



UNIVERSITY OF TORONTO
DALLA LANA SCHOOL OF PUBLIC HEALTH

MASTER OF PUBLIC HEALTH

Health Promotion

2014

Guidelines for Practicum I and Practicum II

INTRODUCTION

The practicum component of the MPH in Health Promotion in the Dalla Lana School of Public Health (DLSPH) at the University of Toronto is a key part of students' learning process. It is where students can gain skills in real health promotion practice settings, with the support of the university faculty as well as a field supervisor. It is a place where the theories and concepts taught in students' coursework bump up against application in practice. In general, the practica are designed to provide the students with an opportunity to:

- Apply and synthesize the theories, knowledge, concepts, principles and methods learned in their courses, and;
- Develop additional professional and/or research skills appropriate to their areas of interest

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OVERALL OBJECTIVES FOR PRACTICUM I AND II

The student will:

- 1- Enhance the core health promotion competencies (see page 16-18)
- 2- Undertake projects that are relevant to the student's objectives, areas of interest *and* the supervisor's needs and objectives.
- 3- Experience health promotion practice through participation in the day-to-day activities of the organization.
- 4- Upon completion of the practicum, understand and be able to describe the operation and organization of health promoters within the organization, the role(s) and function(s) of the health promoter(s) and other relevant personnel, the activities of the health promoter(s) and their interactions within and external to the organization.

1st YEAR: PRACTICUM I (required)

Practicum I is generally a 16-week practicum. A 12-week practicum is also permitted. Practicum I is normally completed in the summer term after the second semester of courses. Students must complete the following courses prior to undertaking a practicum:

CHL5004H Introduction to Public Health Sciences

CHL5801H Health Promotion I

CHL5803H Health Promotion II

CHL5220H Community Health Appraisal Methods I:
Introduction to Epidemiology

CHL5221H Community Health Appraisal Methods II: Introduction to Qualitative Research

CHL5110H Theory and Practice of Program Evaluation

CHL5105H Social Determinants of Health

Note-

Students should be aware of the need for research ethics approval. Generally students will not be permitted to undertake research projects in Practicum I unless the field supervisor/agency has already obtained ethical approval.

A 16-week practicum is the equivalent of 560 hours (i.e., the equivalent of 35 hours per week for 16 weeks). A 12-week practicum is the equivalent of 420 hours (i.e., the equivalent of 35 hours per week for 12 weeks). For part-time students, practicum hours are often spread over a longer period of time. Upon completion of Practicum I, the student receives 2.0 FCE (the equivalent of 4 half-credit courses) for 16-weeks or 1.5 FCE (the equivalent of 3 half-credit courses) for 12-weeks. For ROSI course codes please see the Summary table on page 4.

Students establish their own practicum objectives, in consultation with their academic advisors and their practicum field supervisors. These objectives are a combination of the students' learning objectives and the work desired by the field supervisor. These objectives are negotiated at the beginning of the practicum and are entered into the student's "Practicum Planning Framework" (see page 9).

The kind of activities undertaken during the practicum will depend on the needs of the agency/organization sponsoring the practicum, and the student's own learning objectives. Such activities might include:

- a) Undertaking a project (or part of a project) on behalf of the sponsoring agency/organization (e.g., conducting a needs assessment, planning a community event, developing educational materials, evaluating a program, assisting in a research project)

- b) Participating in the ongoing business of the agency/organization (e.g., attending meetings, participating in committee work, writing reports)
- c) Producing a report, document or publication relevant to the work done
- d) All of the above.

Both Practicum I and Practicum II can occur in a variety of settings, institutions or organizations, including the public sector, private sector, or not-for-profit sector. For a list of past placements, see *Examples of Previous Practicum Locations and Topics* (pages 11-12).

2ND YEAR: PRACTICUM II AND FIELD RESEARCH (OPTIONAL)

Practicum II (optional)

Practicum II is an optional practicum, ranging in length from 4 to 16 weeks, depending on the student's goals and the number of FCE completed for the previous required practicum. The maximum allowable number of practicum credits is 3.5 FCE: if you completed 16-weeks (2.0 FCE) for Practicum 1 you have the option of completing up to 12-weeks (1.5 FCE) for Practicum II and vice versa. For ROSI course codes please see the Summary table on page 4.

Practicum II is usually begun in the winter term of the student's second year, although it can be spread out over a longer period of time (i.e. fall and winter). We strongly discourage students to begin the second practicum in the summer of their second year. Like Practicum I, part-time students will usually spread their experience over a longer time period.

Field Research (optional) (CHL5806H)

The second practicum often involves an **optional** small independent field research project, for which students receive an additional 0.5 FCE (i.e., one half-course credit) by registering for CHL5806H ("Health Promotion Field Research") in conjunction with their practicum.

The field research can be connected to the Practicum II in several ways:

1. Student undertakes a small research project in the second practicum setting/location, over and above the work required by the sponsoring agency/organization. The project will be of interest and benefit to the agency and can be accomplished during normal working hours (overtime is not required);
2. Student undertakes a larger research project that responds to the needs/operation of the sponsoring agency/organization. In this case, the products emanating from both the practicum and field inquiry are related to the same project. It is important to note that separate products are required for the practicum and the

Note

If students are conducting interviews or focus groups with agency clients or staff, ethical approval from the agency and/or the University of Toronto Ethics Review Board will be required. Usually, this has to be arranged BEFORE the practicum begins to ensure enough time for the student to complete the research.

field inquiry. The student will need to negotiate this with her/his academic advisor and the field supervisor before starting the practicum.

3. The student is part of a larger research project: for the practicum component, s/he might be a research assistant; while for her/his field inquiry, the student takes the lead with respect to a subset or component of the larger project (e.g., conducting a special analysis or doing extra interviews);
4. In special circumstances, the student completes an extended reflection exercise related to her/his practicum experience.

If you have decided to take the Health promotion Field Research course, all of your practicum documents are due to Suzanne Jackson. The practicum placement officer is not involved in placing or tracking your 2nd practicum if you are enrolled in CHL5806H.

Practicums at-a-glance: Summary table

	Practicum I	Practicum II
Program Requirement	Required	Optional
When	Completed at the end of the first year (Spring/Summer)	Begun in the Winter term of 2 nd year
Duration	16 weeks = 560 hours = 2.0 FCE ** recommended OR 12 weeks = 420 hours = 1.5 FCE	Dependent upon the number of hours/credits previously completed 4 weeks=140 hours = 0.5 FCE 8 weeks = 280 hours = 1.0 FCE 12 weeks = 420 hours = 1.5 FCE 16 weeks = 560 hours = 2.0FCE The maximum number of practicum credits allowed is 3.5 FCE
Course codes for ROSI	16 weeks: CHL6010Y & CHL6012Y 12 weeks: CHL6010Y & CHL6011H	4 weeks: CHL6021H 8 weeks: CHL6020Y 12 weeks: CHL6021H & CHL6020Y 16 weeks: CHL6020Y & CHL6022Y
Recommended Stipend	\$10,000	\$10,000
	If your agency prefers a pro-rated hourly rate, we suggest using the hourly rate of \$20.50	

PRACTICUM GUIDELINES

Sometimes, the agency/organization would like you to work more hours than required by our practicum program; often this results in more pay. Once you have completed your required (i.e., course) practicum hours, you are free to continue to work in your practicum setting/location as you wish.

Start and end dates for your practicum should be communicated clearly in your *Practicum Confirmation form* and your *Practicum Planning Framework*.

If your academic program is off-cycle (this applies mostly to part-time students), you may be asked to start your practicum and then register with ROSI at a later date. This should also be clearly indicated on your *Practicum Confirmation form*.

Grades

Practica receive a pass or fail grade, rather than a letter-grade.

Making Practicum Arrangements

Students are encouraged to search for practicum placements that would be of direct interest to them and a good fit for their learning goals.

A practicum seminar will be held in the fall of the first term to provide an overview of the practicum process. Starting in November, the practicum placement officer will contact past supervisors to identify available placements for the following summer. At the beginning of the winter semester, the practicum placement officer will give 1st year students access to the Blackboard site where they will find resources for finding placements as well as a list of organizations students have been placed at in the past. As placements become available through the call-out, the practicum placement officer will add them to an excel sheet which will be uploaded to the Blackboard site mid-January. If any of the placements are of interest to the student they should contact organizations from the list with their CV and cover letter. As a number of students may be interested in the same opportunity, there may be competition in the hiring process. Students are strongly encouraged to discuss their placement with their academic advisor and/or the practicum placement officer before final arrangements are confirmed. Once you have found a placement, you must submit the *Practicum Confirmation form* to the practicum placement officer, to facilitate tracking of students.

Students make their own arrangements for their 2nd practicum placement. All practicum II placements MUST be discussed with Suzanne Jackson if the student is also registered in the Health Promotion Field Research course **OR** the Practicum Placement Officer if not in conjunction with the field research course. The practicum placement

officer will upload a list to Blackboard with any available placements for a January start date.

There are several aids for students when they are contacting people to make arrangements for placements:

1. Health Promotion Program Director
2. Students' academic advisors
3. The practicum placement officer
4. The Practicum Blackboard site
5. A letter on DLSPH letterhead describing the value/benefits for the agency or organization if they provide a practicum to our MPH students; this letter also makes the case for providing a stipend (see the Blackboard site to download the letter).
6. Practicum Responsibilities (see pages 13-15).

Please let the practicum placement officer know if you are experiencing difficulties in making practicum arrangements; she will help work out alternatives and make sure that you don't lose a term. There are always organizations looking for practicum students at the very last minute.

Practicum Blackboard Site

Students will be given access to the Practicum Blackboard site in early winter of their first year. A list of available practica for the May session will be available to them through the site by mid-January. A list of past practicum locations is available on the site. Students will submit their practicum materials (i.e. forms) through the Blackboard dropbox.

How to Choose A Practicum

To choose a practicum, students need to identify their learning goals, skill areas they want to develop/augment, work experiences they would like to have, and/or individuals with whom they want to work.

The list of core competencies in health promotion (see *Health Promotion Core Competencies*, pages 16-18) is one place to start.

Students may wish to consider:

- Skill areas for more experience or learning (e.g., research skills, policy process, participatory research),
- Types of organizations for work experience (e.g., public health departments, community health centres, government departments),
- Topics of interest (e.g., tobacco, HIV/AIDS, mental health promotion),
- Individuals well-known in the health promotion field

Students should explore the wide range of available sources related to potential practicum settings and contacts, including: their academic advisors, mentors, the practicum placement officer, professional contacts, current and former Health Promotion students, our Blackboard Practicum website, and the Internet.

Special Circumstances for Part-Time Students - possibility of a practicum in students' regular employment settings

If you need to stay in your current employment but you want to do a practicum, you must negotiate a secondment to a different project in your current workplace; this secondment should be time-limited, with a clear start and end date, and with a clear product. The point of the practicum is to gain new experiences, so the practicum opportunity must represent a new piece of work for you. It is generally better to find a practicum in another setting.

Students must discuss options with the practicum placement officer, and ensure that there is approval from the MPH Health Promotion program director.

FORMS & DOCUMENTS

There are SIX required forms associated with planning, undertaking and evaluating practicums (see below for more details) as well as additional files:

1. *Confirmation of Practicum form*
2. *Practicum Planning Framework form*
3. *Mid-term Evaluation form (One for student and one for supervisor)*
4. *Final Evaluation form (One for student and one for supervisor)*
5. Final product(s) as outlined in the planning framework
6. Practicum poster based on either the results of their work OR a reflection on their practicum experience
7. Practicum report (2-3 pages) – see below for details

Form	Due Dates	Signatures	Submitted to	Notes
Confirmation of practicum	As soon as your practicum has been confirmed	No signature necessary	Blackboard/ Practicum placement officer	You are strongly encouraged to discuss your practicum with your academic advisor and/or program director in the early stages of contact with your supervisor
Planning framework/ placement contract	By the end of the 2 nd week in your placement	Student, Practicum Supervisor	Blackboard/ Practicum placement officer	This is a contract therefore if anything changes (dates, deliverables) an amendment form must be completed.
Mid-term evaluation form for student	Halfway through your practicum (the date you indicate on the planning framework)	Student only	Blackboard/ Practicum placement officer	
Mid-term evaluation form for practicum supervisor	Halfway through your practicum (as indicated on your planning framework)	Practicum Supervisor only	Practicum placement officer	Please ensure that your supervisor has a copy of this form and that you let them know when they should be filling it out. It should be sent directly to the practicum placement officer.
Final practicum report	The last day of your practicum	n/a	Blackboard/ Practicum placement officer	
Final evaluation form from student AND practicum Deliverable(s)	The last day of your practicum	Student	Blackboard/ Practicum placement officer	
Final evaluation from practicum supervisor	The last day of your practicum	Student, Practicum Supervisor	Blackboard/ Practicum placement officer	
Practicum Amendment	As necessary, and as early as possible	Student, Practicum Supervisor	Blackboard/ Practicum placement officer	The Practicum Amendment form should be used if there are ANY changes to your practicum recorded on your Planning Framework. This could include changes in start/end dates, changes to your objectives/ responsibilities/ products.
Practicum PPT poster	Up to one week after your last day at your practicum	n/a	Blackboard/ Practicum placement officer	

*** Note regarding graduation: There are SGS and DLSPH deadlines for submitting work/ grades to ensure a June or November graduation. Please check with the Practicum Placement Officer/ Blackboard site for these deadlines. ****

If issues arise at any point during your practicum (even early on!), please do not hesitate to contact your academic advisor or the practicum placement supervisor. We can help.

Confirmation of Practicum

Once students have received confirmation of their practicum placements, they must complete the practicum confirmation form which provides basic information regarding their placement. The form requires no signatures and should be submitted through the Blackboard Practicum site.

Practicum Planning Framework

Prior to, or within the first two weeks of their practicums, students must complete their *Practicum Planning Framework*. This provides an explicit understanding of, and agreement about, their practicums on the part of students, their field supervisors, and the School. You are strongly encouraged, but not required, to discuss your planning framework with your academic advisor and/or program director to gain their input and feedback as you develop and articulate your specific practicum plans and goals.

This Practicum Planning Framework must be signed by the student and field supervisor, and submitted to the practicum placement officer through the Blackboard site. A copy of the planning framework should also be forwarded to the student's academic advisor, by the student.

Within the first 2 weeks of the start of their placements, students are required to provide signed copies of their *Practicum Planning Framework* to:

1. the student's practicum field supervisor
2. the Practicum Placement Officer , through the Blackboard site

Mid-Term Evaluation (one for student and one for supervisor)

Both the student and supervisor are required to complete a mid-term evaluation halfway through the student's placement.

This evaluation provides an opportunity to raise concerns from the perspective of either the student or practicum field supervisor. The student will submit the mid-term evaluation form through the Blackboard site and the supervisor should return the form to the practicum placement officer by email (or fax if need be). The student is responsible for ensuring their supervisor has a copy of the mid-term evaluation form to complete.

Final Evaluation (one for student and one for supervisor)

At the end of the practicum, one evaluation form is completed by the practicum field supervisor and a separate one is completed by the student. The one completed by the supervisor must be signed by both the supervisor and the student and then submitted

through Blackboard. The student's evaluation will only be signed by the student and submitted through Blackboard. These evaluation forms must be submitted in the last week of the practicum. ***Be aware of deadlines for June graduation that are posted on the Blackboard site.*** The signed evaluations should be submitted to the Blackboard site.

Final Practicum Report

The final practicum report is a cover letter for your practicum package. It should be 2-3 pages in length and include the following:

- i. a brief overview of the organization you worked for;
- ii. how you achieved the core health promotion competencies outlined in your planning framework;
- iii. any additional information you think would be useful to include for your appraisers. You can also include any explanation as to how your practicum experience may have differed from what you had originally planned or had in mind and what you did to address these changes.
- iv. an "abstract" that provides a high level overview of your practicum experience. This should be no longer than a paragraph and could be used when submitting your poster for Research & Practice day. Where appropriate, portions of the abstract will be used to promote the practicum program, through advertisement on the DLSPH website or in other promotional materials. Please indicate in a sentence at the end of the abstract whether you provide consent to use the abstract for this purpose or you do not.

Final Product(s)

The practicum must involve the production of at least one major document which has been the student's responsibility. These products will be reviewed by the practicum placement officer and MPH Health Promotion Program Director, as evidence of the calibre of students' work. The practicum placement officer and/or the MPH Health Promotion Program Director will discuss any issues with the students and with the students' field supervisors. As well, you are strongly encouraged, but not required, to share your practicum products with your academic advisor.

The final deliverables must be, at a minimum, equal to the work required of a *major paper* in standard graduate-level courses. Stand-alone products such as manuscripts or comprehensive literature reviews are considered sufficient. However, single products that do not tie-into a larger body of work **will not** fulfill the criteria for credit, for example:

- A power-point presentation
- A coding-book/coding framework
- Contact or communication list

While it is understood that students may be requested to create such items, a great deal more is required to receive a passing grade for practicum. **There must be evidence of the**

synthesis, assessment, and/or translation of information. Further, for collaborative work involving others, the student must clearly indicate where s/he was primary author.

It is required that, at the end of the student's practicum, a copy of at least one major product be submitted to the practicum placement officer.

Practicum Poster

Students are required to submit a .ppt file of their practicum poster within one week of completing their practicum. The poster can be an academic poster outlining the results of any research conducted on practicum, it can be a reflection on the your practicum experience, or it can touch on small pieces of your various practicum responsibilities or projects. There are resources on Blackboard for designing a poster as well as examples of posters. Students are encouraged to submit their poster for Research & Practice day in the fall, to share their work and experience with faculty, staff, incoming students and the wider DLSPH community.

EXAMPLES OF PREVIOUS PRACTICUM LOCATIONS AND TOPICS

Examples of Practicum I Projects

Location	Project Details
Centre for Addiction & Mental Health	<ul style="list-style-type: none"> ▪ Developing a Guide for Mental Health Promotion for frontline health workers working on the health of children and youth ▪ Research assistance to Andy Hathaway (re cannabis use and lifestyle; health promotion in Canadian Compassion Clubs) ▪ Revise “Clinical Health Promotion Inventory and Resource Guide”
Toronto Public Health	<i>Policy & Planning Unit</i> <ul style="list-style-type: none"> ▪ Exploring facilitators and barriers to collaboration between PHS and TPH <i>Communicable Disease Liaison Unit</i> <ul style="list-style-type: none"> ▪ Planning guide for homeless service providers re influenza pandemic
Public Health Agency of Canada	<ul style="list-style-type: none"> ▪ Support for core competencies initiative
Wellesley Community Health Corp.	<ul style="list-style-type: none"> ▪ Evaluation of community grants program
St. Joseph’s Health Centre	<ul style="list-style-type: none"> ▪ Develop partnership database, speaker series, community outreach forum
Peel Region Health Department	<ul style="list-style-type: none"> ▪ Create cocaine pamphlet, develop web site, develop marijuana display evaluation tool
Halton Health Department	<ul style="list-style-type: none"> ▪ Our Kids Early Years - developing planning tool for service providers and evaluation questions for community services inventory survey

Examples of Practicum II Projects

Location	Project Details
Annex Harm Reduction Program	<ul style="list-style-type: none"> Field inquiry focused on focus groups with homeless re: development of electronic record system
Ontario Ministry of Community and Social Services	<ul style="list-style-type: none"> Field inquiry was best practices in school-based violence prevention programs for youth
Ministry of Health and Long Term Care	<ul style="list-style-type: none"> Public health reform (field inquiry was critique of document describing public health system reform re: knowledge system implications)
Toronto Public Health	<ul style="list-style-type: none"> Evaluation of Toronto Public Health Chlamydia campaign for physicians Assistance on project to create an interdisciplinary professional practice framework for Toronto Public Health Evaluation of role of partnership between TPH and Botswana municipality re: HIV/AIDS capacity building at the local level
Sheena's Place	<ul style="list-style-type: none"> Field inquiry was electronic survey of users of on-line resource re: eating disorders
Public Health Dentists	<ul style="list-style-type: none"> Getting social services client perspectives on oral health and access to oral health care across Canada by telephone
Positive Possibilities	<ul style="list-style-type: none"> Evaluation of teen pregnancy and parenting support and prevention program
Scarborough Hospital	<ul style="list-style-type: none"> Family Wellness Centre (field inquiry was to interview physicians re: screening practices for breast and cervical cancer among immigrant women)
Public Health Agency of Canada	<ul style="list-style-type: none"> Use of GIS information in health promotion practice across Canada
Ontario Early Years, East York/East Toronto Family Resources	<ul style="list-style-type: none"> Development of agency-wide strategic plan (field inquiry was focus groups with staff re: health promotion best practice)
Alliance Youth Services	<ul style="list-style-type: none"> Youth mental health promotion in a foster care setting (Field inquiry was exploration of barriers to implementation of Independent Life Skills Program for youth in foster care across Ontario)

PRACTICUM RESPONSIBILITIES

These guidelines address the responsibilities of the student, the Field Supervisor, the Practicum Placement Officer and the MPH Health Promotion Program Director. It is recognized that other personnel at the practicum site may also be involved.

A. Student's Responsibilities

1. Before the Practicum

The student will:

- a. Meet with their academic advisor and the practicum placement officer to discuss needs, areas of interest and personal objectives for the practicum and identify potential practicum sites and supervisors
- b. Investigate possible placements in collaboration with the Academic Advisor and the Practicum Placement officer.
- c. Once a placement is confirmed, submit the practicum confirmation form. If possible, begin to identify Planning Framework objectives in consultation with the Field Supervisor and academic advisor that will form the foundation of the Planning Framework document.

2. During the Practicum

The student will:

- a. Develop an initial Planning Framework in consultation with the Supervisor and submit it to the Practicum Placement officer within 2 weeks of the practicum start date.
- b. Complete activities and projects as described in the Planning Framework.
- c. Perform in a manner appropriate to the expectations of the Supervisor, adhering to policies and regulations of the organization (including dress code) and to ethical and professional standards. Seek guidance from your Supervisor, Academic Advisor, and Practicum Placement officer as necessary.
- d. Ensure their supervisor has a copy of the supervisor mid-term evaluation to complete and return to the Practicum Placement officer.
- e. Complete the student mid-term evaluation halfway through the placement and submit it through Blackboard or to the Practicum Placement officer.
- f. Schedule regular meetings with their Field Supervisor. Communicate with Academic Advisor and Practicum Placement officer as needed.
- g. Complete the final evaluation form jointly with your supervisor. Submit the form to the Practicum Placement officer along with your 2-3 page practicum report, final product(s) and practicum poster no later than 1 week after your end date.

3. After the Practicum

The student will:

- a. Communicate a formal, written thank-you to the field advisor and to other persons who significantly assisted you during the practicum.
- b. Participate in a poster session to present Practicum 1 experiences to incoming first year class, Academic Advisors and Departmental faculty, for example *DLSPH Research and Practice Day*. (There is no presentation for Practicum II).

B. Field Supervisor's Responsibilities

1. Before the Practicum

The Supervisor will:

- a. Communicate with the Practicum Placement Officer as necessary.

2. During the Practicum

The Supervisor will:

- a. Assist the student in developing a Planning Framework for the practicum that will seek to meet Practicum objectives, the student's objectives and the organizational objectives. The Planning Framework will include specifics for the placement as well, including start/ end dates, work station availability and financial compensation.
- b. Provide an orientation to the organization for the student.
- c. Enable the student to participate, as much as possible, in day-to-day operations.
- d. Submit a mid-term evaluation halfway through the placement to the Practicum Placement Officer by email or fax.
- f. Provide on-going supervision, resources and guidance necessary for the student to complete assigned projects and tasks.
- g. Meet bi-weekly to provide guidance and mentorship.
- h. Complete the final evaluation of the practicum and discuss it with the student. **The student cannot obtain credit for their practicum until the final evaluation is received.**

C. Practicum Placement Officer's Responsibilities

1. Before the Practicum

The **Practicum Placement Officer** will:

- a. Communicate with practicum organizations regarding their willingness to accept a student for the practicum I.
- b. Early in the academic year, orient the student to the purpose of the practicum and explore with students the types of Practicum I experiences that might fit the student's learning needs and interests.
- c. Assist students to identify potential practicum sites and encourage students to arrange their own placement activities directly with the organization.

- d. Act as a liaison between the student and the practicum organization if necessary.
- e. Provide and discuss with students the Practicum Guidelines, evaluation forms and other relevant materials.

2. During the Practicum

The **Practicum Placement Officer** will:

- a. Maintain contact with the student and supervisor and be available throughout the practicum to confer with the supervisor or the student by telephone, or email, or in person if required. Provide resources and guidance to the student and supervisor as needed
- b. Review mid-term evaluations provide feedback to the student, academic advisors, and MPH Health Promotion Program director if necessary.

3. After the Practicum

The **Practicum Placement Officer** will:

- a. Confer with the student and supervisor that all plans have been completed.

D. MPH Health Promotion Program Director

1. Before the Practicum

The **MPH HP Program Director** will:

- a. Assist students to identify potential practicum sites and encourage students to arrange their own placement activities directly with organizations.
- b. Discuss the Practicum Guidelines, evaluation forms and other relevant materials with the students.
- c. Ensure the Practicum the student is arranging is relevant and applicable to Health Promotion.

2. During the Practicum

The **MPH HP Program Director** will:

- a. Maintain contact with the student and be available throughout the practicum to confer with the student as required.

3. After the Practicum

The **MPH HP Program Director** will:

- a. Review the student's portfolio.
- b. Provide feedback to the student as requested.

CORE PRINCIPLES AND CORE COMPETENCIES IN HEALTH PROMOTION

Core Principles of Health Promotion

Health promotion initiatives should strive to be:

1. **Focused on a critical assessment of the determinants of health** (recognizing the underlying social, economic, and environmental conditions for health);
2. **Equitable** (guided by a concern for equity and social justice);
3. **Empowering** (enabling individuals and communities to assume more power over the personal, socioeconomic and environmental factors that affect their health);
4. **Participatory** (involving all concerned at all stages of the process);
5. **Holistic** (fostering physical, mental, social and spiritual health);
6. **Intersectoral** (involving the collaboration of agencies from relevant sectors);
7. **Sustainable** (bringing about changes that individuals and communities can maintain once initial funding has ended);
8. **Multi-strategy** (using a variety of approaches in combination);
9. **Tailored to community settings** (assess local conditions and adapt interventions to fit);
10. **Based on theory** (using multiple health promotion theories as appropriate); and
11. **Based on appropriate and effective approaches** (using best practices and evidence of effectiveness).

Core Competencies

To implement the above principles of health promotion, a graduate from the MPH Program in Health Promotion at the Dalla Lana School of Public Health will be able to:

1. ***Theory & Methods***
 - 1a. Demonstrate knowledge of the range of theories involved in health promotion, social and behavioural sciences and public health practice
 - 1b. Demonstrate knowledge of the social, cultural, political, environmental and economic conditions and structures that affect the lives of individuals and communities
 - 1c. Apply health promotion values and principles in the context of the roles and responsibilities of public health organizations
2. ***Situational/Needs Assessment***
 - 2a. Identify behavioural, social, environmental, organizational, cultural and political factors that promote or compromise health
 - 2b. Use participatory methods to engage stakeholders in the assessment process
 - 2c. Use a variety of assessment methods including qualitative and quantitative research

- 2d. Use culturally and ethically appropriate assessment approaches
- 2e. Collect, review and appraise relevant data, information and literature to inform health promotion action
- 2f. Identify community strengths, assets, needs and existing resources
- 2g. Identify priorities for action based on best available evidence and ethical values
- 2h. Demonstrate understanding of a holistic view of settings (e.g. municipality, workplace, hospital, island, school, etc.) and affects on the health of people living and working in the settings

3. *Program Planning and Implementation*

- 3a. Describe the range of interventions and strategies available to address public health issues
- 3b. Use ethical, empowering, culturally appropriate and participatory processes to plan and implement health promotion action with key partners and stakeholders
- 3c. Use current literature, models, theories and systematic approaches for planning health promotion action at individual, community and societal levels
- 3d. Demonstrate the ability to critically appraise and use statistics, health surveys and epidemiological data in program planning
- 3e. Identify appropriate and multi-level health promotion strategies based on evidence, theory and practice
- 3f. Develop a feasible action plan within resource constraints and with reference to existing needs and assets
- 3g. Develop and communicate appropriate, realistic and measurable goals and objectives for health promotion action
- 3h. Develop, pilot and use appropriate resources and materials
- 3i. Manage the resources needed for effective implementation of planned action
- 3j. Monitor the quality of the implementation process in relation to agreed goals and objectives

4. *Research and Evaluation*

- 4a. Identify and use appropriate qualitative and quantitative tools and methods
- 4b. When and how to use participatory approaches in evaluation and research
- 4c. Identify indicators related to social determinants of health, community strengths and assets and community engagement strategies
- 4d. Use statistics, health surveys and epidemiological data in evaluation and research
- 4e. Collect, analyze and interpret evaluation data pertaining to a variety of health promotion strategies
- 4f. Conduct both process and outcome evaluations of interventions in the field, using appropriate indicators within available resources
- 4g. Use evaluation findings to refine and improve health promotion action
- 4h. Use social and behavioural research and evidence-based strategies to inform practice and build new knowledge
- 4i. Contribute to the development and dissemination of health promotion evaluation and research processes

5. *Health Education & Communication*

- 5a. Communicate health status, demographic, statistical, programmatic, and scientific information tailored to professional and lay audiences
- 5b. Use the media, advanced technologies, and community networks to receive and communicate information

- 5c. Prepare and present information, resources and materials that are appropriate, sensitive and tailored to community characteristics (gender, age, ethnicity, etc.)
- 5d. Apply social marketing, media advocacy and other communication principles to the development, implementation and evaluation of health communication campaigns

6. *Community Mobilization and Development*

- 6a. Use interpersonal communication and group-work skills to facilitate individuals, groups, communities and organizations in efforts to take action on health issues
- 6b. Engage in a dialogue with communities based on trust and mutual respect
- 6c. Identify and strengthen local community capacities to take sustainable action on health issues
- 6d. Advocate for and with individuals and communities for actions that improve their health and well-being
- 6e. Nurture community leaders, foster a sense of community identity, and enable communities to increase control over the decisions affecting their health

7. *Partnerships and Collaboration*

- 7a. Establish and maintain linkages with community leaders and other key community health stakeholders (e.g., schools, businesses, churches, community associations, labour unions, etc.)
- 7b. Understand the leadership, team building, negotiation and conflict resolution skills required to build community partnerships and stimulate intersectoral collaboration on health issues
- 7c. Understand the requirement to work collaboratively across disciplines, sectors and partners to develop and deliver health promotion interventions
- 7d. Engage people from diverse walks of life in decision-making in groups and at community levels related to program planning, evaluation and research

8. *Policy Development and Advocacy*

- 8a. Describe the health, economic, administrative, legal, social and political implications of policy options in Canadian and international settings
- 8b. Demonstrate knowledge of how legislation is formed and how to participate in the policy-making process
- 8c. Provide strategic policy advice on health promotion issues
- 8d. Write clear and concise policy statements for complex issues
- 8e. Demonstrate ability to develop healthy public policy (with regard to structural and environmental change) at national, organizational and community levels
- 8f. Understand the requirement to advocate for policy change at national, organizational and community levels
- 8g. Demonstrate the ability to conduct socio-political analyses of health and social issues