



Preface to PJAHS Volume 9 Issue 2

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This second issue of the ninth volume of the Philippine Journal of Allied Health Sciences (PJAHS) highlights emerging directions in allied health research, with a particular focus on innovation, methodological development, and the evolving role of artificial intelligence (AI) in occupational therapy (OT) and health professions education. The contributions in this issue reflect a growing commitment to advancing contextually grounded scholarship that informs practice, education, and policy within the Philippine and global allied health communities.

The issue opens with a study protocol under the regular section examining student satisfaction with blended teaching and learning in an interprofessional education course. It underscores the importance of rigorous educational research in shaping responsive and learner-centered programs in the health professions.

This is followed by a special collection on artificial intelligence and occupational therapy that foregrounds perspectives from multiple stakeholders across education and practice. The collection begins with a short report introducing the rationale and conceptual coherence of a multi-stakeholder qualitative initiative on AI integration in occupational therapy within the Philippine context. The succeeding study protocols explore the views of administrators, educators, students, interns, and clinicians on the opportunities, challenges, and ethical considerations surrounding AI use. Together, these protocols outline a coordinated research agenda aimed at generating foundational evidence to guide the responsible and contextually relevant integration of AI into

occupational therapy education, clinical training, and practice.

The issue also features a special collection of evidence summaries developed using the Joanna Briggs Institute (JBI) methodology. These concise reports synthesize current best evidence to inform practice and decision-making. One examines integrated service delivery models for students with disabilities in school settings, while another focuses on oral motor interventions for feeding development among preterm infants in neonatal intensive care. By translating evidence into accessible recommendations, these summaries reinforce the central role of evidence-based practice in allied health service delivery.

The final section presents conceptual and practice frameworks developed by graduate students in occupational therapy. These papers propose theoretically grounded and culturally responsive models addressing contemporary practice challenges, including structured time-limited therapy processes and culturally grounded parent-therapist communication in Filipino pediatric contexts. Together, these contributions highlight the value of conceptual scholarship in strengthening reflective and context-sensitive practice.

Through this collection of study protocols, evidence summaries, and conceptual frameworks, PJAHS continues to provide a platform for scholarship that bridges innovation and practice. We extend our sincere appreciation to the authors, reviewers, and editorial team whose dedication ensures the rigor and relevance of each publication.