



UNIVERSITY OF TORONTO  
DALLA LANA SCHOOL OF PUBLIC HEALTH

# **MASTER OF PUBLIC HEALTH**

Health Promotion

2016

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## 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 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

## CONTACTS

- Julie Foisy; email: [Practicum.dlsph@utoronto.ca](mailto:Practicum.dlsph@utoronto.ca); phone: 416-978-8844  
fax: 416-978-1883 (Practicum Placement and External Relations Officer)
- Prof. Charlotte Lombardo: e-mail: [c.lombardo@utoronto.ca](mailto:c.lombardo@utoronto.ca) ; phone: 416-978-6873  
(Director of the MPH Program in Health Promotion)
- Prof. Suzanne Jackson: e-mail: [Suzanne.jackson@utoronto.ca](mailto:Suzanne.jackson@utoronto.ca); phone: 416-978-1100  
(For students concurrently doing Practicum 2 and field/research inquiry course)

## OVERALL OBJECTIVES FOR PRACTICUM I AND II

The student will:

- 1- Enhance the core health promotion competencies.
- 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 promotion within the organization, the roles, functions and activities of health promotion actors 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

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

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 6.

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

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, 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)

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.

- 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.

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

### Practicum II (optional)

Practicum II is an optional practicum, ranging in length from 8 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 for Practicum 1 you have the option of completing up to 12-weeks for Practicum II and vice versa. For ROSI course codes please see the Summary table on page 6.

Practicum II is usually begun in the winter term of the student's second year. We do not encourage 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.

**The educational objectives for the second practicum must be substantively different from those set out for the first practicum because credit cannot be given twice for demonstrating and practicing the same skills.**

### 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

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.

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 field inquiry. The student will need to negotiate this with her/his practicum 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 2<sup>nd</sup> practicum if you are enrolled in CHL5806H.

### Practicums at-a-glance: Summary table

	<b>Practicum I</b>	<b>Practicum II</b>
Program Requirement	Required	Optional
When	Completed at the end of the first year (Spring/Summer)	Begun in the Winter term of 2 <sup>nd</sup> 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

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 and Planning Framework.

### Grades

Practica receive a CREDIT/ NO CREDIT 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.

**Practicum I:** 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 1<sup>st</sup> year students access to the Practicum 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 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.

**Practicum II is student-driven; as such, students are responsible for finding and securing their own placement.** All practicum 2 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 concurrently taking the field research course. The practicum placement officer will upload a list to Blackboard with any available placements for a January start date. For students deciding to do their 2<sup>nd</sup> placement in their 2<sup>nd</sup> summer, there will be no such list. Students not enrolled in a practicum in the 2<sup>nd</sup> winter semester will be removed from Blackboard, to ensure the listed opportunities are available solely to students looking for Practicum I in the summer semester.

There are several resources for students when making arrangements for placements:

1. Health Promotion Program Director, Charlotte Lombardo
2. The practicum placement officer, Julie Foisy
3. Students' academic advisors (where relevant/appropriate)
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 (on Blackboard)
6. Practicum Roles & Responsibilities document (on Blackboard)

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 through the Blackboard dropbox.

Upper-year students not enrolled in practica in their 2<sup>nd</sup> winter semester will be removed from the Blackboard site.

## How to Choose A Practicum

To choose a practicum, students need to identify their learning goals, skill areas they wish 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 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 are expected to explore the wide range of available resources 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

If you must stay in your current employment during your practicum, a secondment must be negotiated. This secondment should be time-limited, with a clear start and end date, and with a clear product that is substantially different than your regular work. The goal of the practicum is to gain new experiences, therefore 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.

Form/ Document	Due Dates*	Signatures	Submitted to	Notes
Confirmation of practicum survey	As soon as your practicum has been confirmed	No signature necessary	Online survey accessed at: <a href="http://bit.ly/1MmFZ1Y">http://bit.ly/1MmFZ1Y</a>	You are strongly encouraged to discuss your practicum with the practicum placement officer/ your program director in the early stages of contact with your supervisor
Planning framework/ placement contract	By the end of the 2 <sup>nd</sup> 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.
<b>Weekly journal entry**</b>	<b>The journal entries are due at the halfway point and at the end of the placement</b>	N/a	<b>Blackboard</b>	
Final evaluation form from student	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	
<b>Narrative report**</b>	<b>Up to one week past your practicum end date</b>	n/a	<b>Blackboard</b>	<b>Must be 6-8 pages</b>
<b>Health promoter Competencies Toolkit: self-assessment**</b>	<b>Up to one week past your practicum due date</b>	n/a	<b>Blackboard</b>	<b>Sections 1 and 2 must be completed. Can be found at <a href="http://www.healthpromotercanada.com/s/Ver2-Tool-2-HPSelfAssessment.docx">http://www.healthpromotercanada.com/s/Ver2-Tool-2-HPSelfAssessment.docx</a></b>
Practicum Amendment	As necessary, and as early as possible	Student, Practicum Supervisor	Blackboard/ Practicum placement officer	The Practicum Amendment form <b>should be used if there are ANY changes</b> to your practicum recorded on your Planning Framework. This could include changes in start/end dates, changes to your objectives/ responsibilities/ products.
<b>Practicum PPT poster</b>	<b>Up to one week past your practicum end date</b>	n/a	<b>Blackboard/ Practicum placement officer</b>	<b>Only required for the first placement</b>

\* Note regarding due dates: 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.

\*\* Effective January 2016, students are no longer required to submit their products/ deliverables at the end of the placement and must now submit weekly journal entries, a narrative report and a health promoter competencies self-assessment.

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

### Confirmation of Practicum

Once students have received confirmation of their practicum placements, they must complete the practicum confirmation survey which provides basic information regarding

their placement. The survey can be accessed here: <http://bit.ly/1MmFZ1Y>. This helps the Practicum Office track student progress in their practicum search.

### Practicum Planning Framework

Prior to the beginning of a placement, and no later than 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 encouraged, but not required, to discuss your planning framework with your 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 practicum supervisor, and submitted to the practicum placement officer through the Blackboard site.

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

### 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.

Students are also required to submit their weekly reflective journal entries at the mid-point of the practicum.

### Final Evaluation (one for student and one for supervisor)

At the end of the practicum, one evaluation form is completed by the practicum 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 graduation that are posted on the Blackboard site.***

### Final Practicum Package Documents

The student must submit a practicum package upon the completion of the practicum experience which must include the following files:

1- A cover letter

The cover letter (no more than 2 pages) should provide a HIGH LEVEL overview of your practicum experience: description of the organization, the work you completed, and how you worked towards developing the HP competencies identified in your Planning Framework.

2- An abstract (*first and second practicum*)

A half page (200-300 words) description of the work completed during your placement. This can be in paragraph form describing your experience and project(s) (preferred) or structured research form (intro, methods, results, conclusion). Abstracts are compiled to share with prospective and future DLSPH students on the website: <http://bit.ly/21HKCp4>. **Please indicate at the end of the abstract whether you consent to sharing it or not.**

3- A poster (*only first practicum*)

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 practicum experience, or it can touch on small pieces of 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.

4- A 6-8 page narrative report (\*\*replaces Products required in previous years)

The narrative report should be 6-8 pages double-spaced, and will likely be heavily guided and informed by your journal entries. The focus should be on the work completed on placement and how it contributed to the development of the health promotion core competencies identified in your Planning Framework and Final Evaluation. Reflection on your experience and the role of health promotion in the organization or project is encouraged. Guidelines for writing a reflective piece are included below for your reference.

5- Health Promotion Core competencies list (Complete **sections 1 and 2** from here: <http://www.healthpromotercanada.com/s/Ver1-Tool-2-HPSelfAssessment.doc>)

6- Journal of weekly reflections of competency development

Students are asked to record weekly reflective journal entries as a part of integrating theory and service/ application. Journal entries should be no longer than a half page and should reflect on competency development, the role of health promotion, or any other thoughts/ exercises helpful to the student.

## Guidelines for writing a reflective piece

Students are asked to provide a reflective piece to demonstrate a synthesis in one's understanding of the health promotion competencies.

Below is a table which you may use to frame your reflective piece, by using one or more of the guiding questions. The reflective piece should be written in essay format and be 6-8 pages in length.

Skills	Guiding Question	Description
Comprehension	What do I understand?	Why does the agency and/or community address issues in the way that they do? Compare/contrast, summarize, explain
Analysis	How can Health Promotion theory and practice help me understand what I see and experience?	Examining my experience in relation to curricular content. How do my experience and Health Promotion theory, principles, strategies, etc. inform each other? How are they contradictory? What patterns am I noticing? What are the root causes of the "need" for this service? What inequities are at play?
Synthesis	How do the pieces fit together?	Connecting and synthesizing knowledge from several areas. Looking at issues on the individual, relationship, group and societal/institutional levels
Critical thinking	How do I question what I think I have learned, and what others say about this issue?	Building the capacity to look at issues from multiple perspectives, and to question. Moving from dichotomous thinking to more complex thinking.
Career Development	How does this experience shape my career goals?	Examining the role of this applied learning experience in relation to my career goals. How do these skills transfer to my plans in relation to Health Promotion practice/my profession?
Identity Development	Locating myself. My personal growth and learning.	How have I become more aware of my values, perspectives, cultural identities...?
Leadership	How can I make a difference?	What leadership skills have I learned and developed?
Social change	How can I use this knowledge? How can I affect change?	What knowledge and tools do I now have to contribute to Health Promotion action and change? How does this impact my life? How does my life impact this issue? How will I concretely use what I have learned?

Source: Rice, K. *Engaging All Partners in Reflection: Designing and Implementing Integrative Reflection Opportunities*. Retrieved from Faculty Services Learning Site (portal requires UTORID, password) [https://portal.utoronto.ca/bbcswebdav/pid-4440867-dt-content-rid-26197110\\_3/orgs/ServiceLearningRes/RiceReflectionPacket.pdf](https://portal.utoronto.ca/bbcswebdav/pid-4440867-dt-content-rid-26197110_3/orgs/ServiceLearningRes/RiceReflectionPacket.pdf)