental Health
- It is important to feel the pain of grieving rather than suppressing it.
- Flourishing activities can be carried out even during the pandemic.
- coping with mental health issues
- Grief is inevitable. Let our emotions be expressed and released. Flourish to nourish!



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- Name my emotions. Feel it. Be grateful. Express it.
- How to cope up with the mental and emotion burden in times of pandemic
- For me, mental health is being aware of our issues and how to handle them properly. There will always be things beyond our control. Acceptance is the key. Despite the challenges, we make sense of why things happen and why we have to experience these pains and sufferings.
- There are a lot of takeaways actually but the most significant one is that we cannot give what we don't have. To be able to give empathy to others, it is important that you empathize with yourself as well. Work - rest - have fun - connect with others and most especially to family.
- I learned to look at suicide at a more emphatic lense.
- Take time for self-care time; Focus on your strengths and capitalize on them to help others; Make the most of your talents by using them to help others; Make the most of your life; keep enhancing yourself

Plans of participants on how to apply the significant learning:



- Let our emotions be expressed and released
- Be positive always except for covid 19 haha
- Name my emotions. Feel it. Be grateful. Express it.
- Coping about grief, and understanding about strengths that we did not know.
- "Do not compare yourself to others"
- to be open with our emotions
- The more we learn from others, the better we can provide helpful support to others.
- It's okay not to be okay, love yourself, when dealing with different situations always have loving and understanding heart, acceptance will lighten pain...
- How to cope up with the mental and emotion burden in times of pandemic
- To take good care of my mental health
- Psychosocial care and support for our clients and students across the different developmental experiences/stages (as presented by the LSP)
- Conquer my fears
- I'd hopefully be able to use the knowledge I acquired from this seminar in the future.
- Take time for self-care time; Focus on your strengths and capitalize on them to help others; Make the most of your talents by using them to help others; Make the most of your life; keep enhancing yourself

Prepared by: MURPHY S. SWID ADMIN AIDE IV 12-02-2021
Signature over printed name Position/Designation Date

Reviewed by: MARCRIS P. LAD-UY - NEYNEY CHIEF, HRDO 12-02-2021
Signature over printed name Unit Head/Department Chair Date

SLU BS PSYCHOLOGY INTERNS 2021 BATCH 2

Noted by: MARCRIS P. LAD-UY - NEYNEY CHIEF, HRDO 12-02-2021
Signature over printed name Dean/Director Date

	Received by	Received on	Accomplishment report received	5	2 days early/earlier
		120221		4	1 day early
				3	On time
				2	1-2 days late
				1	3 or more days late

- ***Attachments:**
- | | |
|---|---|
| <ul style="list-style-type: none"> a. Approved Training Design b. Memo/Letters related to the activity c. Copy of Modules/Hand-outs/Materials d. Certifications of Tokens awarded, if any e. Acknowledgement of Honorarium receipt, if any | <ul style="list-style-type: none"> f. Photos not included in the main report (esp outputs) g. Attendance Sheet h. Program i. Copy of receipts |
|---|---|



Aywan Kapanunotan III: "A Journey Towards Healing Amidst the Pandemic" for Teachers, Mental Health Workers, and other Professionals in the Academe"

November 25-26, 2021
Evaluation Summary

A. TABULAR PRESENTATIONS

Table 1. Participants

PARTICIPANTS						
Number of Participants	Sex			Position		
	Male	Female	NI	Teaching	Non - Teaching	NI
Day 1 = 131	26	101	4	25	28	78
Day 2 = 124	27	95	2	25	29	70

Table 2. Knowledge, Skills, and Appreciation for the Topics Discussed

TOPICS DISCUSSED	Knowledge		Skills		Appreciation	
	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity
	Average		Average		Average	
Handling Toxic Emotions during Pandemic: "It's Okay to Not Be Okay"	2.74	3.40	2.60	3.30	3.01	3.59
Each Life Matters: Understanding and Supporting Students and Peers with Suicidal Thoughts and Behaviors	2.70	3.40	2.52	3.31	3.04	3.63
PERMA Model: A Guide to Thriving and Flourishing Personally and Professionally Amidst Pandemic	2.46	3.34	2.38	3.27	2.92	3.59
Mourning Process: Accepting Loss and Coping from Grief during Pandemic	2.47	3.37	2.40	3.27	2.96	3.59
General Average	2.59	3.38	2.47	3.29	2.98	3.60
Qualitative Interpretation	Just Enough	High	Just Enough	High	Just Enough	High

Qualitative Interpretation (QI)	
Below - 1.75	Very Low
1.76 - 2.50	Fair
2.51 - 3.25	Just Enough
3.26 - 4.00	High

Table 3. Learning Service Providers

LEARNING SERVICE PROVIDERS			
Service Provider	Criteria	Average	QI
Raymundo H. Pawid, Jr.	a. Mastery of Topic	3.88	Superior
	b. Presentation of Topic	3.81	Superior



	c. Communication Skills	3.88	Superior
	General Average	3.86	Superior
Agnes Kryza H. Sito	a. Mastery of Topic	3.70	Superior
	b. Presentation of Topic	3.71	Superior
	c. Communication Skills	3.79	Superior
	General Average	3.74	Superior
Angeli B. Bustillo	a. Mastery of Topic	3.83	Superior
	b. Presentation of Topic	3.76	Superior
	c. Communication Skills	3.82	Superior
	General Average	3.80	Superior
Jean Jannette V. De Joya	a. Mastery of Topic	3.90	Superior
	b. Presentation of Topic	3.84	Superior
	c. Communication Skills	3.87	Superior
	General Average	3.87	Superior

Qualitative Interpretation (QI)	
Below - 1.75	Beginner
1.76 - 2.5	Developing
2.6 - 3.25	Advanced
3.25 - 4.00	Superior

Table 4. Program Organization

PROGRAM ORGANIZATION							
Criteria	5	4	3	2	1	Average	QI
Venue							
Timeliness:							
Facilitators	69	15	4	3	0	4.65	Outstanding
Participants	60	24	4	3	0	4.55	Outstanding
Speakers	72	12	3	4	0	4.67	Outstanding
Quality: Overall Evaluation	80	10	1	0	0	4.87	Outstanding

Qualitative Interpretation (QI)	
Below - 1.80	Needs Improvement
1.81 - 2.60	Slightly Below Expectations
2.61 - 3.4	Satisfactory
3.41 - 4.20	Very Satisfactory
4.21 - 5.00	Outstanding

B. Comments/ Suggestions/ Questions:

1. What significant learnings did you acquire in this activity?

- Importance of Mental Health
- It is important to feel the pain of grieving rather than suppressing it.
- Flourishing activities can be carried out even during the pandemic.
- coping with mental health issues
- Grief is inevitable. Let our emotions be expressed and released. Flourish to nourish!
- Name my emotions. Feel it. Be grateful. Express it.
- How to cope up with the mental and emotion burden in times of pandemic
- For me, mental health is being aware of our issues and how to handle them properly. There will always be things beyond our control. Acceptance is the key. Despite the challenges, we make sense of why things happen and why we have to experience these pains and sufferings.



- There are a lot of takeaways actually but the most significant one is that we cannot give what we don't have. To be able to give empathy to others, it is important that you empathize with yourself as well. Work - rest - have fun - connect with others and most especially to family.
- I learned to look at suicide at a more emphatic lense.
- Take time for self-care time; Focus on your strengths and capitalize on them to help others; Make the most of your talents by using them to help others; Make the most of your life; keep enhancing yourself
- 2. How do you plan to apply it?**
- Let our emotions be expressed and released
- Be positive always except for covid 19 haha
- Name my emotions. Feel it. Be grateful. Express it.
- Coping about grief, and understanding about strengths that we did not know.
- "Do not compare yourself to others"
- to be open with our emotions
- The more we learn from others, the better we can provide helpful support to others.
- It's okay not to be okay, love yourself, when dealing with different situations always have loving and understanding heart, acceptance will lighten pain...
- How to cope up with the mental and emotion burden in times of pandemic
- To take good care of my mental health
- Psychosocial care and support for our clients and students across the different developmental experiences/stages (as presented by the LSP)
- Conquer my fears
- I'd hopefully be able to use the knowledge I acquired from this seminar in the future.
- Take time for self-care time; Focus on your strengths and capitalize on them to help others; Make the most of your talents by using them to help others; Make the most of your life; keep enhancing yourself
- 3. What other follow-up activities can you suggest?**
- More like this
- More Interactive Activities
- How to handle post-partum especially during this pandemic.
- None po because well-organized po
- workshop on mental health
- activities in stress management
- On counseling
- Workshop especially in assisting people who are grieving
- Part 4
- deepening of this lectures
- none so far
- CARING FOR THE CARERS
- Managing Emotions
- part IV of the training
- Parenting in the New Normal
- How to overcome bullies at work.
- specific activities in coping stress
- Webinars focusing on the application of how to promote overall wellbeing... or topics focusing on specific skills (e.g. how to challenge cognitive distortions, practicing gratitude, etc.)
- Preparing ourselves to a 'New Normal' (face-to-face)
- techniques in different psychological needs of students in the tertiary level
- How to bounce back from negative experiences that everyone encounters
- getting on with life after a tragedy or a great loss
- Timely IP Webinars
- Part IV - Financial and Economic Stability of Worker during Pandemic
- Indepth counselling
- More discussions on the topics.



- More seminar/webinar regarding mental health awareness
- Psychological healing of childhood negative memories.
- strategies on how to integrate it in our lessons
- the role of mental health professionals in building safer spaces across settings
- More webinars or guided meditation
- Webinars on Teaching Strategies via Online Platforms (especially in subjects that involves Laboratories :))
- seminar part2 on mental health
- Indigenous concepts and practices in people management, or in learning.
- any educational topic applicable in this new normal
- resolving conflicts in the work place (i've heard this from the video presented during the lunch break and I was really amazed as to how management deal with stress caused by work-environment- related issues)
- Intervention programs for learners who are addicted to the net especially games. instead of working on their modules. they spend their time playing in front of their gadget
- More CPD trainings for teachers such as flexible learning
- Webinar/seminar about mental health and its correlation with burnout from work or studies or just a person's will to live.
- Maybe activities for parents rin po? Especially for those who are having a difficult time understanding their children amidst the pandemic?
- Any topic related to the holistic development of professionals
- More webinars po on Mental Health - related topics.
- A topic related to the talk of Dr. Jean Jannette De Joya.
- Breaking Through activities
- Workshop/hands on application of the strategies
- any mental health activity
- Personality Test: Understanding Intro-Extro-OmniVerts
- sharing of practices among mental health advocates/professionals
- Conduct of possible destressing activities during this time.
- More in-depth seminar/ training- workshop (on the aboved-topics) especially to teachers who are handling elementary and secondary students

Prepared by:


MURPHY S. LISWID
HRDO Staff

Reviewed by:


MARICRIS P. LAD-EY- NEYNEY
Chief, HRDO

PROGRAM

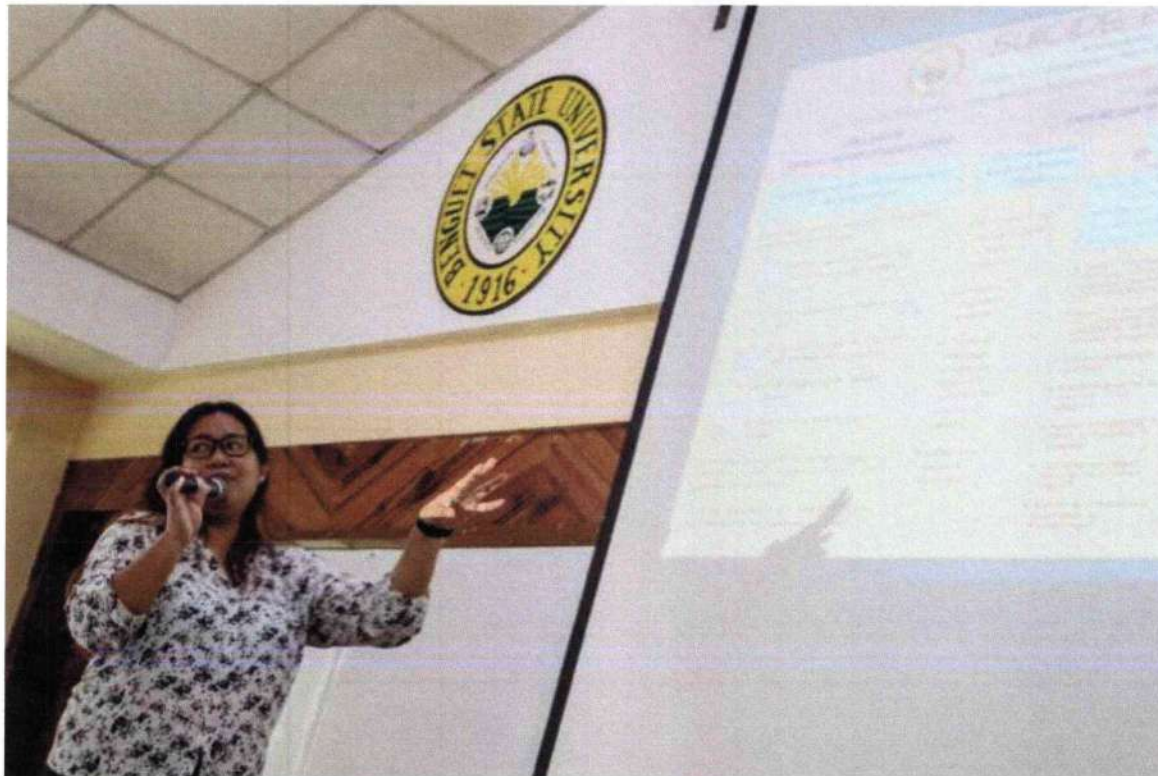
Time	Activity	Responsible Person
FIRST DAY		
8:01-8:30 AM	Registration	Human Resource Development Office
	Lupang Hinirang	Human Resource Development Office
8:31-9:00 AM	Opening Prayer	SLU Psych Interns
	Guidelines and Reminders	Human Resource Development Office
	Icebreaker	SLU Psych Interns
9:01-11:30 AM	Handling Toxic Emotions during Pandemic: "It's Okay to Not Be Okay"	Raymundo H. Pawid, Jr., LPT, RPsy, RPm, Supervising Administrative Officer Human Resource Management Office
11:31-12:00 PM	Open Forum	
12:01-1:00 PM	Lunch Break	
1:00-1:10 PM	Icebreaker	SLU Psych Interns
1:11-4:00 PM	Each Life Matters: Understanding and Supporting Students and Peers with Suicidal Thoughts and Behavior	Agnes Kryza H. Sito, LPT, RPsy, RGC, RPm, Guidance Counselor Office of Student Services
4:01-4:30 PM	Open Forum	
4:31-5:00 PM	Evaluation of Day 1 Activities	Human Resource Development Office
SECOND DAY		
	Registration	Human Resource Development Office
8:00-8:30 AM	Opening Prayer	SLU Psych Interns
	Guidelines, and Reminders	Human Resource Development Office
	Icebreaker	SLU Psych Interns
8:31-11:30 AM	"PERMA Model: A Guide to Thriving and Flourishing Personally and Professionally Amidst Pandemic"	Angeli B. Bustillo, RGC Breastfeeding Clinic and Spa of the North, Baguio City On call - Mental Health and Wellness Counselor for Women, Children, and Families
11:31-12:00 PM	Open Forum	
12:01-1:00 PM	Lunch Break	
1:01-1:10 PM	Icebreaker	SLU Psych Interns
1:11-4:00 PM	"Mourning Process: Accepting Loss and Coping from Grief during Pandemic"	Jean Jannette V. De Joya LPT, RPsy, RPm, Associate Professor V College of Teacher Education
4:01-4:30 PM	Open Forum	
4:31-5:00 PM	Evaluation of Day 2 Activities Closing Remarks	Human Resource Development Office

Aywan Kapanunotan III: A Journey towards Healing amidst the Pandemic

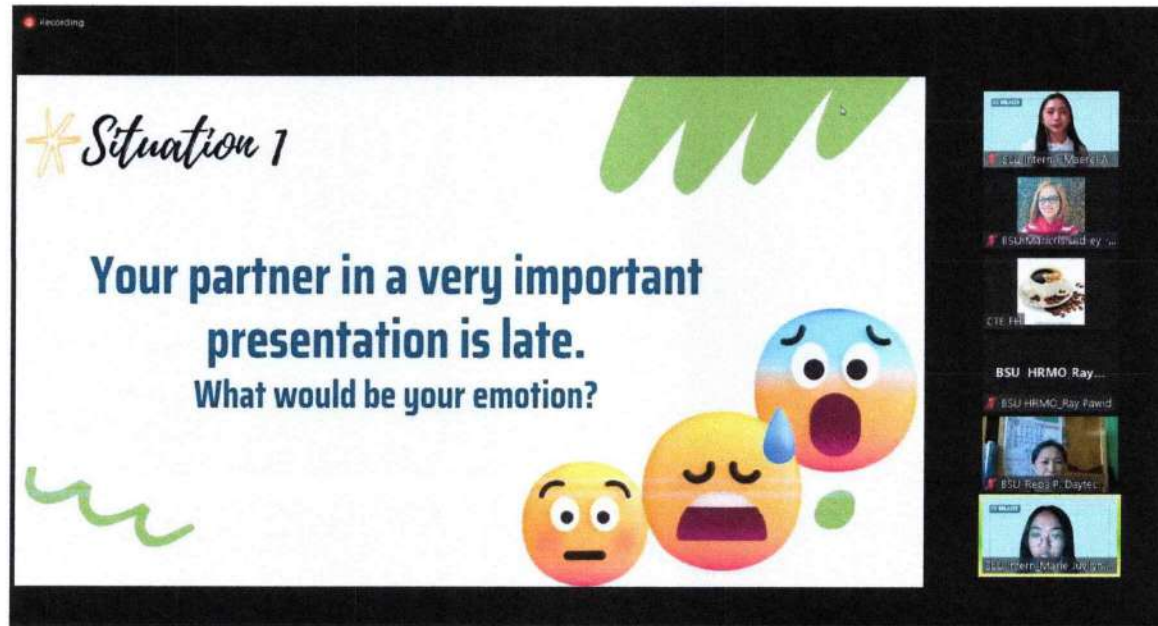
Day 1



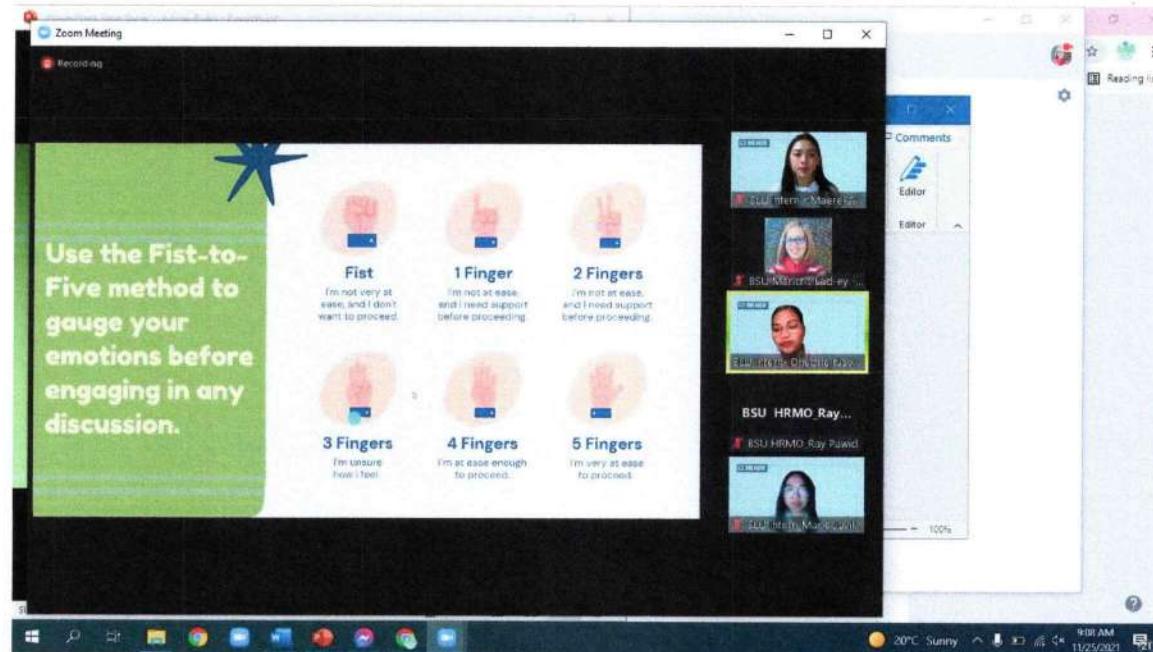
IT'S OKAY TO NOT BE OKAY. Raymundo Pawid Jr., Supervising Admin Officer of the Benguet State University (BSU) Human Resource Management Office, facilitated the first topic of the morning session titled "Handling Toxic Emotions during Pandemic: "It's okay to not be okay." The discourse primarily focused on toxic emotions, general adaptation syndrome (GAS), working with emotions, and emotional coaching.



EACH LIFE MATTERS. On the afternoon session, Agnes Kryza Sito, Guidance Counselor at BSU Office of the Student Services, facilitated the topic "Each Life Matters: Understanding and Supporting Students and Peers with Suicidal Thoughts and Behaviors," which guided the participants on "the appropriate response to people who are exhibiting suicidal behaviors." Sito also discussed the terms commonly used when talking about suicide, risk factors of suicide, and the interpersonal theory of suicide.



TALKING FACES. The morning session started with an icebreaker facilitated by the Saint Louis University (SLU) Psychology interns Maerel Ann Bernal, Dhedrie Navarrete, and Marie Juvilyn Palkit. This icebreaker, titled "Let Your Face Talk," encouraged the participants to react on the different situations the interns presented.



FIST-TO-FIVE. After the morning's icebreaker, the SLU Psychology interns suggested the use of "Fist-to-Five" method "to gauge your emotions before engaging in any discussions." According to Navarrete, we tend to blurt out unnecessary words or actions if we're faced with tough and uncomfortable situations. The Fist-to-Five method could help a person calm down by counting from "fist" to "five" before handling challenging circumstances.

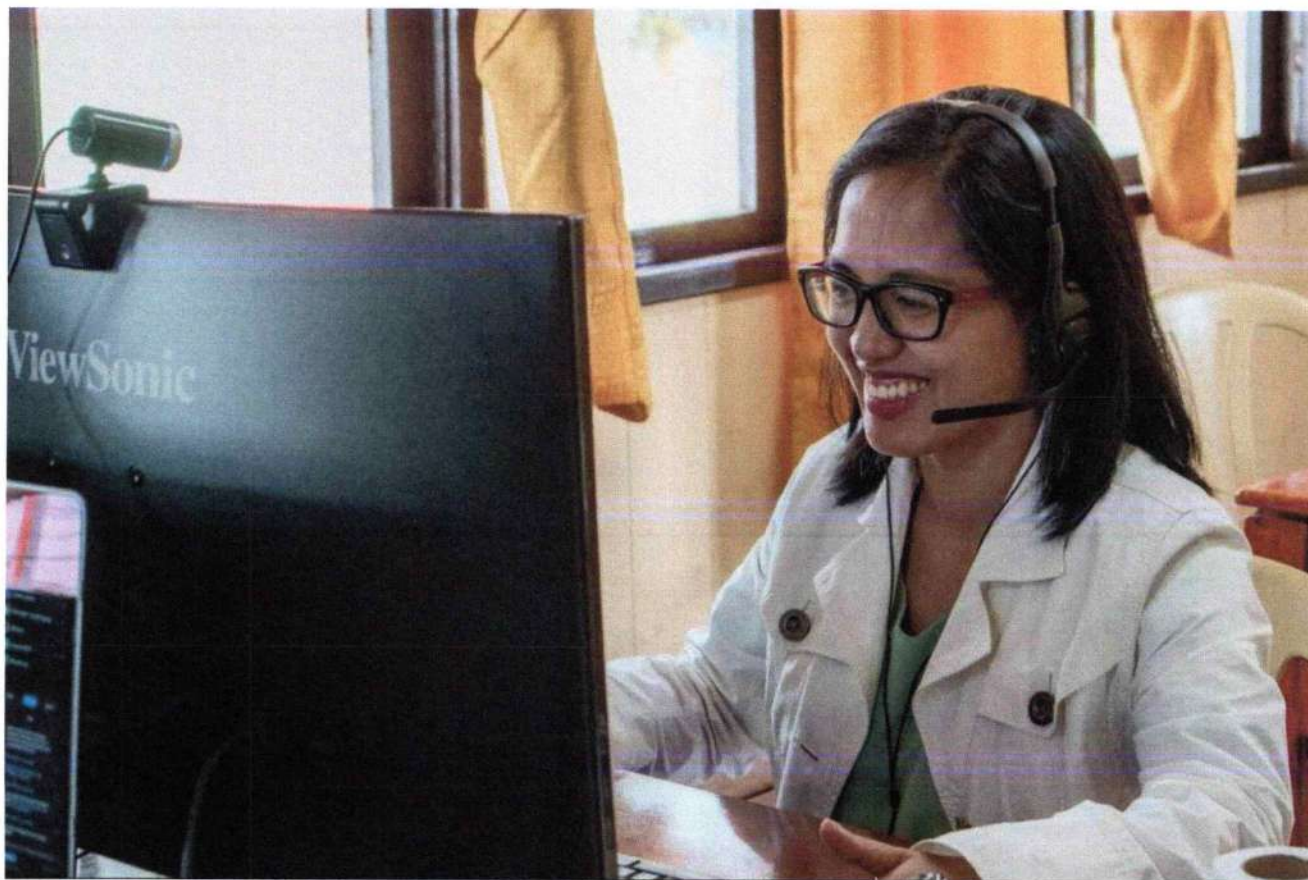


PINGO! Before proceeding with the afternoon session, another group of SLU Psychology interns; Shaena Kassandra Aquino, Marie Marguerite Baguilat, and Katrina Mae Paunan, facilitated an icebreaker titled "Pingo!" or "Pandemic Bingo." The virtual Pingo card contains situations related to mental health.

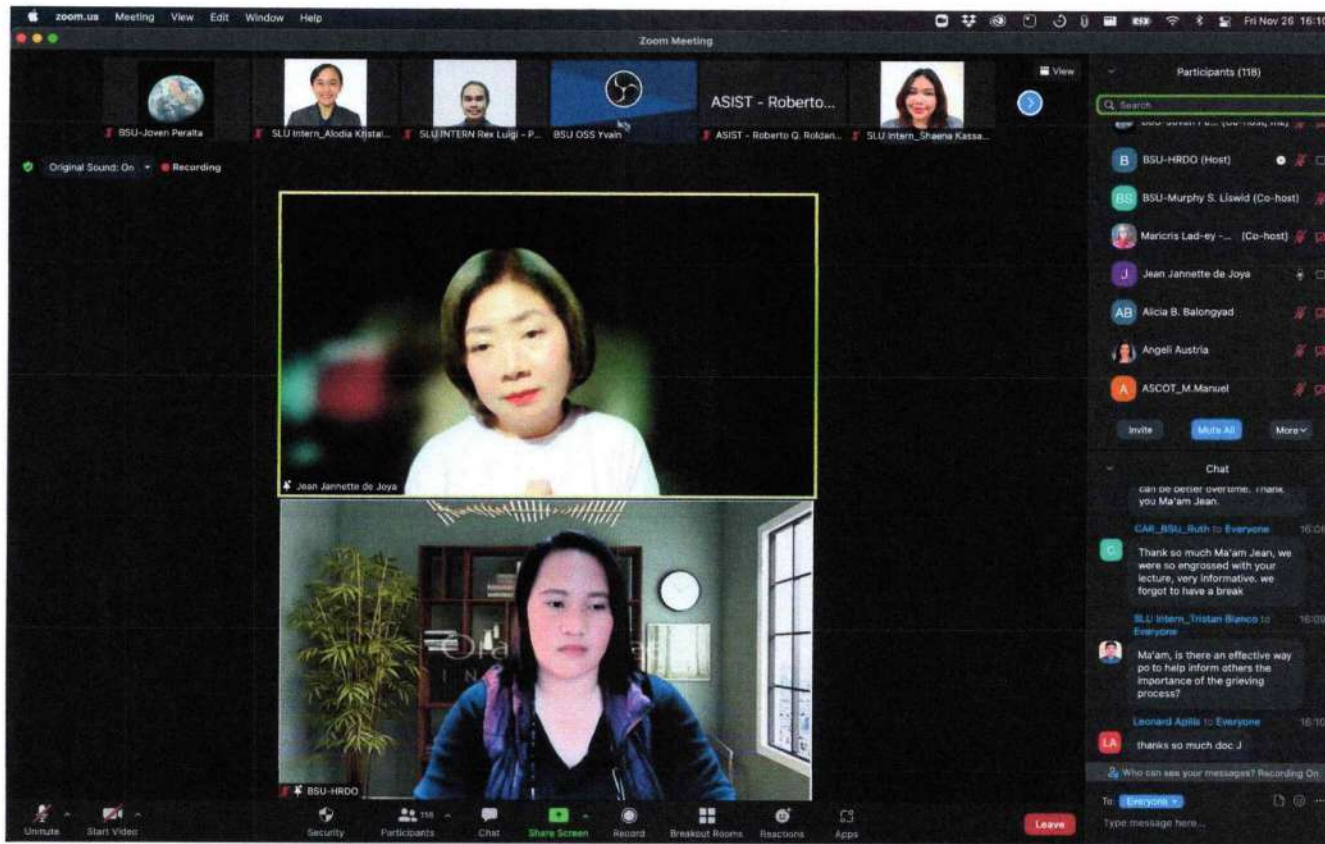
Day 2



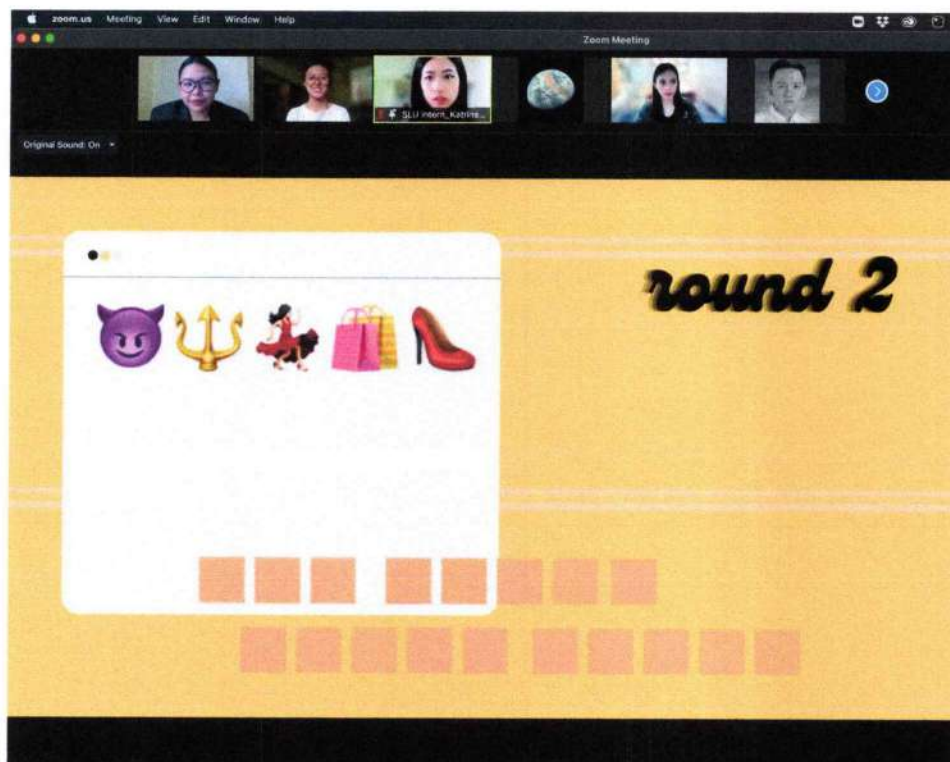
PERMA. Angeli Bustillo, mental health and wellness counselor at the Breastfeeding Clinic and Spa of the North Baguio City, together with the Administrative Officer of BSU Human Resource Development Office Maricris Lad-ey-Neyney, presented the "PERMA Model: A Guide to Thriving and Flourishing Personally and Professionally Amidst Pandemic."



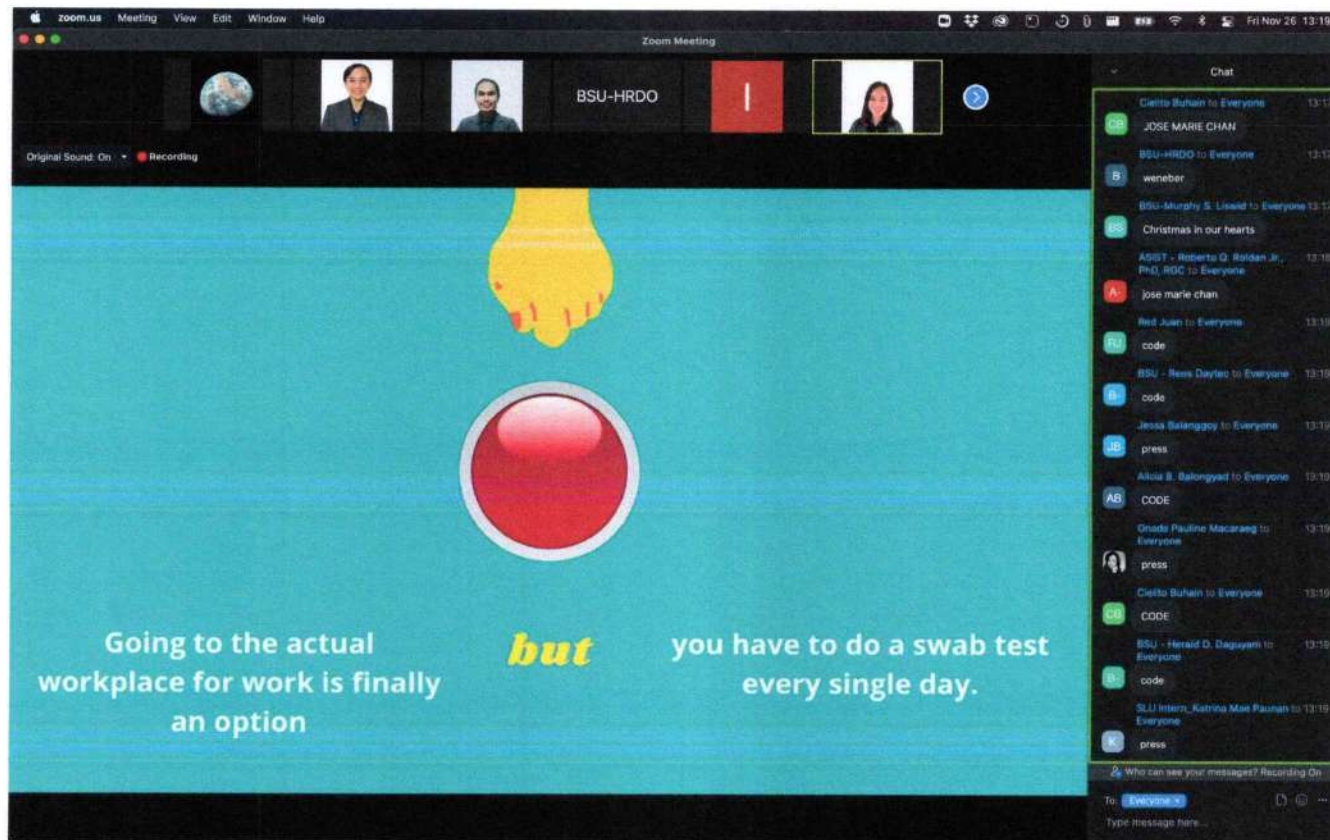
The topic mainly focused on the PERMA model of happiness introduced by Martin Seligman. PERMA stands for positive emotion, engagement, relationships, meaning, and accomplishments.



MOURNING. On the afternoon session, Jean Jannette de Joya, Associate Professor at BSU, discussed her topic titled "Mourning Process:" Accepting Loss and Coping from Grief during Pandemic." De Joya elaborated the process of grief and mourning, effects of grieving, coping from grief, intuitive grief and instrumental grief, and major depressive disorder, among others.



EMOJI. The morning's icebreaker titled "Guess the Movie" was facilitated by the SLU Psych interns Alleeh Ruiz Andres, Rex Luigi Cabatit, Alodia Kristal Alipe, and Ma. Andrea Atos. The participants guessed a movie with emojis as their clue.



PRESS THE BUTTON. The afternoon's icebreaker titled "Will You Press the Button" was facilitated by SLU BS Psychology interns. They presented with two scenarios, one good and one bad. Both of the scenarios will happen if the button is pressed. The participants were instructed to type "press" if they want to take both scenarios or "code" if otherwise.

“Mental Health

Awareness:

Road to

Psychological

Wellness”



**Learning and Development (LEAD)
In-Service Training (INSET)
ACCOMPLISHMENT REPORT
FORM**

Document Code:	QF-HRDO-23	Revision Number:	00
Effectivity:	April 3, 2019		

Submit Accomplishment report 10 working days after LEAD INSET implementation

Proponents of LEAD INSET:

College / Institute / Division: HUMAN RESOURCE DEVELOPMENT OFFICE

Department / Office: HUMAN RESOURCE DEVELOPMENT OFFICE

Title of LEAD INSET: MENTAL HEALTH AWARENESS: ROAD TO PSYCHOLOGICAL WELLNESS

Date of LEAD INSET: July 29-30, 2021 **Place / Venue:** Gladiola Center, Benguet State University

No. of Participants: 17 Female: 12 Male: 5 Total: 17 **or No. of Recipients:** Female: 12 Male: 5 Total: 17

Evaluation Rating:

	Competency Development		Learning Service Provider/s (LSP) Rating	Program organization What is the overall rating of the LEAD INSET? 4.29 Outstanding Rating Descriptive
	Pre / before LEAD INSET	Post / after LEAD INSET		
Knowledge	2.46	3.6	LSP 1:3.67	
Skills	2.51	3.53	LSP 2: 3.93	
Attitude	2.69	3.93	LSP 3: 3.93	
Total KSA	2.55	3.69	LSP 4: 3.99	

*use the back page if there are more than 4 LSPs

<p>Actual Expenditures: MEALS: 25,000 TOKENS: 4,000 TOTAL: 29,000</p>
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Narrative Report:

On July 29-30, 2021, we had a seminar on mental health. The four major topics are Mental Health Overview, Life-Coaching Skills, Self-care practices and Mental Health in the Workplace. These are some of the highlights of the seminar.

There is no health without mental health. Physical health is important, but mental health is just as important. The brain is an organ, and as such, it is susceptible to illness. When you believe anything is amiss with your physical body, your first reaction is to take medication or consult a physician. That should hold for mental wellness as well. The brain, like all other organs in the body, is susceptible to dysfunction. Each of us has some mental wounds or scars from life. Being conscious of mental illness is acknowledging the fact that some of us carry quite deep wounds. Our mental health has an impact on how we think, feel, and behave. When we are stressed, our ability to make decisions are compromised.

Based on the latest data of the World Health Organization, more than 264 million worldwide suffers from depression; making it the leading cause of disability worldwide. It is important to seek professional help when you are already experiencing the physical symptoms of depression such as headache, nausea, sleep disturbances and so on.

Mental wellness on the other hand, is when you feel good about yourself and can deal with daily pressures in life. It is a critical component of overall health and that a psychologically healthy individual is better suited to learn and attain their full potential. It is important to stay mentally healthy for us to be able to give significant contributions in the society. The five simple steps to help you maintain and improve your wellbeing are connect to others, be physically active, learn new skills, make acts of kindness and be mindful.

Maintaining positive mental health in the workplace is important to improve the efficiency and productivity of the employees. Self-worth is a recognition that you are valuable and worthy to be loved. Having positive self-image helps employees to be motivated and confident about themselves. It is also important for us to know the purpose and goal of what we are doing to avoid burnout.

In life coaching skills, it is important to remember the SOLER. SOLER is a counseling method that is often used for active listening. S stands for sitting squarely; we should sit attentively so that we can look at the clients directly and be able to observe their body languages. O stands for open posture; we should act in a way that we do not look threatening or anxious so that clients will feel comfortable to us. L stands for lean; we should lean forward to show that we are interested



**Learning and Development (LEAD)
In-Service Training (INSET)
ACCOMPLISHMENT REPORT
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when we are listening to our clients. E stands for Eye contact; look at the clients normally but do not stare at them too much so that they won't feel uncomfortable. Lastly, R stands for relaxed; follow the pacing of the clients and do not rush them. For active listening, it is important to show that we are really interested in listening to our clients. It requires passion and commitment in what we are doing.

Self-care practices promote healthy functioning and enhances our well-being. It is important to heal ourselves first before helping other people. Keep in mind that we should have self-care practices in different areas of our life. First, physical self-care, we should have enough sleep, eat healthy foods, exercise regularly, drink a lot of water and have enough rest. Second, social self-care, we should connect to other people in order to have strong support systems. Third, mental self-care, we should do things that can improve our problem-solving skills, critical thinking skills, analytical skills and so on. Fourth, spiritual self-care, we should nurture our sense of connection to the universe. Lastly, emotional self-care, we should experience positive feelings in order to deal with other emotions such as sadness and grief.

Mental health seminar was indeed important in times of pandemic because it was able to helped employees to understand themselves better and learn other coping strategies during trying times.

Summary of significant learning acquired from the LEAD INSET by participant/s:

- How to prevent burnout in the workplace that to be a psycho social first aider, you don't need to be a licensed psychologist or Guidance Counselor. My first knowledge was that I cannot be a part of this program since I do not possess both. Thank God I can be a PFA giver after this training; Mental Health Matters! Life Coaching is also imperative- in workplace, family and friends.
- How to develop positivity at work and at home
- Self-care is building mental health for oneself and others
- Mental Health is very important as it also part of individual's being how to manage burnout and when to know that you are burnout and stress to maintain mental health you have to consider your relationship towards the people around you.
- How to take care of ourselves especially our mental health.
- How to handle mental health in pandemic covid-19.
- Self-worth, self-care mental health
- That there are proper word/ advices for certain stations for certain people.
- To care for yourself first before caring for others.
- Self-care, life coaching skills, PFA
- SELF HELP
- Work life balance
- All of it
- I learned that I should not give all my all, I learn to know how to control all my aspect of my all such as my mental, emotional, physical.

Plans of participants on how to apply the significant learning:

- To determine mental health issues among students them being not so adept at telling their problems except to their own peers who might not be giving correct support/advices to do life coaching based from the facts presented.
- Personal Responsibilities and work habits.
- Follow self-care
- When feel burnout, stress or exhausted know to balance and have a break to have a positive outlook or mindset. Have a life/ work balance.
- Choose the people the food and the environment that is good to your health.
- Apply in my workplace/family/friends.
- Through everyday interaction towards others.
- Apply it to my friend.
- To help our student athletes or our own players to achieve their goals.
- Being a PFA provider to myself, friends, family and others
- Religiously-esp Work Life Balance
- Thank you for the seminar. I will start it with myself, reflecting and reformation of mind setting.



Mental Health Awareness: Road to Psychological Wellness
July 29-30, 2021
Evaluation Summary

A. TABULAR PRESENTATIONS

Table 1. Participants

PARTICIPANTS						
Number of Participants	Sex			Position		
	Male	Female	NI	Teaching	Non - Teaching	NI
18	2	7	9	2	2	14

Table 2. Knowledge, Skills, and Appreciation for the Topics Discussed

TOPICS DISCUSSED	Knowledge		Skills		Appreciation	
	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity
	Average		Average		Average	
Mental Health: An Overview	2.35	3.61	2.50	3.56	2.72	3.94
Life Coaching Skills	2.44	3.56	2.50	3.50	2.67	3.89
Mental Health in the Workplace	2.47	3.56	2.50	3.56	2.65	3.94
Self-Care Practices	2.58	3.65	2.53	3.50	2.72	3.94
General Average	2.46	3.60	2.51	3.53	2.69	3.93
Qualitative Interpretation	Just Enough	High	Just Enough	High	Just enough	High

Qualitative Interpretation (QI)	
Below - 1.75	Very Low
1.76 – 2.50	Fair
2.51 – 3.25	Just Enough
3.26 – 4.00	High

Table 3. Learning Service Providers

LEARNING SERVICE PROVIDERS			
Service Provider	Criteria	Average	QI
Fay Ann P. Farangan	a. Mastery of Topic	3.94	SUPERIOR
	b. Presentation of Topic	3.83	SUPERIOR
	c. Communication Skills	3.85	SUPERIOR
	General Average	3.87	SUPERIOR
Agnes Kryza H. Sito	a. Mastery of Topic	4	SUPERIOR
	b. Presentation of Topic	3.89	SUPERIOR
	c. Communication Skills	3.91	SUPERIOR
	General Average	3.93	SUPERIOR
Maricris P. Lad-ey-Neyney	a. Mastery of Topic	4	SUPERIOR
	b. Presentation of Topic	3.89	SUPERIOR
	c. Communication Skills	3.91	SUPERIOR
	General Average	3.93	SUPERIOR
Raymundo H. Pawid Jr.	a. Mastery of Topic	4	SUPERIOR
	b. Presentation of Topic	4	SUPERIOR
	c. Communication Skills	3.98	SUPERIOR
	General Average	3.99	SUPERIOR

Qualitative Interpretation (QI)	
Below - 1.75	Beginner
1.76 – 2.5	Developing



2.6 – 3.25	Advanced
3.25 – 4.00	Superior

Table 4. Program Organization

		PROGRAM ORGANIZATION						
Criteria		5	4	3	2	1	Average	QI
Venue		46	20	0	0	0	4.70	Outstanding
	Facilitators	38	26	0	0	0	4.59	Outstanding
Timeliness	Participants	38	25	2	0	0	4.55	Outstanding
	Speakers	13	20	1	0	0	4.35	Outstanding
Quality: Overall Evaluation		9	22	0	0	0	4.29	Outstanding

Qualitative Interpretation (QI)	
Below - 1.80	Needs Improvement
1.81 – 2.60	Slightly Below Expectations
2.61 – 3.4	Satisfactory
3.41 – 4.20	Very Satisfactory
4.21 – 5.00	Outstanding

B. Comments/ Suggestions/ Questions:

1. What significant learnings did you acquire in this activity?

- To care for yourself first before caring for others.
- That there are proper words/ advices for certain situations for certain people.
- Self-worth, Self-care and mental health
- Before we care for others, we need to care first ourselves.
- How to handle mental health in pandemic COVID-19.
- How to take care of ourselves especially our mental health.
- Mental Health is very important as it also part of individual's being how to manage burnout and when to know that you are burnout and stress to maintain mental health you have to consider your relationships towards the people around you.
- Self-care is building mental health for oneself and others
- How to develop positivity at work and at home
- How to prevent burnout in the workplace that to be a psycho social first aider, you don't need to be a licensed psychologist or Guidance counselor. My first knowledge was that I cannot be a part of this program since I do not possess both. Thank God I can be a PFA giver after this training, Mental Health Matters! Life Coaching is also imperative-in workplace, family, friends.
- Self-care, life coaching skills, PFA
- I learned that I should not give all my all, I learn how to control all my aspect of my all such as my mental, emotional, physical. In order not to be consume by all the factors that is affecting my life. So I need to start caring first myself before others so I may be successful in caring them.

2. How do you plan to apply it?

- To help our student athletes or our own players to achieve their goals.
- Apply it to my friend
- Through everyday interaction towards others to myself
- I plan to apply to my family and to my workplace.
- Apply in my workplace/family/friends
- Choose the people, the food and the environment that is good to your health
- When feel burnout, stress or exhausted know to balance and have a break, have a positive thinking, outlook or mindset, have a life/work balance.
- Practice self-care
- Personal responsibilities and work habits
- To determine mental health issues among students them being not so adept at telling their problems except to their own peers who might not be giving correct support/advices to do life coaching basis from the presented.
- Religiously- esp. work life balance
- Being a PFA provider to myself, friends, family and others.



-Thank you for the seminar, I will start it with myself before others so I may be successful in caring them.

-Thank you for the seminar. I will start it with myself before others so I may be successful in caring them.

3. What other follow-up activities can you suggest?

-More on training the skills for Life Coaching.

-Advance topics

-More seminar/webinar/more learnings to cope up with mental health issues/ more activity related to work/family/friends/co-worker etc.

-None so far

-Activity on mental health awareness on the crisis that students are feeling, which can be participated by teaching staffs or faculty members, especially those who are teaching technical subjects for them to be able to empathize with their students.

-What are the mental health needs of the students during the pandemic. Are they ready to face the "new normal" way of teaching-learning modalities? Once face to face starts, what could be the difficulties that await them?

Activity: mental health for Students During the Pandemic

-Self help

-Work life balance

-All of it

-Next level activity-training on this

-Create a "team"

-In depth discussion on behavior, attitudes, mental health and spiritual benefits in a wider crowd.

Prepared by:

MICHELLE MARI MAE M. SALGADO
Staff Member

Reviewed by:

MARICRIS P. LADLEY-NEYNEY
Chief, HRDO





**MENTAL HEALTH AWARENESS: ROAD TO PSYCHOLOGICAL WELLNESS
PROGRAM OF ACTIVITIES**

Tentative Date: JULY 29, 2021 (FIRST DAY)

TIME	ACTIVITY	RESPONSIBLE PERSON
8:30-8:40	Prayer	c/o HRDO
8:40-8:50	Introduction- objectives of the seminar	c/o HRDO
8:50-9:00	Ice Breaker	c/o HRDO
9:00 -12:00	<p align="center">Lecture on: Mental Health: An overview -Definition and its importance -Specific roles and responsibilities of different Mental Health Professionals in the Philippines -Warning signs of Mental Health Issues -Psychological First Aid in times of Pandemic</p>	FAY ANN P. FARANGAN Guidance Counselor Office of Student Services Benguet State University
12:00- 1:00	LUNCH BREAK	
1:30-4:30	<p align="center">Lecture- Workshop Life coaching -Definition and its importance -Essentials of tele life coaching -Basic Life coaching skills -Referral systems -Ethical considerations in providing Life Coaching and other Mental Health Support</p>	AGNES KRYZA F. SITO Guidance Counselor Office of Student Services Benguet State University
4:30- 5:00	Question and Answer	AGNES KRYZA F. SITO Guidance Counselor Office of Student Services Benguet State University

Tentative Date: JULY 30, 2021 (SECOND DAY)

TIME	ACTIVITY	RESPONSIBLE PERSON
8:30-8:40	Prayer	c/o HRDO
8:40-8:50	Introduction- Objectives of the seminar	c/o HRDO
8:50-9:00	Ice Breaker	c/o HRDO
9:00 -12:00	<p align="center">Lecture-Workshop Self-Care -Self-care practices for mental health -Diet and Mental Health: Foods to improve mental health and wellness -Daily activities to maintain positive mental health</p>	RAYMUNDO H. PAWID JR. Supervising Administrative Officer Human Resource Management Office Benguet State University
12:00- 1:00	LUNCH BREAK	
1:30-4:30	<p align="center">Lecture-Workshop Mental health in the workplace -Managing Burnout -Tips on how to stop letting personal problems affect employees work and efficiency -Maintaining Healthy Relationships -Giving affirmations to boost employees work morale</p>	RAYMUNDO H. PAWID JR. Supervising Administrative Officer Human Resource Management Office Benguet State University
4:30-5:00	Question and Answer	RAYMUNDO H. PAWID JR. Supervising Administrative Officer Human Resource Management Office Benguet State University



**Learning and Development
(LEAD)
In-service Training (Inset)
REQUEST FORM**

Document Code:	QF-HRDO-22	Revision Number:	00
Effectivity:	April 3, 2019	2021-079	

Title of LEAD INSET: Aywan Kapanunutan Part II: Training for Life Coaches

Nature of LEAD INSET: Seminar / Training / Forum Extension / Outreach
 Strategic Planning / Review Retreat / Recollection / Spiritual Convocation
 Coaching / Mentoring Benchmarking
 Others: _____

Proponents of the LEAD INSET
College / Institute / GASS Division:
ADMINISTRATIVE SERVICES DIVISION
Department / Office:
HUMAN RESOURCE DEVELOPMENT OFFICE

Recipients of the LEAD INSET

Participants:
 Academic: Teaching / Nonteaching
 Research & Extension
 Business Affairs
 General Administrative Support Services (GASS)

Target Number of Participants: 30
Date of INSET: JULY 15-16, 2021
Venue: BENGUET STATE UNIVERSITY (BUGUIAS CAMPUS)
Address (if outside BSU):
N/A

The venue is available, reserved, and approved for use.
(for use of BSU space)

Building in-charge

Remarks:

TARGET COMPETENCIES

CORE 'STeP'	ORGANIZATIONAL 'STRIVE'	LEADERSHIP 'SERVE'	FUNCTIONAL/TECHNICAL KSA to Do the Job
<input checked="" type="checkbox"/> Self-management skills <input checked="" type="checkbox"/> Stress management <input type="checkbox"/> Appreciative inquiry <input type="checkbox"/> Achievement orientation Technical <input type="checkbox"/> Records Mgt., <input type="checkbox"/> Computer Skills <input type="checkbox"/> Communication Skills People Skills <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Service Delivery <input checked="" type="checkbox"/> Knowledge Sharing	<input checked="" type="checkbox"/> Social responsiveness <input checked="" type="checkbox"/> Team player <input checked="" type="checkbox"/> Research-orientedness <input checked="" type="checkbox"/> Inclusiveness / GAD <input checked="" type="checkbox"/> Values-driven (SLIDES) <input checked="" type="checkbox"/> Excellent workmanship	<input type="checkbox"/> Systems thinking/ strategic and creative <input type="checkbox"/> Engaging stakeholder's in leading change <input type="checkbox"/> Robust building of network / Partnerships <input checked="" type="checkbox"/> Valuing performance and coaching <input type="checkbox"/> Enabling a high performing organization	Knowledge: -Importance of mental health -Knowledge about mental health issues -Roles of mental health professional Skills: -Life- coaching skills -Active Listening skills -Interpersonal skills Attitude: -Practice self-care -Healthy relationships -Giving of affirmation in the workplace

Tick the strategy / method (based on the 70-20-10 learning principle) to be applied in the LEAD INSET

70	20	10
<input checked="" type="checkbox"/> Workshop	<input type="checkbox"/> Peer assist	<input checked="" type="checkbox"/> Lecture
<input type="checkbox"/> Problem-Solving	<input type="checkbox"/> Coaching	<input type="checkbox"/> Discussion
<input type="checkbox"/> Case Analysis	<input type="checkbox"/> Gallery-walking	<input type="checkbox"/> One-on-One
<input type="checkbox"/> Group Dynamics	<input type="checkbox"/> Small Group Discussion	
<input checked="" type="checkbox"/> Experiential Learning	<input type="checkbox"/> Demonstration	
<input type="checkbox"/> Others:		

IMPORTANT: Other Requirements:

__ Learning Design (QF-HRDO-03)
 __ Travel order (QF-HRMO-01, if necessary)
 __ Engaging Learning Service Provider (LSP) (QF-HRDO-17)
 __ Evaluation (QF-HRDO-18)
 __ Accomplishment Report (AR)
 ***FOLLOW PROCUREMENT PROTOCOLS
 ***Attached is the checklist of all other necessary preparations. Prepare that which is applicable.

Requested by: MICHELLE M. SALGADO ADMIN AIDE IV
Signature over printed name Position/Designation Date

Recommending approval:
MARICRIS R. LAD-NEYNEY AOV
Signature over printed name Unit Head/Department Chair Date

ATTY. MATIAS C. ANGIWAN JR. CHIEF, ASD
Signature over printed name Dean/Director Date

Approved by:
ATTY. ALLAN C. SACPA VPAdF
Signature over printed name VP Concerned Date

FELIPE SALAING COMILA PRESIDENT
Signature over printed name University President Date

LEAD INSET Request Form received and Recorded by: _____

LEAD INSET ACCOMPLISHMENT REPORT SUBMISSION DUE DATE: JULY 30, 2021



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	02
Effectivity:	March 26, 2021	2021-074	

2021
(YEAR)

I. Program Profile

Service / Process	Learning and Development Services (LEADS)
Title	Aywan Kapanunutan Part II: Training for Life Coaches
Purpose	-To raise awareness on mental health -To teach mental health first aid -To encourage and train BSU employees to become mental health advocates during covid-19 pandemic so that they will be able to give voice to those who are suffering in silence. -To teach life coaching skills and self-care practices to BSU employees
Legal Bases (Regulatory Laws / Standards)	RA 11036
Date of LEAD Activity	JULY 15-16, 2021 (Tentative Date)
Venue	Benguet State University (Buguias Campus)
Participants	Teaching and Non- teaching employees
Learning Service Providers	Fay Ann P. Farangan Raymundo H. Pawid Maricris P. Lad-ey-Neyney Agnes Kryza F. Sito
Target Competencies	Knowledge -To become knowledgeable about the most common mental health issues Skills -Mental First Aid skills -Creative skills -Interpersonal skills Attitude -Motivated -Positive mindset in the workplace
Output	Evaluation Outcome
Learning Methodology	Lecture Workshop Experiential Learning

[Handwritten Signature]



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	02
Effectivity:	March 26, 2021	2021 - 079	

Fund Source	Human Resource Development Office Fund
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II. Rationale:

Covid-19 pandemic has brought a lot of negative effects in every aspect of our lives. It keeps on inducing fear and anxiety to everyone especially to those who are health and essential workers. The psychological test results on mental health of the BSU employees in Buguias Campus showed that 35% of the employees are experiencing physical symptoms of anxiety, 62% are experiencing symptoms of depression, 6.8% feel that they are unneeded in the society and 4.7% feel that society is not a good place. Faced with new realities of online trainings, virtual gatherings, work from home set ups and lack of physical contact with our social support group, it is important to look how well we are coping. It is also important to remind ourselves to regularly check on our mental health because it is as important as physical health.

Mental health seminars during pandemic could help employees to identify new and effective ways of maintaining positive mental health wherever they go. It can also give them the opportunity to learn basic psychological skills that they can use in promoting mental health advocacies and in assisting those who are suffering in silence.

This seminar will also focus on different topics that could help promote mental wellness and professional growth among employees.

Based on the latest data of the World Health Organization, more than 264 million worldwide suffers from depression; making it the leading cause of disability worldwide. It can also affect the performance of the employees who are suffering from this serious medical illness. Anxiety on the other hand, can affect the efficiency of other employees especially when they are already trying to avoid certain situations and experiencing physical symptoms such as rapid heartbeat, dizziness and excessive sweating. This seminar will help employees to fully understand the causes of anxiety and depression, their symptoms, possible effects and interventions.

Personality Development and Mental Well-being seminar could also help employees to understand themselves better. This will also help them to advance their personal and professional growth. Some of the many positive things that they could gain from the seminar are self-confidence, self-worth, character reformation and good conduct.

III. Objectives:

- To train the trainers about mental well-being
- To have a thorough understanding about anxiety and depression
- To train the trainers about Mental Health First Aid

IV. Program of Activities

Time	Activity	Responsible Person
FIRST DAY		
8:30-9:00	Welcome Prayer	c/o HRDO



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	02
Effectivity:	March 26, 2021	2021 - 074	

	Ice Breaker Main objectives of the seminar Introduction of the first speaker	
9:00-12:00	-Mental Health: An overview -Identifying Warning Signs/Red Flags -Understanding Anxiety and Depression	FAY ANN P. FARANGAN Guidance Counselor Office of Student Services Benguet State University
12:00-1:00	Lunch Break	
1:20-4:30	Lecture Workshop: Life coaching/ Mental Health First Aid -Definition and its importance -Basic life coaching skills -Referral system -Essentials of tele life-coaching -Ethical considerations in providing life-coaching and other Mental Health Support	AGNES KRYZA F. SITO Guidance Counselor Office of Student Services Benguet State University
SECOND DAY		
8:30-9:00	Welcome Prayer Ice Breaker Main objectives of the seminar Introduction of the first speaker	c/o HRDO
9:00-12:00	Self-Care for Life Coaches -Vicarious Trauma -Self-care strategies	MARICRIS P. LAD-EY-NEYNEY Chief Human Resource Development Office Benguet State University
12:00-1:00	LUNCH BREAK	
1:00-4:30	Mental well-being in the workplace -Managing burnout in the workplace -Tips on how to stop letting personal problems affect employees work and efficiency -Maintaining Healthy relationships -Giving positive affirmations in the workplace	RAYMUNDO H. PAWID JR. Supervising Administrative Officer Human Resource Management Office Benguet State University



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	02
Effectivity:	March 26, 2021	2021-079	

V. Communication Plan

- Office Memo
- Social Media Posting

VI. Equipment and Materials

Equipment	c/o
LCD Projector	HRDO
Microphone	HRDO
Speakers	HRDO

VII. Budgetary Requirements

Budget Item	Per Head/Per Day	Total
Meals	300 (1 meal and 2 snacks) (45 pax) x 2 days 660 (3 meals, 2 snacks) (9 pax) x 2 days Coffee (@200)	39,080.00
Function Room/Venue	-	-
Accommodation	-	-
Equipment Rental	-	-
Professional Fee/Honoraria	-	-
Token/s	1000 x 4	4,000.00
Materials and Supplies	-	-
Transportation	10000	10,000.00
TOTAL		53,080.00

Prepared by:

ms
MICHELLE MARI MAE M. SALGADO
Admin Aide IV, HRDO

Reviewed by:

Maricris
MARICRIS P. LAD-EY-NEYNEY
Chief, HRDO

Estrellita
ESTRELLITA M. DACLAN
Director, GAD 2021-07-37

Funds Appropriated:

Estrellita
ESTRELLITA M. DACLAN
Supervising Administrative Officer
Budget Office GAA-LEADs-#124

Funds Available:

Imelda
IMELDA B. GALINATO
Accountant IV
Accounting Office

“Aywan

Kapanunutan II:

Training for

Life Coaches”



**Learning and Development (LEAD)
In-Service Training (INSET)
ACCOMPLISHMENT REPORT
FORM**

Document Code:	QF-HRDO-23	Revision Number:	00
Effectivity:	April 3, 2019		

Submit Accomplishment report 10 working days after LEAD INSET implementation

Proponents of LEAD INSET: HUMAN RESOURCE DEVELOPMENT OFFICE
College / Institute / Division:

Department / Office: HUMAN RESOURCE DEVELOPMENT OFFICE

Title of LEAD INSET: AYWAN KAPANUNUTAN PART II: Training for Life Coaches
Date of LEAD INSET: SEPTEMBER 1-2, 2021 Place / Venue: BSU- BUGUIAS CAMPUS

No. of Participants: Female: 11 Male: 6 NI: 3 Total: 19 or No. of Recipients: Female: Male: Total:

Evaluation Rating:	Competency Development		Learning Service Provider/s (LSP) Rating	Program organization What is the overall rating of the LEAD INSET? 4.63 Rating Outstanding Descriptive
	Pre / before LEAD INSET	Post / after LEAD INSET		
Knowledge	2.08	3.32	LSP 1: 3.72	
Skills	1.88	3.13	LSP 2: 3.89	
Attitude	2.71	3.42		
Total KSA	6.67	9.87		

*use the back page if there are more than 4 LSPs

Actual Expenditures:
Meals: 40,000.00
Tokens: 2,000.00
Transportation: 10,000.00
TOTAL: 62,000.00

Narrative Report:

Executive Summary Buguias

On September 1 and 2, 2021, half of the HRDO team went to the BSU Buguias Campus to facilitate a seminar on mental health. The title of the seminar was Aywan Kapanunutan Part II: Training for Life Coaches. The main purpose of the seminar-workshop is to encourage and train BSU employees to become life coaches to help themselves and other people to make progress in their social relationships, careers and day-to-day lives in order to achieve a greater sense of fulfillment. The seminar lasted for two days. On the first day, the topics were Mental Health Overview and Life Coaching Skills discussed by Ma'am Fay Ann P. Farangan of the Office of the Student Services. On the Second day, the topics were Mental Health in the Workplace and Self-care practices discussed by Ma'am Maricris P. Lad-ey- Neyney of the Human Resource Development Office. Both of the speakers delivered excellent presentations and they even let the participants to have some life coaching workshops and mindful activities. The seminar-workshop ended with the sharing of the impressions of the participants. They were very thankful for the seminar because it gave them new ideas that will be useful for them in their everyday lives.

Summary of significant learning acquired from the LEAD INSET by participant/s:

- How to thrive in the workplace
- How to PFA
- Self-care
- Life-coaching and self-care
- Personally, I considered all the topics presented very significant for it awakened and enlightened my thoughts with new ideas and concepts being injected.
- Mental Health- needed by the client and the life coach
- Life coaching
- We can't decide right if we are not mentally healthy.
- Life-coaching is not superficial
- Mental Health management
- About life coaching, mental health, PFA and theoretical framework.
- Teachers can help their students to have a healthy mind
- life-coaching family and students
- How to manage as soon as I'm ready/ prepared



**Learning and Development (LEAD)
In-Service Training (INSET)
ACCOMPLISHMENT REPORT
FORM**

Document Code:	QF-HRDO-23	Revision Number:	00
Effectivity:	April 3, 2019		


- That I can be a life coach
- I learned about PFA
- Creative selfishness
- I Should know myself very well for me to be able to help
- Life coaching is not getting reasons. We are getting information to better understand people who need help

Plans of participants on how to apply the significant learning:

- Hope I can do PFA if given a chance
- Apply the tips shared how to thrive in the workplace
- Daily-lifetime
- I will try to introduce little by little the sharing and concepts during this new normal learning situation which could help to adapt in dealing with the learners for a better learning and teaching.
- I will apply it in the classroom and to my students, parents or colleagues
- I apply it to my students especially now during the pandemic because I know that these are students who needs this kind of services.
- Check Mental Health- be open to it
- Observe suggestions
- By coaching first, myself and learn about life coaching
- I must apply it whenever and wherever there is opportunity but not to be guilty when I fail as long as I tried
- In my life as a teacher and as a mother
- In my personal life
- At school, with superiors and colleagues to students
- I need to heal myself first as I cannot give what I do not have

Prepared by: MICHELLE M. SALGADO Admin Aide IV September 9, 2021 **Reviewed by:** MARICRIS P. LAD-EY-NEYNEY Chief, HRDO Sept 9, 2021

Noted by: MARICRIS P. LAD-EY-NEYNEY Chief, HRDO September 9, 2021

	Received by	Received on	Accomplishment report received	5	2 days early/earlier
		Sept 9, 2021		4	1 day early
				3	On time
				2	1-2 days late
				1	3 or more days late

- *** Attachments:**
- | | |
|---|---|
| <ul style="list-style-type: none"> a. Approved Training Design b. Memo/Letters related to the activity c. Copy of Modules/Hand-outs/Materials d. Certifications of Tokens awarded, if any e. Acknowledgement of Honorarium receipt, if any | <ul style="list-style-type: none"> f. Photos not included in the main report (esp outputs) g. Attendance Sheet h. Program i. Copy of receipts |
|---|---|



AYWAN KAPANUNUTAN PART II: Training for Life Coaches

SEPTEMBER 1-2, 2021
Evaluation Summary

A. TABULAR PRESENTATIONS

Table 1. Participants

PARTICIPANTS						
Number of Participants	Sex			Position		
	Male	Female	NI	Teaching	Non - Teaching	NI
19	6	11	2	19	0	0

Table 2. Knowledge, Skills, and Appreciation for the Topics Discussed

TOPICS DISCUSSED	Knowledge		Skills		Appreciation	
	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity
	Average		Average		Average	
	Mental Health Overview	2.00	3.28	1.83	3.18	2.74
Life-coaching skills	2.11	3.32	1.78	3.07	2.68	3.33
Self-care practices	2.00	3.33	1.94	3.06	2.74	3.38
Mental health in the workplace	2.21	3.35	1.94	3.24	2.68	3.50
General Average	2.08	3.32	1.88	3.13	2.71	3.42
Qualitative Interpretation	Fair	High	Fair	Just Enough	Just Enough	High

Qualitative Interpretation (QI)	
Below - 1.75	Very Low
1.76 – 2.50	Fair
2.51 – 3.25	Just Enough
3.26 – 4.00	High

Table 3. Learning Service Providers

LEARNING SERVICE PROVIDERS			
Service Provider	Criteria	Average	QI
Fay Ann P. Farangan	a. Mastery of Topic	3.68	Superior
	b. Presentation of Topic	3.74	Superior
	c. Communication Skills	3.74	Superior
	General Average	3.72	Superior
Maricris P. Lad-ey-Neyney	a. Mastery of Topic	3.84	Superior
	b. Presentation of Topic	3.89	Superior
	c. Communication Skills	3.95	Superior
	General Average	3.89	Superior

Qualitative Interpretation (QI)	
Below - 1.75	Beginner
1.76 – 2.5	Developing
2.6 – 3.25	Advanced
3.25 – 4.00	Superior



Table 4. Program Organization

		PROGRAM ORGANIZATION						
Criteria		5	4	3	2	1	Average	QI
Venue		9	6	1			4.50	Outstanding
	Facilitators	12	5	2			4.53	Outstanding
Timeliness	Participants	9	9	1			4.42	Outstanding
	Speakers	13	4	2			4.58	Outstanding
Quality: Overall Evaluation		12	7				4.63	Outstanding

Qualitative Interpretation (QI)	
Below - 1.80	Needs Improvement
1.81 – 2.60	Slightly Below Expectations
2.61 – 3.4	Satisfactory
3.41 – 4.20	Very Satisfactory
4.21 – 5.00	Outstanding

B. Comments/ Suggestions/ Questions:

1. What significant learnings did you acquire in this activity?

- How to thrive in the workplace
- How to PFA
- Self-care
- Life-coaching and self-care
- Personally, I considered all the topics presented very significant for it awakened and enlightened my thoughts with new ideas and concepts being injected.
- Mental Health- needed by the client and the life coach
- Life coaching
- We can't decide right if we are not mentally healthy.
- Life-coaching is not superficial
- Mental Health management
- About life coaching, mental health, PFA and theoretical framework.
- Teachers can help their students to have a healthy mind
- life-coaching family and students
- How to manage as soon as I'm ready/ prepared
- That I can be a life coach
- I learned about PFA
- Creative selfishness
- I Should know myself very well for me to be able to help
- Life coaching is not getting reasons. We are getting information to better understand people who need help

2. How do you plan to apply it?

- Hope I can do PFA if given a chance
- Apply the tips shared how to thrive in the workplace
- Daily-lifetime
- I will try to introduce little by little the sharing and concepts during this new normal learning situation which could help to adapt in dealing with the learners for a better learning and teaching.
- I will apply it in the classroom and to my students, parents or colleagues
- I apply it to my students especially now during the pandemic because I know that these are students who needs this kind of services.
- Check Mental Health- be open to it
- Observe suggestions



- By coaching first, myself and learn about life coaching
- I must apply it whenever and wherever there is opportunity but not to be guilty when I fail as long as I tried
- In my life as a teacher and as a mother
- In my personal life
- At school, with superiors and colleagues
- To students
- I need to heal myself first as I cannot give what I do not have

3. What other follow-up activities can you suggest?

- How to be a life coach when I am still learning to direct life
- Some topic to remind us but it would be better if this seminar will be conduct before semesters (opening of the class or middle of the semester so that all employees will join also. The topic is not for the students only but for us even to our family members. Thank you!
- Life-coaching Part II
- If only face to face will be in active-please go around the municipality to conduct counseling outside the school.
- Training as life coaches
- Discussion is different if we could try with supervision of experts on different topics/situations.
- More activities/ seminar on how to cope up mental health in order
- More on updates on life coaching, career guiding and others
- How to detect depressed students
- How to determine if a student is suicidal
- What are the common personalities, attitude today's generation that old people cannot understand and how will we understand them.
- Rest and recreations
- Life coaching is not easy as we think, but we can somehow help those who need help
- more mental health

Prepared by:


MICHELLE MARI MAE M. SALGADO
Staff Member

Reviewed by:


MARICRIS P. LAD-EY- NEYNEY
Chief







AYWAN KAPANUNUTAN PART II: TRAINING FOR LIFE COACHES

Date: JULY 26, 2021 (FIRST DAY)

TIME	ACTIVITY	RESPONSIBLE PERSON
8:30-8:40	Prayer	c/o HRDO
8:40-8:50	Introduction- objectives of the seminar	c/o HRDO
8:50-9:00	Ice Breaker	c/o HRDO
9:00 - 12:00	Lecture on: -Mental Health: An overview -Identifying Warning Signs/Red Flags -Understanding Anxiety and Depression	FAY ANN P. FARANGAN Guidance Counselor Office of Student Services Benguet State University
1:30-4:30	Lecture- Workshop -Life coaching/ Mental Health First Aid -Definition and its importance -Basic life coaching skills -Referral system -Essentials of tele life-coaching -Ethical considerations in providing life-coaching and other Mental Health Support	AGNES KRYZA F. SITO Guidance Counselor Office of Student Services Benguet State University
4:30- 5:00	Questions	AGNES KRYZA F. SITO Guidance Counselor Office of Student Services Benguet State University

Tentative Date: JULY 27, 2021 (SECOND DAY)

TIME	ACTIVITY	RESPONSIBLE PERSON
8:30-8:40	Prayer	c/o HRDO
8:40-8:50	Introduction- Objectives of the seminar	c/o HRDO
8:50-9:00	Ice Breaker	c/o HRDO
9:00 - 12:00	Lecture-Workshop -Self-Care for Life Coaches -Vicarious Trauma -Self-care strategies	MARICRIS P. LAD-EY-NEYNEY Chief Human Resource Development Office Benguet State University
1:30-4:30	Lecture-Workshop -Managing burnout in the workplace -Tips on how to stop letting personal problems affect employees work and efficiency -Maintaining Healthy relationships -Giving positive affirmations in the workplace	RAYMUNDO H. PAWID JR. Supervising Administrative Officer Human Resource Management Office Benguet State University
4:30-5:00	Questions	RAYMUNDO H. PAWID JR. Supervising Administrative Officer Human Resource Management Office Benguet State University



Republic of the Philippines
Benguet State University
HUMAN RESOURCE DEVELOPMENT OFFICE
Km. 5 Balili, La Trinidad, 2601 Benguet
(074) 422-7596 | hrdo@bsu.edu.ph



August 30, 2021

FLORENDO P. COMILA

Executive Dean
Benguet State University-Buguias Campus
Buguias, Benguet

Dear Sir Comila,

We would like to inform you that we will be conducting a mental health seminar-workshop in Benguet State University-Buguias Campus on **September 1-2, 2021**.

The title of the seminar-workshop is **AYWAN KAPANUNUTAN PART II: Training for Life Coaches**. Its main purpose is to train BSU employees to become Life Coaches so that they will be able to help themselves and other people to make progress in their social relationships, careers and day-to-day lives in order to achieve a greater sense of fulfillment.

Mental Health Seminar during pandemic could help employees to identify new and effective ways of maintaining positive mental health wherever they go. It can also give them the opportunity to learn basic psychological skills that they can use in promoting mental health advocacies and in assisting those who are suffering in silence.

Thank you for your kind consideration and continued support in our programs.

Very Truly yours,

MARICRIS P. LAD-EY-NEYNEY
Chief, HRDO



**Learning and Development
(LEAD)
In-service Training (Inset)
REQUEST FORM**

Document Code:	QF-HRDO-22	Revision Number:	00
Effectivity:	April 3, 2019		

Title of LEAD INSET: Aywan Kapanunutan Part II: Training for Life Coaches

Nature of LEAD INSET: Seminar / Training / Forum Extension / Outreach
 Strategic Planning / Review Retreat / Recollection / Spiritual Convocation
 Coaching / Mentoring Benchmarking
 Others: _____

Proponents of the LEAD INSET
College / Institute / GASS Division:
ADMINISTRATIVE SERVICES DIVISION
Department / Office:
HUMAN RESOURCE DEVELOPMENT OFFICE

Recipients of the LEAD INSET

Participants:

Academic: Teaching / Nonteaching
 Research & Extension
 Business Affairs
 General Administrative Support Services (GASS)

Target Number of Participants: 30
Date of INSET: JULY 15-16, 2021
Venue: BENGUET STATE UNIVERSITY (BUGUIAS CAMPUS)
Address (if outside BSU):

 N/A

The venue is available, reserved, and approved for use.
 (for use of BSU space)

Building in-charge

Remarks:

TARGET COMPETENCIES

CORE 'STeP'	ORGANIZATIONAL 'STRIVE'	LEADERSHIP 'SERVE'	FUNCTIONAL/TECHNICAL KSA to Do the Job
Self-management skills <input checked="" type="checkbox"/> Stress management <input type="checkbox"/> Appreciative inquiry <input type="checkbox"/> Achievement orientation	<input checked="" type="checkbox"/> Social responsiveness <input checked="" type="checkbox"/> Team player <input checked="" type="checkbox"/> Research-orientedness <input checked="" type="checkbox"/> Inclusiveness / GAD <input checked="" type="checkbox"/> Values-driven (SLIDES) <input checked="" type="checkbox"/> Excellent workmanship	<input type="checkbox"/> Systems thinking/ strategic and creative <input type="checkbox"/> Engaging stakeholder's in leading change <input type="checkbox"/> Robust building of network / Partnerships <input checked="" type="checkbox"/> Valuing performance and coaching <input type="checkbox"/> Enabling a high performing organization	Knowledge: -Importance of mental health -Knowledge about mental health issues -Roles of mental health professional Skills: -Life- coaching skills -Active Listening skills -Interpersonal skills Attitude: -Practice self-care -Healthy relationships -Giving of affirmation in the workplace
Technical <input type="checkbox"/> Records Mgt., <input type="checkbox"/> Computer Skills <input type="checkbox"/> Communication Skills			
People Skills <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Service Delivery <input checked="" type="checkbox"/> Knowledge Sharing			

Tick the strategy / method (based on the 70-20-10 learning principle) to be applied in the LEAD INSET

70	20	10
<input checked="" type="checkbox"/> Workshop	<input type="checkbox"/> Peer assist	<input checked="" type="checkbox"/> Lecture
<input type="checkbox"/> Problem-Solving	<input type="checkbox"/> Coaching	<input type="checkbox"/> Discussion
<input type="checkbox"/> Case Analysis	<input type="checkbox"/> Gallery-walking	<input type="checkbox"/> One-on-One
<input type="checkbox"/> Group Dynamics	<input type="checkbox"/> Small Group Discussion	
<input checked="" type="checkbox"/> Experiential Learning	<input type="checkbox"/> Demonstration	
<input type="checkbox"/> Others:		

IMPORTANT: Other Requirements:

___ Learning Design (QF-HRDO-03)
 ___ Travel order (QF-HRMO-01, if necessary)
 ___ Engaging Learning Service Provider (LSP) (QF-HRDO-17)
 ___ Evaluation (QF-HRDO-18)
 ___ Accomplishment Report (AR)
 ***FOLLOW PROCUREMENT PROTOCOLS
 ***Attached is the checklist of all other necessary preparations. Prepare that which is applicable.

Requested by: MICHELLE M. SALGADO ADMIN AIDE IV
Signature over printed name Position/Designation Date

Recommending approval: MARICRIS P. LAD-BY-NEYNEY AOV
Signature over printed name Unit Head/Department Chair Date

ATTY. MATIAS C. ANGIWAN JR. CHIEF, ASD
Signature over printed name Dean/Director Date

Approved by: ATTY. ALLAN C. SACPA VPAdF
Signature over printed name VP Concerned Date

FELIPE SALAING COMILA PRESIDENT
Signature over printed name University President Date

LEAD INSET Request Form received and Recorded by: _____

LEAD INSET ACCOMPLISHMENT REPORT SUBMISSION DUE DATE: JULY 30, 2021



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	02
Effectivity:	March 26, 2021		

2021
(YEAR)

I. Program Profile

Service / Process	Learning and Development Services (LEADS)
Title	Aywan Kapanunutan Part II: Training for Life Coaches
Purpose	-To raise awareness on mental health -To teach mental health first aid -To encourage and train BSU employees to become mental health advocates during covid-19 pandemic so that they will be able to give voice to those who are suffering in silence. -To teach life coaching skills and self-care practices to BSU employees
Legal Bases (Regulatory Laws / Standards)	RA 11036
Date of LEAD Activity	JULY 15-16, 2021 (Tentative Date)
Venue	Benguet State University (Buguias Campus)
Participants	Teaching and Non- teaching employees
Learning Service Providers	Fay Ann P. Farangan Raymundo H. Pawid Maricris P. Lad-ey-Neyney Agnes Kryza F. Sito
Target Competencies	Knowledge -To become knowledgeable about the most common mental health issues Skills -Mental First Aid skills -Creative skills -Interpersonal skills Attitude -Motivated -Positive mindset in the workplace
Output	Evaluation Outcome
Learning Methodology	Lecture Workshop Experiential Learning

Rgh



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	02
Effectivity:	March 26, 2021		

Fund Source	Human Resource Development Office Fund
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II. Rationale:

Covid-19 pandemic has brought a lot of negative effects in every aspect of our lives. It keeps on inducing fear and anxiety to everyone especially to those who are health and essential workers. The psychological test results on mental health of the BSU employees in Buguias Campus showed that 35% of the employees are experiencing physical symptoms of anxiety, 62% are experiencing symptoms of depression, 6.8% feel that they are unneeded in the society and 4.7% feel that society is not a good place. Faced with new realities of online trainings, virtual gatherings, work from home set ups and lack of physical contact with our social support group, it is important to look how well we are coping. It is also important to remind ourselves to regularly check on our mental health because it is as important as physical health.

Mental health seminars during pandemic could help employees to identify new and effective ways of maintaining positive mental health wherever they go. It can also give them the opportunity to learn basic psychological skills that they can use in promoting mental health advocacies and in assisting those who are suffering in silence.

This seminar will also focus on different topics that could help promote mental wellness and professional growth among employees.

Based on the latest data of the World Health Organization, more than 264 million worldwide suffers from depression; making it the leading cause of disability worldwide. It can also affect the performance of the employees who are suffering from this serious medical illness. Anxiety on the other hand, can affect the efficiency of other employees especially when they are already trying to avoid certain situations and experiencing physical symptoms such as rapid heartbeat, dizziness and excessive sweating. This seminar will help employees to fully understand the causes of anxiety and depression, their symptoms, possible effects and interventions.

Personality Development and Mental Well-being seminar could also help employees to understand themselves better. This will also help them to advance their personal and professional growth. Some of the many positive things that they could gain from the seminar are self-confidence, self-worth, character reformation and good conduct.

III. Objectives:

- To train the trainers about mental well-being
- To have a thorough understanding about anxiety and depression
- To train the trainers about Mental Health First Aid

IV. Program of Activities

Time	Activity	Responsible Person
FIRST DAY		
8:30-9:00	Welcome Prayer	c/o HRDO



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	02
Effectivity:	March 26, 2021		

	Ice Breaker Main objectives of the seminar Introduction of the first speaker	
9:00-12:00	-Mental Health: An overview -Identifying Warning Signs/Red Flags -Understanding Anxiety and Depression	FAY ANN P. FARANGAN Guidance Counselor Office of Student Services Benguet State University
12:00-1:00	Lunch Break	
1:20-4:30	Lecture Workshop: Life coaching/ Mental Health First Aid -Definition and its importance -Basic life coaching skills -Referral system -Essentials of tele life-coaching -Ethical considerations in providing life-coaching and other Mental Health Support	AGNES KRYZA F. SITO Guidance Counselor Office of Student Services Benguet State University
SECOND DAY		
8:30-9:00	Welcome Prayer Ice Breaker Main objectives of the seminar Introduction of the first speaker	c/o HRDO
9:00-12:00	Self-Care for Life Coaches -Vicarious Trauma -Self-care strategies	MARICRIS P. LAD-EY-NEYNEY Chief Human Resource Development Office Benguet State University
12:00-1:00	LUNCH BREAK	
1:00-4:30	Mental well-being in the workplace -Managing burnout in the workplace -Tips on how to stop letting personal problems affect employees work and efficiency -Maintaining Healthy relationships -Giving positive affirmations in the workplace	RAYMUNDO H. PAWID JR. Supervising Administrative Officer Human Resource Management Office Benguet State University

Rayh



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	02
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V. Communication Plan

- Office Memo
- Social Media Posting

VI. Equipment and Materials

Equipment	c/o
LCD Projector	HRDO
Microphone	HRDO
Speakers	HRDO


VII. Budgetary Requirements

Budget Item	Per Head/Per Day	Total
Meals	300 (1meal and 2 snacks) (45 pax) x 2days 660 (3 meals, 2 snacks) (9pax) x 2days Coffee (@200)	39,080.00
Function Room/Venue	-	-
Accommodation	-	-
Equipment Rental	-	-
Professional Fee/Honoraria	-	-
Token/s	1000 x 4	4,000.00
Materials and Supplies	-	-
Transportation	10000	10,000.00
TOTAL		53,080.00

Prepared by:



MICHELLE MARI MAE M. SALGADO
Admin Aide IV, HRDO

Reviewed by:



MARICRIS P. LAD-EY-NEYNEY
Chief, HRDO


ESTRELLITA M. DACLAN
Director, GAD
2021-07-37

Funds Appropriated:


ESTRELLITA M. DACLAN
Supervising Administrative Officer
Budget Office *GMA-LEADS-#124*

Funds Available:


IMELDA B. GALINATO
Accountant IV
Accounting Office

“FIT

(Fitness,

Inspiration,

Transformation)

Habit ”



**FIT HABIT: CHRISTMAS EDITION
 'TIS THE SEASON TO BE HEALTHY!**

BSU Gymnasium
 December 15, 2021

Evaluation Summary

A. TABULAR PRESENTATIONS

Table 1. Evaluators

PARTICIPANTS						
Number of Evaluators	Sex			Position		
	Male	Female	Not Indicated	Teaching	Non - Teaching	Not Indicated
16	5	11	--	9	7	--

Table 2. Knowledge, Skills, and Appreciation for the Topics Discussed

TOPICS DISCUSSED	Knowledge		Skills		Appreciation	
	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity
	Average		Average		Average	
1. 'D' Talks: Safe Space Act	2.53	3.53	2.56	3.63	2.50	3.56
2. Zumba	2.62	3.54	2.64	3.57	2.57	3.57
General Average	2.57	3.54	2.6	3.6	2.54	3.57
Qualitative Interpretation	Just Enough	High	Just Enough	High	Just Enough	High

Qualitative Interpretation (QI)	
Below - 1.75	Very Low
1.76 - 2.50	Fair
2.51 - 3.25	Just Enough
3.26 - 4.00	High

Table 3. Learning Service Providers

LEARNING SERVICE PROVIDERS					
Name	Criteria			Average	QI
	<i>Mastery of Topic</i>	<i>Presentation of Topic/ Strategy</i>	<i>Communication Skills</i>		
1. Matias C. Angiwan Jr.	4.00	4.00	4.00	4.00	Superior
2. Lawrence C. Caranto	4.00	4.00	4.00	4.00	Superior

a.

Qualitative Interpretation (QI)	
Below - 1.75	Beginner
1.76 - 2.5	Developing
2.6 - 3.25	Advanced
3.26 - 4.00	Superior



Table 4. Program Organization

PROGRAM EVALUATION		
Criteria	Average	QI
Venue	4.93	Outstanding
Facilitators	4.69	Outstanding
Timeliness	4.56	Outstanding
Participants	4.88	Outstanding
Speakers	4.67	Outstanding
Quality: Overall Evaluation		

Qualitative Interpretation (QI)		
Below - 1.80	1	Needs Improvement
1.81 – 2.60	2	Slightly Below Expectations
2.61 – 3.4	3	Satisfactory
3.41 – 4.20	4	Very Satisfactory
4.21 – 5.00	5	Outstanding

B. Comments/ Suggestions/ Questions:

1. What significant learnings did you acquire in this activity?

- ✓ Sexual harassment is an act which is unwelcoming/ uninviting but needs to be indicated by the victim, that it is!
- ✓ Everything
- ✓ Safe spaces
- ✓ Joy and respect
- ✓ Love
- ✓ Updated scope of sexual harassment RA; easy adaptable exercise


2. How do you plan to apply it?

- ✓ To balance work and play; spiritual, mental, physical being
- ✓ One act is enough to tell/ indicate to the perpetrator that it is unwelcoming/ unbecoming
- ✓ Apply the trainings one acquired
- ✓ Every day
- ✓ In every day life
- ✓ Be vigilant when dealing with colleagues, students, especially adult students; practice dance exercise at home at least 30 minutes a day

3. Any other comments?

- ✓ Exercise for senior citizen employee
- ✓ Benchmarking activities
- ✓ Benchmarking

Prepared by:


REDCHENA JEW W. JUAN
Staff Member

Reviewed by:


MARICRIS P. LAD-EY-NEYNEY
Chief



THE FIT HABIT 1.0
(Fitness, Inspiration, Transformation)

BSU Shimumura Park
 December 3, 2021

Evaluation Summary

A. TABULAR PRESENTATIONS

Table 1. Evaluators

PARTICIPANTS						
Number of Evaluators	Sex			Position		
	Male	Female	Not Indicated	Teaching	Non - Teaching	Not Indicated
18	2	15	1	4	14	

Table 2. Program Organization

Criteria	1	2	3	4	5	Average	QI
Venue				1	16	4.94	Outstanding
Facilitators				2	16	4.89	Outstanding
Timeliness				2	16	4.89	Outstanding
Speakers				1	17	4.94	Outstanding
Quality: Overall Evaluation				2	16	4.89	Outstanding

Qualitative Interpretation (QI)		
Below - 1.80	1	Needs Improvement
1.81 - 2.60	2	Slightly Below Expectations
2.61 - 3.4	3	Satisfactory
3.41 - 4.20	4	Very Satisfactory
4.21 - 5.00	5	Outstanding

B. Comments/ Suggestions/ Questions:

1. What significant learnings did you acquire in this activity?

✓ Fitness

2. What other follow-up activities can you suggest?

✓ Continuation

Prepared by:


REDCHENAJEW W. JUAN
 Staff Member

Reviewed by:

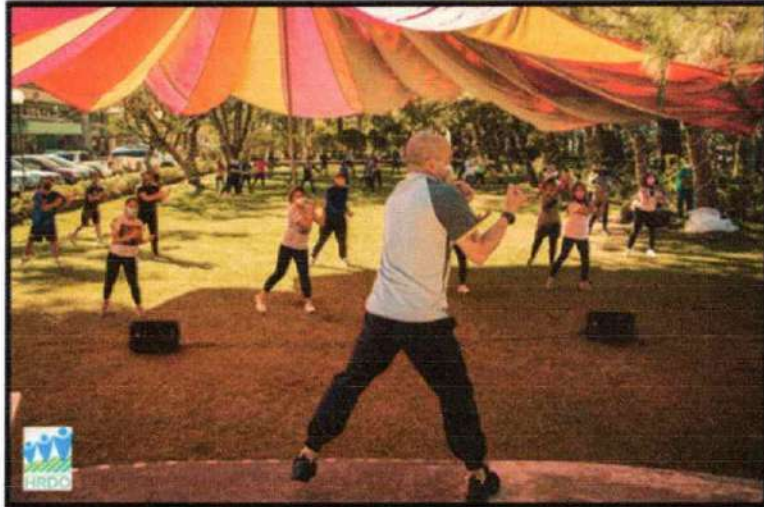
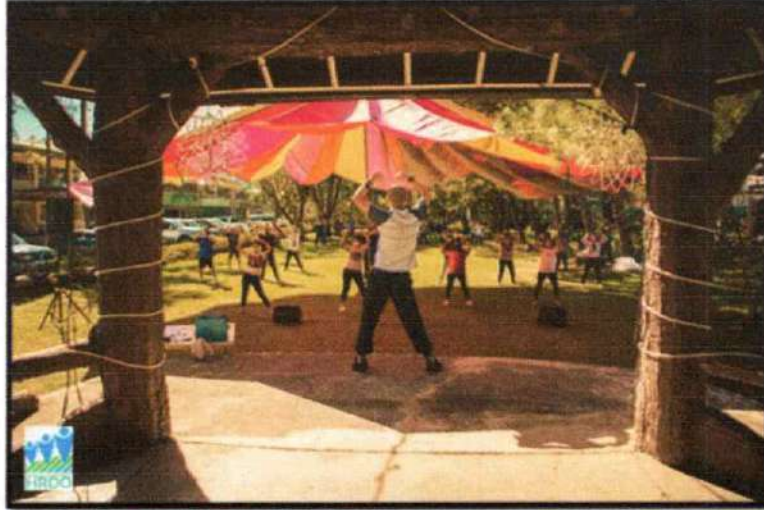

MARICRIS P. LAD-EY- NEYNEY
 Chief



PHOTO DOCUMENTATION

The F.I.T. Habit (Fitness, Inspiration and Transformation)

Shimumura Park, November 19, 2021



Prepared by:

MA. LOURDES M. OBIDOS
HRDO Staff



The FIT (Fitness, Inspiration & Transformation) Habit
 August 6, 2021

Evaluation Summary

A. TABULAR PRESENTATIONS

Table 1. PARTICIPANTS

Number of Participants	Sex			Position		
	Male	Female	Not Indicated	Teaching	Non - Teaching	Not Indicated
27	3	13	11	3	21	3

Table 2. PROGRAM ORGANIZATION

Criteria	5	4	3	2	1	Average	QI
Venue	14	8	2	-	-	4.5	Outstanding
Facilitators	22	4	-	-	-	4.85	Outstanding
Timeliness	20	6	-	-	-	4.77	Outstanding
Speakers	23	4	-	-	-	4.85	Outstanding
Quality: Overall Evaluation	20	6	-	-	-	4.77	Outstanding

Qualitative Interpretation (QI)		
1	Below - 1.80	Needs Improvement
2	1.81 - 2.60	Slightly Below Expectations
3	2.61 - 3.4	Satisfactory
4	3.41 - 4.20	Very Satisfactory
5	4.21 - 5.00	Outstanding

B. Comments/ Suggestions/ Questions:

- What significant learnings did you acquire in this activity?
 - More pax came
 - More FIT
 - Thank you!
 - Seminars
 - Being healthy
 - Bigger place
- What other follow-up activities can you suggest?
 - Thanks!!
 - Good job!
 - More
 - Make it twice a week

Prepared by:


REDCHENAJEW W. JUAN
 Staff Member

Reviewed by:


MARICRIS P. LAD-EY- NEYNEY
 Chief



FIT, INSPIRED AND TRANSFORMED- FIT HABIT
 July 02, 2021
Evaluation Summary

A. TABULAR PRESENTATIONS

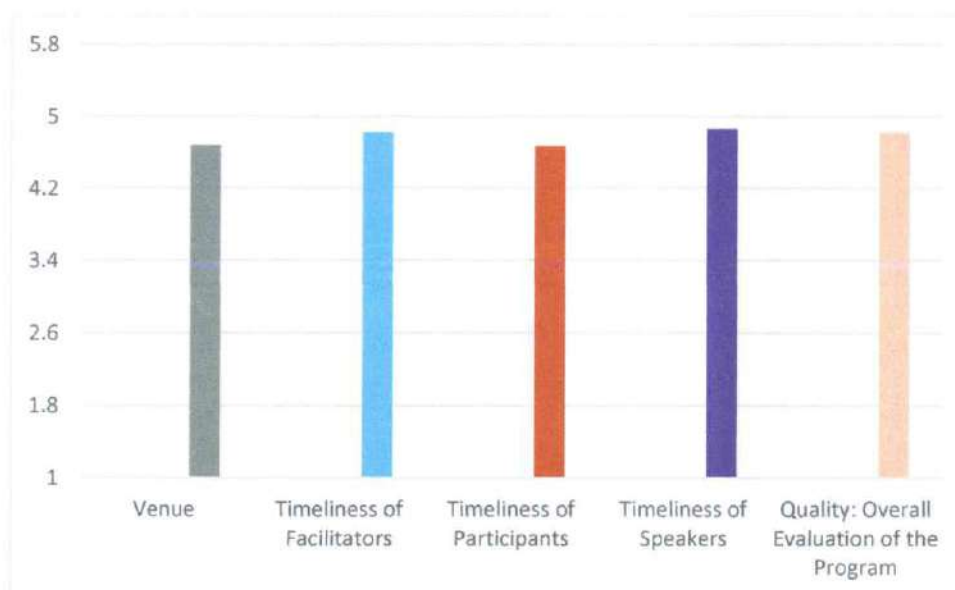
Table 1. Participants

PARTICIPANTS						
Number of Participants	Sex			Position		
	Male	Female	NI	Teaching	Non - Teaching	NI
22	2	13	7	4	17	1

Table 2. Program Organization

		PROGRAM ORGANIZATION						
Criteria		5	4	3	2	1	Average	QI
Venue		16	5	1	0	0	4.68	Outstanding
	Facilitators	18	4	0	0	0	4.82	Outstanding
Timeliness	Participants	16	3	2	0	0	4.67	Outstanding
	Speakers	19	3	0	0	0	4.86	Outstanding
Quality: Overall Evaluation		18	4	0	0	0	4.82	Outstanding

Qualitative Interpretation (QI)	
Below - 1.80	Needs Improvement
1.81 – 2.60	Slightly Below Expectations
2.61 – 3.4	Satisfactory
3.41 – 4.20	Very Satisfactory
4.21 – 5.00	Outstanding



B. Comments/ Suggestions/ Questions:

- 1. What significant learnings did you acquire in this activity?**
 - More event like this
- 2. What other follow-up activities can you suggest?**
 - At least 2-3 times a day. Thank you!



Republic of the Philippines
Benguet State University
La Trinidad, Benguet 2601



- More FIT
- More
- More FIT
- Every other day FIT Habit

Prepared by:

ms
MICHELLE MARI MAE M. SALGADO
Staff Member

Reviewed by:

Maricris P. Lad-Ey-Neyney
MARICRIS P. LAD-EY-NEYNEY
Chief



The FIT Habit (Fitness, Inspiration, and Transformation) V1.0
 April 30, 2021

EVALUATION SUMMARY

Tabular Presentations

Table 1. Participants

PARTICIPANTS						
Number of Participants	Sex			Position		
	Male	Female	NI	Teaching	Non - Teaching	NI
31	3	12	16	4	22	5

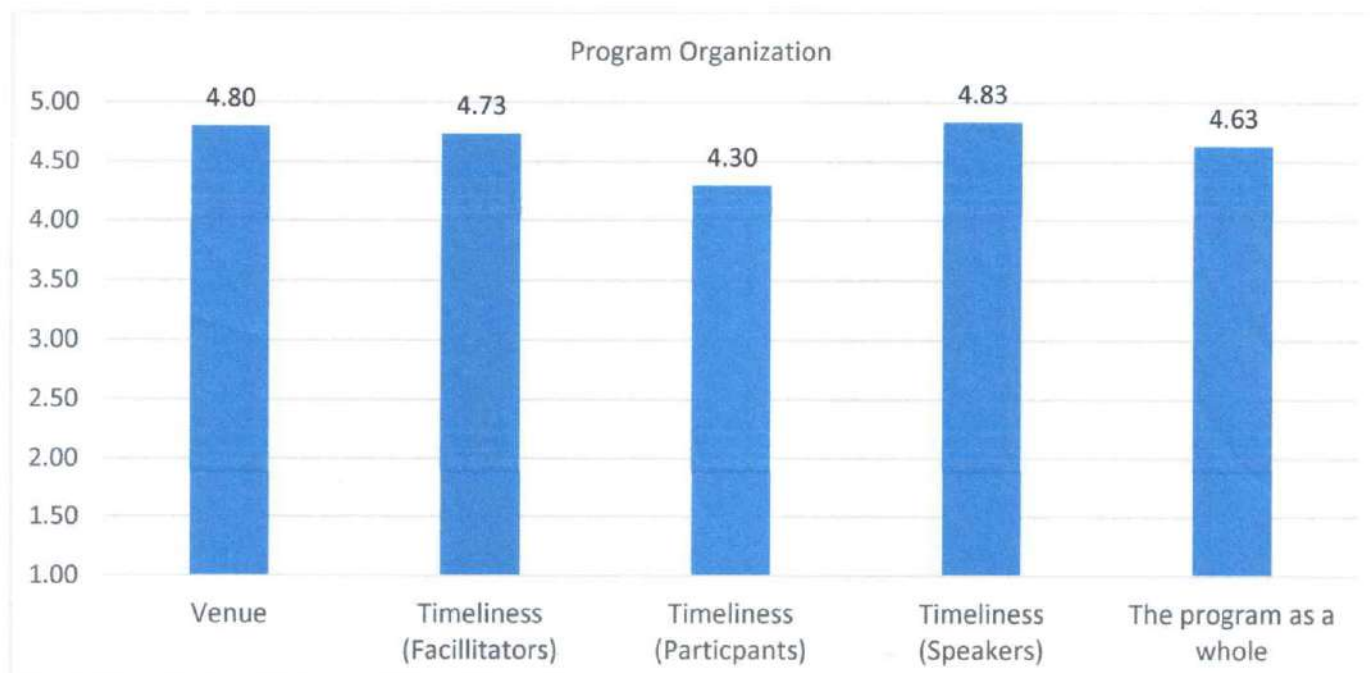
Table 2. Program Organization

PROGRAM ORGANIZATION			Average	QI
Criteria				
Venue			4.80	Outstanding
Timeliness	Facilitators		4.73	Outstanding
	Participants		4.30	Outstanding
	Speakers		4.83	Outstanding
Quality: Overall Evaluation			4.63	Outstanding

Qualitative Interpretation (QI)	
Below - 1.80	Needs Improvement
1.81 – 2.60	Slightly Below Expectations
2.61 – 3.4	Satisfactory
3.41 – 4.20	Very Satisfactory
4.21 – 5.00	Outstanding

Graphical Presentations

Graph 1. Program Organization





Comments/ Suggestions/ Questions:

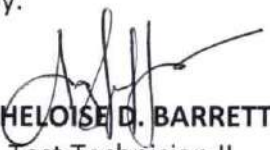
1. What significant learnings did you acquire in this activity?

- Coping with the pandemic through spirituality.
- Coping and encouraging
- To be spiritually fit and physically fit
- To be fit (2)
- Spiritual, mental & physical wellness
- Stress reliever, spiritual, emotional
- Always trust God
- I've learned that spiritually & physical goes hand & hand


2. What other follow-up activities can you suggest?

- Regular follow u activity.
- Every month please
- Keep it up!! More to go. . .
- Same regular activity
- Zumba again
- How to encourage employee to join the activity
- More of this every Friday / twice a month

Prepared by:


AGNES HELOISE D. BARRETTO
Test Technician II

Reviewed by:


MARICRIS P. LAD-EY-NEY-NEY
Chief, HRDO



The FIT Habit (Teaching and Non-Teaching)
BSU-Bokod Campus
March 30, 2021

EVALUATION SUMMARY

TABULAR PRESENTATIONS

Table 1. Participants

PARTICIPANTS						
Number of Participants	Sex			Position		
	Male	Female	NI	Teaching	Non - Teaching	NI
13	3	4	6	3	5	5

Table 2. Knowledge, Skills, and Appreciation for the Topics Discussed

TOPICS DISCUSSED	Knowledge		Skills		Appreciation	
	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity
	Mean		Mean		Mean	
Dance Exercises	2.77	3.92	2.62	3.40	3.17	3.82
Body Weight Exercises	2.64	3.79	2.69	3.50	3.17	3.73
Posture Exercises	2.79	3.71	2.71	3.57	3.08	3.79
Basic Orienteering	2.89	3.71	2.79	3.57	3.15	3.79
DRRM Competition	2.79	3.71	2.79	3.57	3.08	
General Average	2.77	3.77	2.72	3.52	3.13	3.87
Qualitative Interpretation	Just Enough	High	Just Enough	High	Just Enough	High

Qualitative Interpretation (QI)	
Below - 1.75	Very Low
1.76 – 2.5	Fair
2.6 – 3.25	Just Enough
3.25 – 4.00	High

High



Table 3. Learning Service Providers

LEARNING SERVICE PROVIDERS			
Service Provider	Criteria	Average	QI
1. Virchel Joy D. Gonzales	a. Mastery of Topic	3.64	Superior
	b. Presentation of Topic	3.71	Superior
	c. Communication Skills	3.77	Superior
General Average		3.71	Superior
2. Calvin Jake P. Awas	a. Mastery of Topic	3.64	Superior
	b. Presentation of Topic	3.71	Superior
	c. Communication Skills	3.77	Superior
General Average		3.71	Superior
3. Apple Grace L. Calaoa	a. Mastery of Topic	3.64	Superior
	b. Presentation of Topic	3.71	Superior
	c. Communication Skills	3.77	Superior
General Average		3.71	Superior
4. Ryan B. Batinay	a. Mastery of Topic	3.64	Superior
	b. Presentation of Topic	3.71	Superior
	c. Communication Skills	3.77	Superior
General Average		3.71	Superior
5. Carlos K. Mama-o	a. Mastery of Topic	3.79	Superior
	b. Presentation of Topic	3.86	Superior
	c. Communication Skills	3.92	Superior
General Average		3.86	Superior

Qualitative Interpretation (QI)	
Below - 1.5	Beginner
1.51 – 2.90	Developing
2.91 – 3.50	Advanced
3.51 – 4.00	Superior

Signature



Table 4. Program Organization

PROGRAM ORGANIZATION			
Criteria	Average	QI	
Venue	4.50	Outstanding	
Timeliness	Facilitators	4.71	Outstanding
	Participants	4.43	Outstanding
	Speakers	4.79	Outstanding
Quality: Overall Evaluation	4.79	Outstanding	

Qualitative Interpretation (QI)	
Below - 1.80	Needs Improvement
1.81 – 2.60	Slightly Below Expectations
2.61 – 3.4	Satisfactory
3.41 – 4.20	Very Satisfactory
4.21 – 5.00	Outstanding

GRAPHICAL PRESENTATIONS

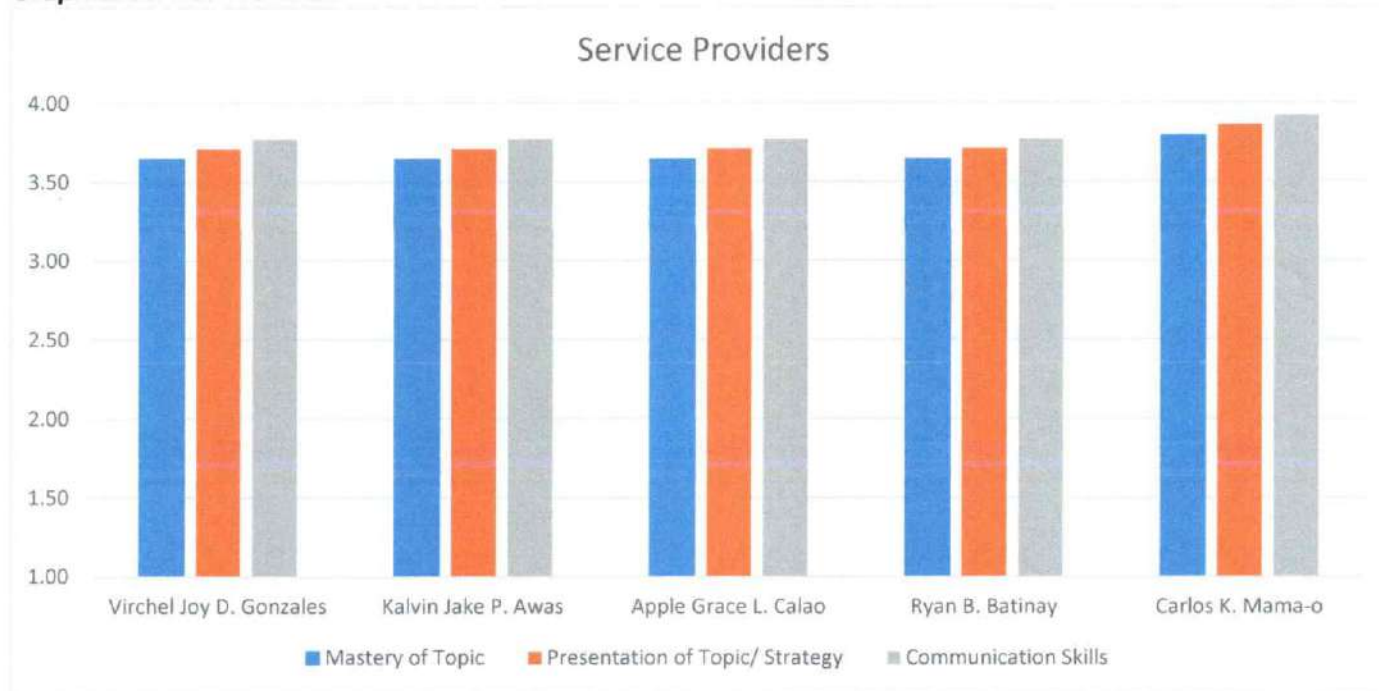
Graph 1. Knowledge, Skills, and Appreciation for the Topics Discussed



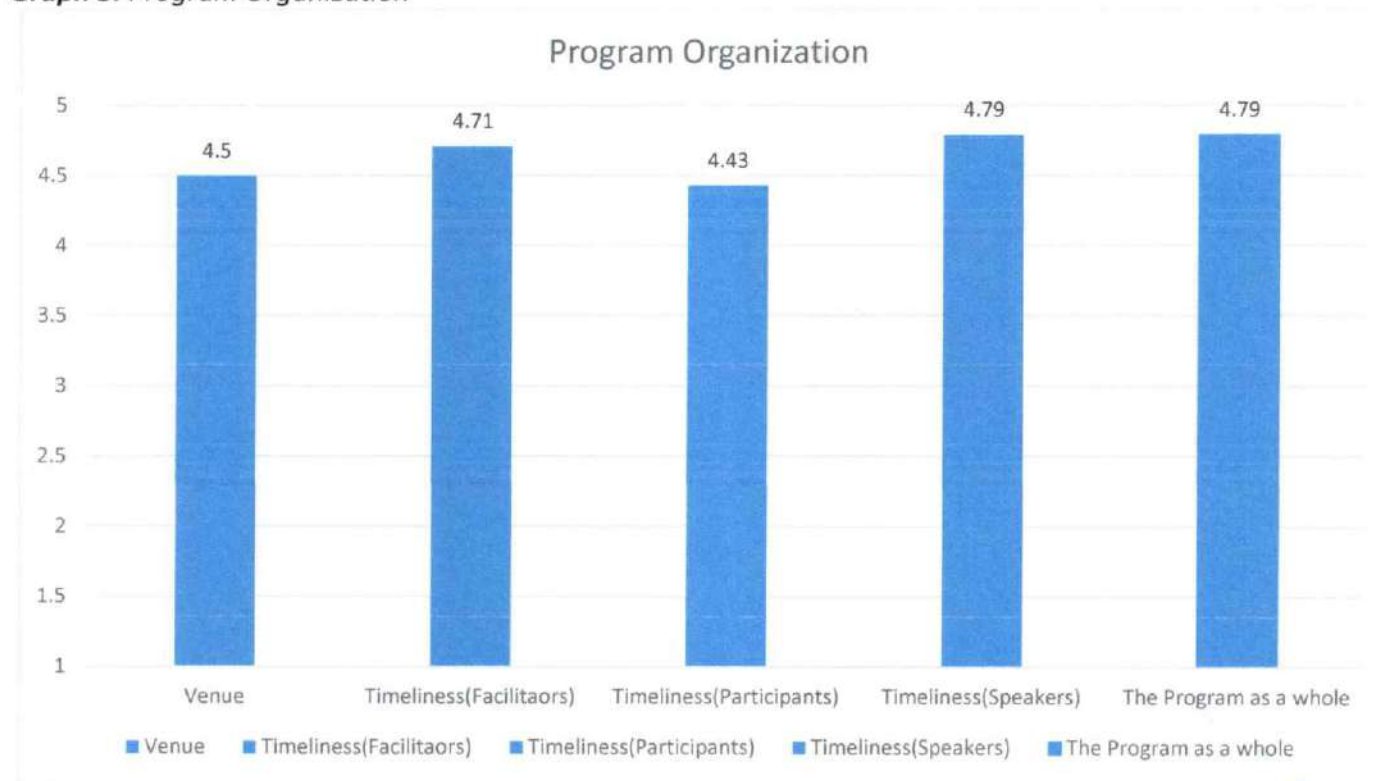
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Graph 2. Service Providers



Graph 3. Program Organization



Jayh



Comments/ Suggestions/ Questions:

1. What significant learnings did you acquire in this activity?

- Very good body explanation
- This we need to maintain balance of our physical, mental, social health esp. this time of pandemic
- Learned some exercise
- I learned some techniques in experiencing the different kinds of exercises including the DRRM.
- Motor coordination skills
- Being fit and healthy is important
- Dance exercise
- One of the most significant factor that I learned is about proper exercise to increase cardio

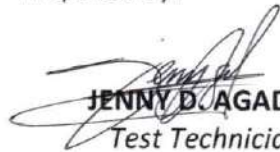
2. How do you plan to apply it?

- To make it our wellness activity
- Exercise daily have a positive outlook teach and coach others how to do the activities.
- I will add the exercises that I've learned in my daily activities.
- Teach others and also for my daily work-outs
- Application on daily activities
- DRRM for helping other people.
- As one of my daily exercise

3. What other follow-up activities can you suggest?

- To make it our similar activities
- Sports programs should be maintained
- Sports activities
- Hope to have an attempt another program/activity like this in the future.

Prepared by:


JENNY D. AGADAN
Test Technician

Reviewed by:


MARICRIS LAD-EY-NEY-NEY
HRDO, Chief



The FIT Habit (Fitness, Inspiration, and Transformation) V2.0

Buguias Campus
March 29, 201

EVALUATION SUMMARY

Tabular Presentations

Table 1. Participants

PARTICIPANTS						
Number of Participants	Sex			Position		
	Male	Female	NI	Teaching	Non - Teaching	NI
32	9	18	5	12	16	4

Table 2. Knowledge, Skills, and Appreciation for the Topics Discussed

TOPICS DISCUSSED	Knowledge		Skills		Appreciation	
	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity	Pre-Activity	Post-Activity
	Mean		Mean		Mean	
Dance Exercises	2.59	3.44	2.53	3.28	2.84	3.56
Body Weight Exercises	2.53	3.50	2.56	3.44	2.94	3.53
Posture Exercises	2.50	3.38	2.53	3.44	2.81	3.50
Basic Orienteering	2.53	3.41	2.53	3.38	2.84	3.59
DRRM Competition	2.63	3.41	2.53	3.34	2.91	3.56
General Average	2.56	3.43	2.54	3.38	2.87	3.55
Qualitative Interpretation	Just Enough	High	Fair	High	Just Enough	High

Qualitative Interpretation (QI)	
Below - 1.75	Very Low
1.76 - 2.5	Fair
2.6 - 3.25	Just Enough
3.25 - 4.00	High

Signature



Table 3. Learning Service Providers

LEARNING SERVICE PROVIDERS			
Service Provider	Criteria	Average	QI
1. Virchel Joy D. Gonzales	a. Mastery of Topic	3.70	Superior
	b. Presentation of Topic	3.73	Superior
	c. Communication Skills	3.77	Superior
General Average		3.73	Superior
2. Calvin Jake P. Awas	a. Mastery of Topic	3.73	Superior
	b. Presentation of Topic	3.70	Superior
	c. Communication Skills	3.70	Superior
General Average		3.71	Superior
3. Apple Grace L. Calaoa	a. Mastery of Topic	3.73	Superior
	b. Presentation of Topic	3.73	Superior
	c. Communication Skills	3.77	Superior
General Average		3.74	Superior
4. Ryan B. Batinay	a. Mastery of Topic	3.70	Superior
	b. Presentation of Topic	3.70	Superior
	c. Communication Skills	3.73	Superior
General Average		3.71	Superior
5. Carlos K. Mama-o	a. Mastery of Topic	3.73	Superior
	b. Presentation of Topic	3.73	Superior
	c. Communication Skills	3.77	Superior
General Average		3.74	Superior

Qualitative Interpretation (QI)	
Below - 1.5	Beginner
1.51 – 2.90	Developing
2.91 – 3.50	Advanced
3.51 – 4.00	Superior

Jayh



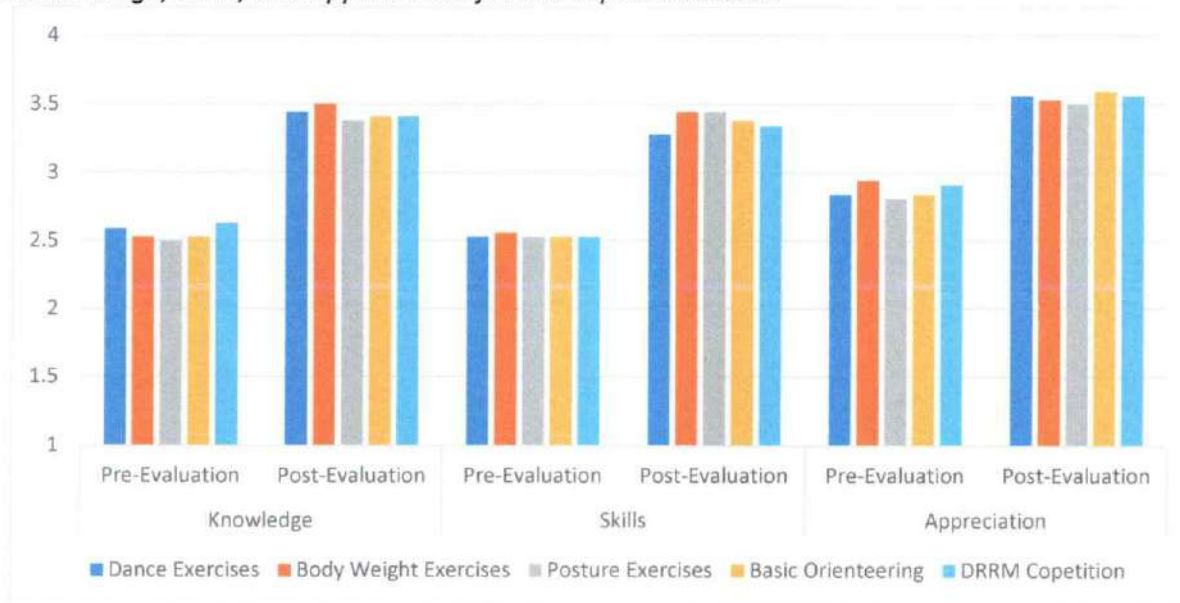
Table 4. Program Organization

PROGRAM ORGANIZATION		
Criteria	Average	QI
Venue	4.33	Outstanding
Timeliness	Facilitators	4.33
	Participants	3.93
	Speakers	4.38
Quality: Overall Evaluation	4.27	Outstanding

Qualitative Interpretation (QI)	
Below - 1.80	Needs Improvement
1.81 – 2.60	Slightly Below Expectations
2.61 – 3.4	Satisfactory
3.41 – 4.20	Very Satisfactory
4.21 – 5.00	Outstanding

Graphical Presentations

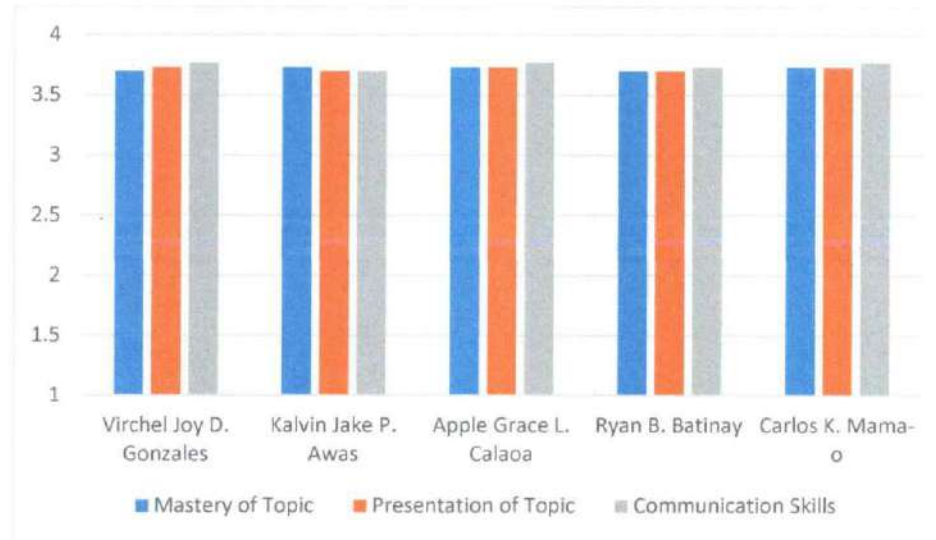
Graph 1. Knowledge, Skills, and Appreciation for the Topics Discussed



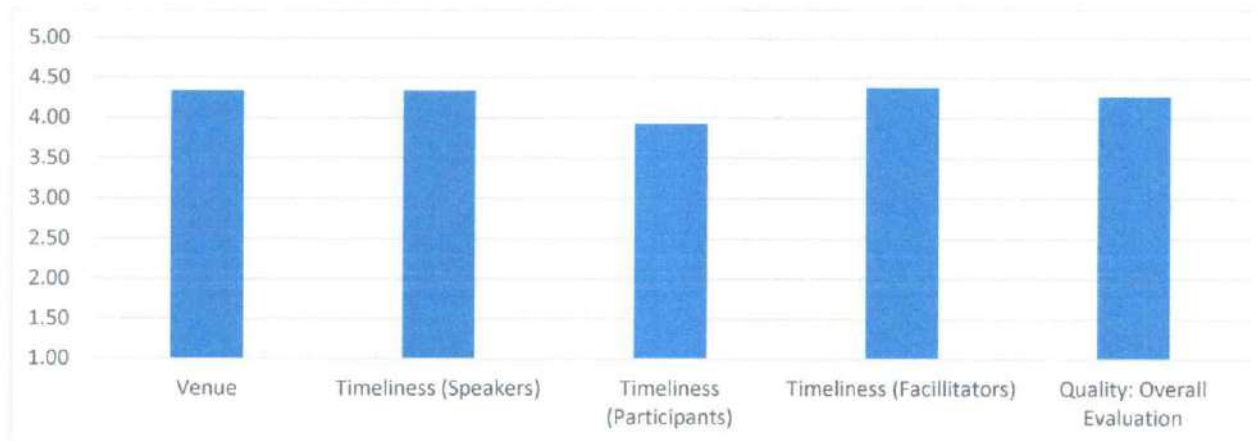
Graph



Graph 2. Service Providers



Graph 3. Program Organization



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Comments/ Suggestions/ Questions:

1. What significant learnings did you acquire in this activity?

- Health is wealth
- Simple yet complex.
- I acquired some learning or knowledge about DRRM or on how to rescue and others like on how to properly use the bandages to the patients/victims.
- During emergency we can apply this activity.
- The skills that was presented/demonstrated.
- New learnings of exercises.
- New skills, improved knowledge about the activities specially the posture exercises, basic orienteering and the first aiding.
- To be physically fit. To give importance to the exercises we do in our daily life. To know what to do in case of emergencies and to apply how to first aid or what responses we do if there are some people who have injuries.
- About first aid and also the CPR that was performed by us.
- Fitness & training exercises.
- Learned many things about physical fitness activities.
- Skills on different exercises.
- Basic life support

2. How do you plan to apply it?

- I plan to apply it for twice a week. (2)
- "Pag may time."
- As long as I have the strength
- I plan to apply it thrice (thrice) a week
- Emergency preparedness
- Apply in the future.
- By doing as an (one) activity in my life.
- I would like to use them when there is a need and during the time of disorders.
- I plan to apply it by performing what was discussed and what was taught.
- If there are accidents in our community our own way.
- I'm going to apply it when I was going to have our practice teaching, and what I learn from here, I will share to them and also others.
- Regularly
- Apply it in myself, teach to my family.
- Scheduled activity
- When there's a patient that needs help for survival.

3. What other follow-up activities can you suggest?

- Mastery on same activities.
- More physical activities at least once a month.
- Another training please. Thank you.
- Another training for PRMC corporate.
- Sports activity

Nguyen




- Outdoor activities, involving sort games that can develop the inactivity of students and teachers when it comes in sports. It helps us to build collaboration and bonding between teachers and students relations, and also it can helps us to strengthen our physical activities.
- Regular schedule of physical fitness (in the workplace).
- It's up to your office.
- Regular schedule for fitness program.

Prepared by:


AGNES HELOISE D. BARRETTO
Test Technician

Reviewed by:


MARICRIS P. LAD-EY-NEY-NEY
HRDO, Chief



LEADS POST ACTIVITY REPORT

I. GENERAL INFORMATION

Title: **The FIT Habit (Fitness, Inspiration and Transformation)**

Purpose: Workplace Health Promotion
Employee Wellness and culminating activity for 2021 International Women's Month Celebration.

Proponents: ASD, Human Resource Development Office

Date: March 26, 2021

Venue: University Gymnasium and Covered Court

Participants: BSU Employees

Learning Service Providers: Lawrence C. Caranto
Atty. Matias C. Angiwan Jr.
Jesus V. Sison

Learning Strategies: Group Dynamics, Experiential Learning, Coaching

Legal Bases: CSC PRIME HRM (MC No.3, 2012; MC 24, 2016)
CSC MC. No. 8 s.11
Republic Act No. 9710
Republic Act (RA) No. 6949 s. 1990

(Regulatory Laws/Standards)

Target Competencies: Stress Management Valuing Performance and coaching
Interpersonal Skills Physical and spiritual well-being of employees
Values-Driven

II. RATIONALE

"Healthy lifestyle is a self-commitment that individuals should make it a habit to be healthy not because there are circulars mandating their compliance but because they need to be for their own health and happiness" (Rex Bate, Senior HR Specialist of CSC, CAR)

Workplace health promotion activity is intended to promote and encourage healthy behavior in a specific workplace and improve the general health of employees. Worksite wellness activities contribute to the emotional, mental, and physical wellness of the workers.

The most recent effort of the government in the promotion of physical and mental wellness is CSC Memorandum Circular No. 8, s. 2011 which reiterates the implementation of the Physical Fitness Program "Great Filipino Workout" for government personnel in national government agencies, local government units, state colleges and universities and government-owned or controlled corporations, which shall include, among others, allotment of reasonable time for regular fitness exercise, and adaptation of plans for a continuing physical fitness and sports activities.

The SPMS cycle emphasizes in its second stage, *performance monitoring and coaching*, the need to monitor the work activities and progress of outputs of employees by their supervisors (BSU SPMS Sec. V.B, pg.14, and with BOR Res.No. 2225, s.2013). Specifically for this purpose, three (3) tools for monitoring and evaluation were designed (pg. 42-45). The advent of BSU's Level 2 PRIME HRM accreditation elicits the need to utilize these coaching/monitoring forms in actuality. The proposed activity shall be an avenue to do this task. It can be done University-wide, or among units/offices/colleges or institutes. For its first implementation, the former shall be adapted. It shall also be an opportunity for the President and the other administrators to coach, inform and instigate this practice.



LEADS POST ACTIVITY REPORT

Moreover, based on the BSU ILDP results (learning needs analysis), mental health and wellness is a major clamor. Two life aspects shall be targeted in the proposed activity, a coaching for physical (CSC's The Great Filipino Work-out) and spiritual well-being. As studies pointed out, coaching can help retain high performers, improve job performance, reduce learning time, support knowledge sharing, and promote individual development (Kouzes, Pozner & Beich). Thus, monthly a wellness program among the BSU employees "The FIT (Fitness, Inspiration and Transformation) habit will be conducted.

In addition, Women's month is celebrated every March to coincide with International Women's Day on March 8. It is essentially a month where everyone raises awareness for the impact women have made on history, and to highlight the needs and issues many women face worldwide. Thus, The FIT habit will kick off as culminating activity for the above mentioned national celebration.
Let's go and commit to be FIT!

III. Objectives:

1. Promote physical and spiritual well-being among BSU employees;
2. Increase the motivation and commitment of these employees for the coming year;
3. Provide a more relaxed and informal learning atmosphere and bonding;
4. Instigate coaching/mentoring as part of the SPMS; and
5. Increased Vigilance, Understanding, Capacitation & Access of employees to BSU's services / activities.

IV. PROGRAM, CONTENT, AND SUBJECT MATTER

Activity	Responsible Person
"We 'Juana' be Fit for every 'Juan'	
Wellness walk, talk and track	<ul style="list-style-type: none">• HRDO• GAD
Tai Chi Zumba / Aerobics	<ul style="list-style-type: none">• Lawrence C. Caranto• IHK
Breakfast of Champions	
PUSH: Pursuing Spiritual & Social Healing	
a. Spiritual Convocation	Invited Pastor/Priest
b. D'TALKS (Transformational Activities on Leadership and Knowledge Sharing)	Invited Speakers
Lunch	
** Tentative Schedule: To be conducted every last Friday of the month for April – June 2021	

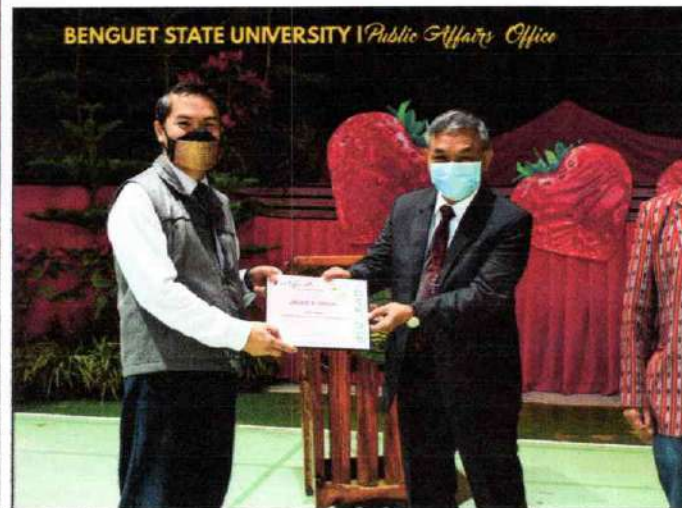
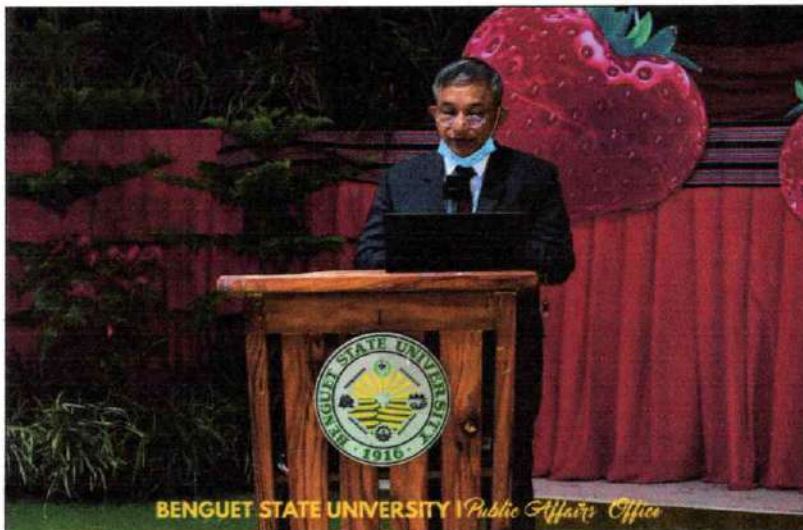
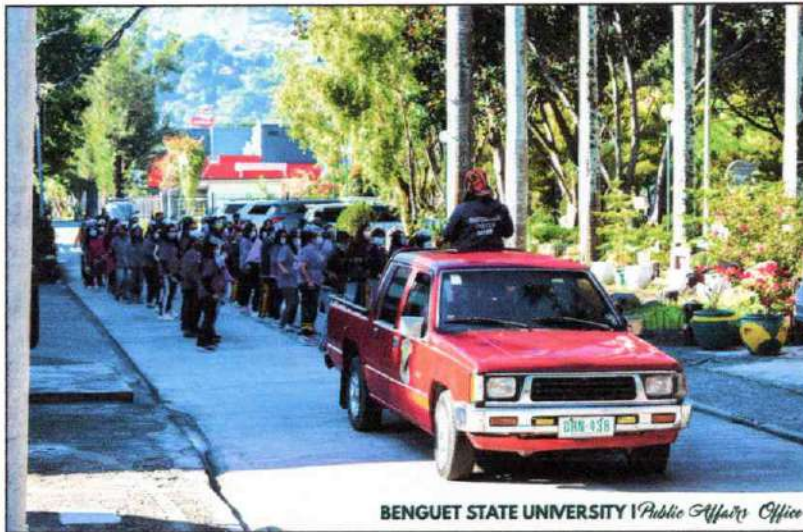
V. BUDGETARY REQUIREMENT

Budget Item	Per Head/Per Day	Total
Meals		P 63, 850.00
Function Room/Venue		
Accommodation		
Equipment Rental		
Professional Fee/Honoraria		P 5, 119.46
Token/s		P 5,000.00
Materials and Supplies		
Transportation		
TOTAL		P 73, 969.46



LEADS POST ACTIVITY REPORT

PHOTO DOCUMENTAION



The event started with a wellness walk lead by HRDO and GSO, followed by the Zumba and Tai Chi Sessions with Mr. Lawrence Caranto from the College of Nursing. To complement the wellness activity Atty. Angiwan Jr. spearheaded the Spiritual Convocation and ending it with a message on Transformational Leadership from Mr. Jesus V. Sison of CRFV.

Prepared by:


MA. LOURDES M. OBIDOS
 Staff, HRDO

Noted by:


MARICRIS P. LAD-EY-NEYNEY
 Chief, HRDO



**Learning and Development
(LEAD)
In-service Training (Inset)
REQUEST FORM**

Document Code:	QF-HRDO-22	Revision Number:	00
Effectivity:	April 3, 2019	2021-	168

Title of LEAD INSET: The FIT Habit : COMMIT TO BE F.I.T.! for 2022

Nature of LEAD INSET:

<input type="checkbox"/> Seminar / Training / Forum	<input type="checkbox"/> Extension / Outreach
<input type="checkbox"/> Strategic Planning / Review	<input checked="" type="checkbox"/> Retreat / Recollection / Spiritual Convocation
<input checked="" type="checkbox"/> Coaching / Mentoring	<input type="checkbox"/> Benchmarking
<input type="checkbox"/> Others: _____	

Proponents of the LEAD INSET
College / Institute / GASS Division:
Administration and Finance
Department / Office:
Human Resource Development Office - LEADS

Recipients of the LEAD INSET

Participants:

<input checked="" type="checkbox"/> Academic:	<input type="checkbox"/> Teaching /	<input type="checkbox"/> Nonteaching
<input checked="" type="checkbox"/> Research & Extension		
<input checked="" type="checkbox"/> Business Affairs		
<input checked="" type="checkbox"/> General Administrative Support Services (GASS)		

Target Number of Participants: 500
Date of INSET: December 17, 2021
Venue: BSU Gymnasiums, Grounds and Halls
Address (if outside BSU) :

The venue is available, reserved, and approved for use.
(for use of BSU space)

_____ Building in-charge

Remarks:

TARGET COMPETENCIES			
CORE 'STeP'	ORGANIZATIONAL 'STRIVE'	LEADERSHIP 'SERVE'	FUNCTIONAL/TECHNICAL KSA to Do the Job
Self-management skills <input checked="" type="checkbox"/> Stress management <input type="checkbox"/> Appreciative inquiry <input checked="" type="checkbox"/> Achievement orientation	<input checked="" type="checkbox"/> Social responsiveness <input checked="" type="checkbox"/> Team player <input type="checkbox"/> Research-orientedness	<input type="checkbox"/> Systems thinking/ strategic and creative <input type="checkbox"/> Engaging stakeholder's in leading change <input type="checkbox"/> Robust building of network / Partnerships	Knowledge: Stress Management Health and Wellness Skills: Stress Management Health and Wellness Attitude: Increase the motivation and commitment of these employees
Technical <input type="checkbox"/> Records Mgt., <input type="checkbox"/> Computer Skills <input checked="" type="checkbox"/> Communication Skills	<input checked="" type="checkbox"/> Inclusiveness / GAD <input checked="" type="checkbox"/> Values-driven (SLIDES)	<input checked="" type="checkbox"/> Valuing performance and coaching <input checked="" type="checkbox"/> Enabling a high performing organization	
People Skills <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Service Delivery <input checked="" type="checkbox"/> Knowledge Sharing	<input type="checkbox"/> Excellent workmanship		

Tick the strategy / method (based on the 70-20-10 learning principle) to be applied in the LEAD INSET

70	20	10
<input type="checkbox"/> Workshop	<input type="checkbox"/> Peer assist	<input type="checkbox"/> Lecture
<input type="checkbox"/> Problem-Solving	<input checked="" type="checkbox"/> Coaching	<input checked="" type="checkbox"/> Discussion
<input type="checkbox"/> Case Analysis	<input type="checkbox"/> Gallery-walking	<input type="checkbox"/> One-on-One
<input checked="" type="checkbox"/> Group Dynamics	<input type="checkbox"/> Small Group Discussion	
<input checked="" type="checkbox"/> Experiential Learning	<input type="checkbox"/> Demonstration	
<input type="checkbox"/> Others:		

IMPORTANT: Other Requirements:

___ Learning Design (QF-HRDO-03)
 ___ Travel order (QF-HRMO-01, if necessary)
 ___ Engaging Learning Service Provider (LSP) (QF-HRDO-17)
 ___ Evaluation (QF-HRDO-18)
 ___ Accomplishment Report (AR)
 ***FOLLOW PROCUREMENT PROTOCOLS
 ***Attached is the checklist of all other necessary preparations. Prepare that

Requested by: MA. LOURDES M. OBIDOS AAV 120324
Signature over printed name Position/Designation Date

Recommending approval:

MARICRIS P. LAD-EY-NEYNEY
Signature over printed name Unit Head/Department Chair Date

ATTY. MATIAS C. ANGIWAN JR. CAO, ASD DEC 06 2021
Signature over printed name Dean/Director Date

Approved by:

ATTY. ALLAN C. SACPA VPAdF
Signature over printed name VP Concerned Date

FELIPE SALAING COMILA PRESIDENT
Signature over printed name University President Date

LEAD INSET Request Form received and Recorded by: _____

LEAD INSET ACCOMPLISHMENT REPORT SUBMISSION DUE DATE: _____



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	01
Effectivity:	March 29, 2019	2021-169	

2021
(YEAR)

I. Program Profile

Service / Process	Learning and Development Services (LEADS)
Title	FIT Habit: COMMIT TO BE F.I.T.! Fit, Inspire & Transform for 2022
Purpose	Workplace Health Promotion Employee Wellness and culminating activity for 2021 University Wellness Program
Legal Bases (Regulatory Laws / Standards)	CSC PRIME HRM (MC No.3, 2012; MC 24, 2016); BSU Strategic Performance Management System (SPMS) Requirement for coaching and mentoring; CSC Wellness Program CSC MC. No. 8 s.11 Republic Act No. 9710 Republic Act (RA) No. 6949 s. 1990
Date of LEAD Activity	December 17, 2021
Venue	University Gymnasium and Grounds
Participants	ALL BSU EMPLOYEES
Learning Service Providers	Parish Priest/Pastor Lawrence C. Caranto IHK HRDO WIT
Target Competencies	Stress Management Interpersonal Skills Values-Driven Valuing Performance and coaching Physical and spiritual well-being of employees
Learning Methodology	Group Dynamics Experiential Learning Coaching
Fund Source	HRDO Fund

II. Rationale:

"Healthy lifestyle is a self-commitment that individuals should make it a habit to be healthy not because there are circulars mandating their compliance but because they need to be for their own health and happiness" (Rex Bate, Senior HR Specialist of CSC, CAR)

Workplace health promotion activity is intended to promote and encourage healthy behavior in a specific workplace and improve the general health of employees. Worksite wellness activities contribute to the emotional, mental, and physical wellness of the workers.

The most recent effort of the government in the promotion of physical and mental wellness is CSC Memorandum Circular No. 8, s. 2011 which reiterates the implementation of the Physical Fitness Program "Great Filipino Workout" for government personnel in national government agencies, local government units, state colleges and universities and government-owned or controlled corporations, which shall include, among others, allotment of reasonable time for regular fitness exercise, and adaptation of plans for a continuing physical fitness and sports activities.



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	01
Effectivity:	March 29, 2019		2021-168

The SPMS cycle emphasizes in its second stage, *performance monitoring and coaching*, the need to monitor the work activities and progress of outputs of employees by their supervisors (BSU SPMS Sec. V.B, pg.14, and with BOR Res.No. 2225, s.2013). Specifically for this purpose, three (3) tools for monitoring and evaluation were designed (pg. 42-45). The advent of BSU's Level 2 PRIME HRM accreditation elicits the need to utilize these coaching/monitoring forms in actuality. The proposed activity shall be an avenue to do this task. It can be done University-wide, or among units/offices/colleges or institutes. For its first implementation, the former shall be adapted. It shall also be an opportunity for the President and the other administrators to coach, inform and instigate this practice.

Moreover, based on the BSU ILDP results (learning needs analysis), mental health and wellness is a major clamor. Two life aspects shall be targeted in the proposed activity, a coaching for physical (CSC's The Great Filipino Work-out) and spiritual well-being. As studies pointed out, coaching can help retain high performers, improve job performance, reduce learning time, support knowledge sharing, and promote individual development (Kouzes, Pozner & Beich). Thus, monthly a wellness program among the BSU employees "The FIT (Fitness, Inspiration and Transformation) habit will be conducted.

Therefore, The FIT habit: COMMIT TO BE FIT will serve as the culminating activity for the 2021 University Wellness Program.

III. Objectives:

1. Promote physical and spiritual well-being among BSU employees;
2. Increase the motivation and commitment of these employees for the coming year;
3. Provide a more relaxed and informal learning atmosphere and bonding;
4. Instigate coaching/mentoring as part of the SPMS; and
5. Increased Vigilance, Understanding, Capacitation & Access of employees to BSU's services / activities.

IV. Program of Activities: (DECEMBER 17, 2021)

Activity	Responsible Person
PUSH: Pursuing Spiritual & Social Healing	
a. Spiritual Convocation	Invited Pastor/Priest
b. D'TALKS (Transformational Activities on Leadership and Knowledge Sharing)	Invited Speakers
ZUMBATHON	
Tai Chi Zumba / Aerobics	<ul style="list-style-type: none"> • Lawrence C. Caranto • IHK



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	01
Effectivity:	March 29, 2019		2021-168

V. Communication Plan

- Memorandum / Advisory
- Program Dissemination
- HRDO Social Media

VI. Equipment and Materials

- Laptops
- Speakers
- LCD Projectors
- Tarpaulins
- Training Kits

VII. Budgetary Requirements

Budget Item	Per Head/Per Day	Total
Meals	BREAKFAST: P 180 x 50 pax	P 9,000.00
	LUNCH P180 x 500 pax	P 90, 000.00
	SNACKS (AM & PM) : 60 x 2 (AM/PM) x 500 pax	P 60, 000.00
	Water (500 MI) *100pax * P 30	P 3, 000.00
Function Room/Venue		
Accommodation		
Equipment Rental		
Professional Fee/Honoria		P 10, 000.00
Token/s		P 10, 000.00
Materials and Supplies		P 5, 000.00
Transportation		
TOTAL		P 187, 000.00

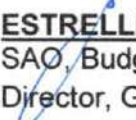
Prepared by:


MA. LOURDES M. OBIDOS
HRDO, Staff

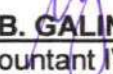
Reviewed by:


MARICRIS P. LAD-EY-NEYNEY
SAO, HRDO

Funds Appropriated:


ESTRELLITA M. DACLAN
SAO, Budget Office
Director, GAD 2021-12-130

Funds Available: ' 1


IMELDA B. GALINATO
Accountant IV
Accounting Office



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	01
Effectivity:	March 29, 2019	2021-100	

**2021
(YEAR)**

I. Program Profile

Service / Process	Learning and Development Services (LEADS)
Title	The FIT Habit (Levelled Up!) (Fitness, Inspiration and Transformation)
Purpose	Workplace Health Promotion Employee Wellness and culminating activity for 2021 International Women's Month Celebration
Legal Bases (Regulatory Laws / Standards)	CSC PRIME HRM (MC No.3, 2012; MC 24, 2016); BSU Strategic Performance Management System (SPMS) Requirement for coaching and mentoring; CSC Wellness Program CSC MC. No. 8 s.11 Republic Act No. 9710 Republic Act (RA) No. 6949 s. 1990
Date of LEAD Activity	July – November 2021
Venue	University Gymnasium and Grounds
Participants	Teaching and Non-Teaching Staff
Learning Service Providers	Parish Priest/Pastor Lawrence C. Caranto IHK HRDO WIT
Target Competencies	Stress Management Interpersonal Skills Values-Driven Valuing Performance and coaching Physical and spiritual well-being of employees
Learning Methodology	Group Dynamics Experiential Learning Coaching
Fund Source	HRDO Fund

II. Rationale:

"Healthy lifestyle is a self-commitment that individuals should make it a habit to be healthy not because there are circulars mandating their compliance but because they need to be for their own health and happiness" (Rex Bate, Senior HR Specialist of CSC, CAR)

Workplace health promotion activity is intended to promote and encourage healthy behavior in a specific workplace and improve the general health of employees. Worksite wellness activities contribute to the emotional, mental, and physical wellness of the workers.

The most recent effort of the government in the promotion of physical and mental wellness is CSC Memorandum Circular No. 8, s. 2011 which reiterates the implementation of the Physical Fitness Program "Great Filipino Workout" for government personnel in national government agencies, local government units, state colleges and universities and government-owned or controlled corporations, which shall include, among others, allotment of reasonable time for regular fitness exercise, and adaptation of plans for a continuing physical fitness and sports activities.



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	01
Effectivity:	March 29, 2019	2021-100	

The SPMS cycle emphasizes in its second stage, *performance monitoring and coaching*, the need to monitor the work activities and progress of outputs of employees by their supervisors (BSU SPMS Sec. V.B, pg.14, and with BOR Res.No. 2225, s.2013). Specifically, for this purpose, three (3) tools for monitoring and evaluation were designed (pg. 42-45). The advent of BSU's Level 2 PRIME HRM accreditation elicits the need to utilize these coaching/monitoring forms in actuality. The proposed activity shall be an avenue to do this task. It can be done University-wide, or among units/offices/colleges or institutes. For its first implementation, the former shall be adapted. It shall also be an opportunity for the President and the other administrators to coach, inform and instigate this practice.

Moreover, based on the BSU ILDP results (learning needs analysis), mental health and wellness is a major clamor. Two life aspects shall be targeted in the proposed activity, a coaching for physical (CSC's The Great Filipino Work-out) and spiritual well-being. As studies pointed out, coaching can help retain high performers, improve job performance, reduce learning time, support knowledge sharing, and promote individual development (Kouzes, Pozner & Beich). Thus, monthly a wellness program among the BSU employees "The FIT (Fitness, Inspiration and Transformation) habit will be conducted.

Lastly, the integrating health promotion activities will create synergy and enhance the overall health and well-being of the workforce. Therefore, we should all commit to be FIT!

III. Objectives:

1. Promote physical and spiritual well-being among BSU employees;
2. Increase the motivation and commitment of these employees for the coming year;
3. Provide a more relaxed and informal learning atmosphere and bonding;
4. Instigate coaching/mentoring as part of the SPMS; and
5. Increased Vigilance, Understanding, Capacitation & Access of employees to BSU's services / activities.

IV. Program of Activities: (JULY - NOVEMBER 2021)

Activity	Responsible Person
"We 'Juana' be Fit for every 'Juan'	
a. Wellness walk, talk and track	<ul style="list-style-type: none"> • HRDO • GAD
b. Tai Chi	<ul style="list-style-type: none"> • Lawrence C. Caranto
c. Zumba / Aerobics	<ul style="list-style-type: none"> • IHK
PUSH: Pursuing Spiritual & Social Healing	
a. Spiritual Convocation	Invited Pastor/Priest
b. D'TALKS (Transformational Activities on Leadership and Knowledge Sharing)	Invited Speakers
The 3W Program: Work, Weight and Wellness!	
a. Wellness Challenges	<ul style="list-style-type: none"> • Lawrence C. Caranto
b. Habit-Building Activities	<ul style="list-style-type: none"> • HRDO
c. Wellness Fun and Games	<ul style="list-style-type: none"> • IHK
d. Mental Health and Wellness	<ul style="list-style-type: none"> • Invited Speakers
e. Financial Wellness	
f. etc.	
<i>To be conducted every last Friday of the month for July to December 2021</i>	

zph



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	01
Effectivity:	March 29, 2019	2021-100	

V. Communication Plan

- Memorandum / Advisory
- Program Dissemination
- HRDO Social Media

VI. Equipment and Materials

- Laptops
- Speakers
- LCD Projectors
- Tarpaulins
- Training Kits

VII. Budgetary Requirements

Budget Item	Per Head/Per Day	Total
Meals	500 pax * P60 (AM Snack w/ coffee/ tea and water)	P 30, 000.00
	Water/Sports Drink (500 MI) *500pax * P 30	P 15, 000.00
Function Room/Venue		
Accommodation		
Equipment Rental		
Professional Fee/Honoria		P 10, 000.00
Token/s		P 10, 000.00
Materials and Supplies		P 5, 000.00
Transportation		
TOTAL		P 70, 000.00

Prepared by:


MA. LOURDES M. OBIDOS
HRDO Staff


Reviewed by:


MARICRIS P. LAD-EY-NEYNEY
Chief, HRDO



ESTRELLITA M. DACLAN
Director, GAD

2021-07-57

Funds Appropriated:


ESTRELLITA M. DACLAN
Supervising Administrative Officer
Budget Office GAA-LEADS - #148

Funds Available:


IMELDA B. GALINATO
Accountant IV
Accounting Office



**Learning and Development
(LEAD)
In-service Training (Inset)
REQUEST FORM**

Document Code:	QF-HRDO-22	Revision Number:	00
Effectivity:	April 3, 2019	2021-017	

Title of LEAD INSET: The FIT Habit (Fitness, Inspiration and Transformation)

Nature of LEAD INSET:

<input type="checkbox"/> Seminar / Training / Forum	<input type="checkbox"/> Extension / Outreach
<input type="checkbox"/> Strategic Planning / Review	<input type="checkbox"/> Retreat / Recollection / Spiritual Convocation
<input type="checkbox"/> Coaching / Mentoring	<input type="checkbox"/> Benchmarking
<input type="checkbox"/> Others: _____	

<p>Proponents of the LEAD INSET College / Institute / GASS Division: Administration and Finance Department / Office: Human Resource Development Office - LEADS</p> <p>The venue is available, reserved, and approved for use. (for use of BSU space)</p> <p align="center">_____ Building in-charge</p> <p>Remarks: _____ _____</p>	<p>Recipients of the LEAD INSET</p> <p>Participants:</p> <table border="0"> <tr> <td><input type="checkbox"/> Academic:</td> <td><input type="checkbox"/> Teaching /</td> <td><input type="checkbox"/> Nonteaching</td> </tr> <tr> <td><input type="checkbox"/> Research & Extension</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> Business Affairs</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> General Administrative Support Services (GASS)</td> <td colspan="2"></td> </tr> </table> <p>Target Number of Participants: 300 Date of INSET: Every last Friday of the Month (Mar-Jun) Venue: BSU Gymnasiums and Halls Address (if outside BSU) : _____ _____</p>	<input type="checkbox"/> Academic:	<input type="checkbox"/> Teaching /	<input type="checkbox"/> Nonteaching	<input type="checkbox"/> Research & Extension			<input type="checkbox"/> Business Affairs			<input type="checkbox"/> General Administrative Support Services (GASS)		
<input type="checkbox"/> Academic:	<input type="checkbox"/> Teaching /	<input type="checkbox"/> Nonteaching											
<input type="checkbox"/> Research & Extension													
<input type="checkbox"/> Business Affairs													
<input type="checkbox"/> General Administrative Support Services (GASS)													

TARGET COMPETENCIES			
CORE 'STeP'	ORGANIZATIONAL 'STRIVE'	LEADERSHIP 'SERVE'	FUNCTIONAL/TECHNICAL KSA to Do the Job
Self-management skills <input type="checkbox"/> Stress management <input type="checkbox"/> Appreciative inquiry <input type="checkbox"/> Achievement orientation	<input type="checkbox"/> Social responsiveness <input type="checkbox"/> Team player <input type="checkbox"/> Research-orientedness	<input type="checkbox"/> Systems thinking/ strategic and creative <input type="checkbox"/> Engaging stakeholder's in leading change <input type="checkbox"/> Robust building of network / Partnerships	Knowledge: Skills: Attitude:
Technical <input type="checkbox"/> Records Mgt., <input type="checkbox"/> Computer Skills <input type="checkbox"/> Communication Skills	<input type="checkbox"/> Inclusiveness / GAD <input type="checkbox"/> Values-driven (SLIDES)	<input type="checkbox"/> Valuing performance and coaching <input type="checkbox"/> Enabling a high performing organization	
People Skills <input type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Service Delivery <input type="checkbox"/> Knowledge Sharing	<input type="checkbox"/> Excellent workmanship		

Tick the strategy / method (based on the 70-20-10 learning principle) to be applied in the LEAD INSET

70	20	10
<input type="checkbox"/> Workshop	<input type="checkbox"/> Peer assist	<input type="checkbox"/> Lecture
<input type="checkbox"/> Problem-Solving	<input type="checkbox"/> Coaching	<input type="checkbox"/> Discussion
<input type="checkbox"/> Case Analysis	<input type="checkbox"/> Gallery-walking	<input type="checkbox"/> One-on-One
<input type="checkbox"/> Group Dynamics	<input type="checkbox"/> Small Group Discussion	
<input type="checkbox"/> Experiential Learning	<input type="checkbox"/> Demonstration	
<input type="checkbox"/> Others:		

IMPORTANT: Other Requirements:

Learning Design (QF-HRDO-03)
 Travel order (QF-HRMO-01, if necessary)
 Engaging Learning Service Provider (LSP) (QF-HRDO-17)
 Evaluation (QF-HRDO-18)
 Accomplishment Report (AR)
*****FOLLOW PROCUREMENT PROTOCOLS**
*****Attached is the checklist of all other necessary preparations. Prepare that**

Requested by: MA. LOURDES M. OBIDOS AAIV
Signature over printed name Position/Designation Date

Recommending approval:
RAYMUNDO H. PAWID JR. SAO, HRMO 02/16/21
Signature over printed name Unit Head/Department Chair Date

ATTY. MATIAS C. ANGIWAN JR. CAO, ASD 2.17.21
Signature over printed name Dean/Director Date

Approved by:
ATTY. ALLAN C. SACPA VPAdF
Signature over printed name VP Concerned Date

FELIPE SALAING COMILA PRESIDENT
Signature over printed name University President Date

LEAD INSET Request Form received and Recorded by: _____

LEAD INSET ACCOMPLISHMENT REPORT SUBMISSION DUE DATE: APRIL 9, 2021



**LEARNING AND
DEVELOPMENT (LEAD)
DESIGN FORM**

Document Code:	QF-HRDO-03	Revision Number:	01
Effectivity:	March 29, 2019	2021-017	

**2021
(YEAR)**

I. Program Profile

Service / Process	Learning and Development Services (LEADS)
Title	The FIT Habit (Fitness, Inspiration and Transformation)
Purpose	Workplace Health Promotion Employee Wellness and culminating activity for 2021 International Women's Month Celebration
Legal Bases (Regulatory Laws / Standards)	CSC PRIME HRM (MC No.3, 2012; MC 24, 2016); BSU Strategic Performance Management System (SPMS) Requirement for coaching and mentoring; CSC Wellness Program CSC MC. No. 8 s.11 Republic Act No. 9710 Republic Act (RA) No. 6949 s. 1990
Date of LEAD Activity	March – June 2021
Venue	University Gymnasium and Grounds
Participants	Teaching and Non-Teaching Staff
Learning Service Providers	Parish Priest/Pastor Lawrence C. Caranto IHK HRDO WIT
Target Competencies	Stress Management Interpersonal Skills Values-Driven Valuing Performance and coaching Physical and spiritual well-being of employees
Learning Methodology	Group Dynamics Experiential Learning Coaching
Fund Source	HRDO Fund

II. Rationale:

"Healthy lifestyle is a self-commitment that individuals should make it a habit to be healthy not because there are circulars mandating their compliance but because they need to be for their own health and happiness" (Rex Bate, Senior HR Specialist of CSC, CAR)

Workplace health promotion activity is intended to promote and encourage healthy behavior in a specific workplace and improve the general health of employees. Worksite wellness activities contribute to the emotional, mental, and physical wellness of the workers.

The most recent effort of the government in the promotion of physical and mental wellness is CSC Memorandum Circular No. 8, s. 2011 which reiterates the implementation of the Physical Fitness Program "Great Filipino Workout" for government personnel in national government agencies, local government units, state colleges and universities and government-owned or controlled corporations, which shall include, among others, allotment of reasonable time for regular fitness exercise, and adaptation of plans for a continuing physical fitness and sports activities.



**LEARNING AND
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V. Communication Plan

- Memorandum / Advisory
- Program Dissemination
- HRDO Social Media

VI. Equipment and Materials

- Laptops
- Speakers
- LCD Projectors
- Tarpaulins
- Training Kits

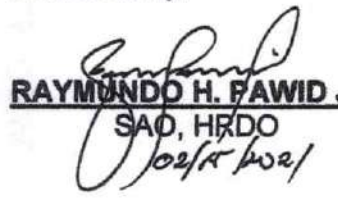
VII. Budgetary Requirements

Budget Item	Per Head/Per Day	Total
Meals	300 pax * P240 *4 Months (AM Snack & Lunch w/ coffee, tea and water)	P 288, 000.00
	Water (500 MI) *150pax * P 30	P 4, 500.00
Function Room/Venue		
Accommodation		
Equipment Rental		
Professional Fee/Honoraria		P 10, 000.00
Token/s		P 5, 000.00
Materials and Supplies		P 5, 000.00
Transportation		
TOTAL		P 312, 500.00


Prepared by:


MA. LOURDES M. OBIDOS
HRDO, Staff

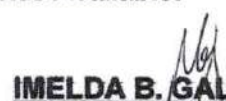
Reviewed by:


RAYMUNDO H. FAWID JR.
SAO, HRDO
02/18/2021

Funds Appropriated:


ESTRELLITA M. DACLAN
SAO, Budget Office
Director, GAD 2021-GAA-25-LEADS

Funds Available:


IMELDA B. GALINATO
Accountant IV
Accounting Office