



UNIVERSITY OF TORONTO
DALLA LANA SCHOOL OF PUBLIC HEALTH

MASTER OF PUBLIC HEALTH

Health Promotion

2017

Guidelines for Practicum I and Practicum II

INTRODUCTION	1
CONTACTS	1
Overall Objectives for practicum i and ii.....	2
2nd YEAR: PRACTICUM II AND FIELD research (Optional)	4
Practicum II (optional).....	4
Field Research (optional) (CHL5806H)	4
Practicums at-a-glance: Summary table.....	6
PRACTICUM GUIDELINES	7
Grades	7
Making Practicum Arrangements	7
How to Choose A Practicum.....	8
Special Circumstances for Part-Time Students	9
FORMS & DOCUMENTS.....	10
Confirmation of Practicum.....	10
Practicum Planning Framework	11
Mid-Term Evaluation (one for student and one for supervisor)	11
Final Evaluation (one for student and one for supervisor)	11
Final Practicum Package Documents	12
Guidelines for writing a reflective piece	13

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

- Sarah Ko; email: Practicum.dlsph@utoronto.ca; phone: 416-978-8844
fax: 416-978-1883 (Practicum Placement and Professional Development Officer)
- Charlotte Lombardo; e-mail: c.lombardo@utoronto.ca (Director of the MPH Program in Health Promotion)
- Ananya Banerjee; email: Ananya.banerjee@utoronto.ca (Assistant Director of the MPH Program in Health Promotion)

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

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 2.1 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)

- 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 Michael Goodstadte. 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

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 1st 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 Michael Goodstadt 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. Students not enrolled in a practicum in the 2nd 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 Directors, Charlotte Lombardo/Ananya Banerjee
2. The Practicum Placement Officer, Sarah Ko
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.

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

Form/ Document	Due Dates	Signatures	Submitted to	Notes
Practicum Proposal Form (if you secure your own practicum)	As soon as possible so the Practicum Officer can review your proposed projects and approve it	No signature necessary	Email Sarah at practicum.dlsp@utoronto.ca	Must be completed by your proposed supervisor. Students do not complete this.
Confirmation of practicum	As soon as your practicum has been confirmed	No signature necessary	Blackboard	You are strongly encouraged to discuss your practicum with the practicum placement officer in the early stages of contact with your
Health promoter Competencies Toolkit: self-assessment (must be completed twice)	Before the start of your practicum AND Up to one week past your practicum end date	No signature necessary	Blackboard	Sections 1 and 2 must be completed. Can be found at http://www.healthpromotercanada.com/practitioner-tools/
Planning framework/ placement contract	By the end of the 2 nd week in your placement	Student, Practicum Supervisor	Blackboard	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	
Mid-term evaluation form for practicum supervisor	Halfway through your practicum (as indicated on your planning framework)	Practicum Supervisor only	Blackboard	Please ensure that your supervisor has a copy of this form and that you let them know when they should be filling it out.
Bi-weekly journal entries	The journal entries are due at the halfway point and at the end of the placement	N/a	Blackboard	See guidelines attached to this document
Final evaluation form from student	Date TBD	Student	Blackboard	
Final evaluation from practicum supervisor	Date TBD	Student, Practicum Supervisor	Blackboard	
Practicum cover letter and abstract	Date TBD	No signature necessary	Blackboard	This will be posted on the DLSPH website and shared with incoming 1 st years during their practicum search.
Narrative report	Date TBD	n/a	Blackboard	Must be 6-8 pages, maximum of 10 pages (double spaced). See guidelines attached to this document
Practicum Amendment	As necessary, and as early as possible	Student, Practicum Supervisor	Blackboard AND 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	Date TBD	n/a	Blackboard/ Practicum placement officer	Only for the first placement. Resources are available on Blackboard.

***** 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 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 form which provides basic information regarding their placement. The form requires no signatures and should be submitted through the Blackboard Practicum site. 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 via Blackboard.

Health Promoter Competencies Toolkit: Self-Assessment

Prior to the beginning of a placement, this must be completed and uploaded onto blackboard. You must also complete this at the end of your practicum. Sections 1 and 2 must be completed.

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. ***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 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 or structured form

(<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC116403/>). Abstracts are compiled to share with prospective and future DLSPH students. 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 be an expansion on the cover letter. 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 biweekly reflections of competency development

Students are asked to record biweekly 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.

MPH Health Promotion Practicum Ongoing Journal Reflections

What is Reflection?

The importance of reflections and reflective practice are frequently noted in the health promotion literature; indeed, reflective capacity is regarded by many as an essential characteristic for professional competence. Health promoters assert that the emergence of reflective practice is part of a change that acknowledges the need for students to act and to think professionally as an integral part of learning throughout their courses of study, integrating theory and practice from the outset.

Scholars define reflection in various ways, but all definitions have the following common elements:

- students are actively engaged,
- the reflections are generated through a concrete experience,
- students explore their beliefs and assumptions with respect to **health promotion**
- **competencies** (See *Appendix I*)
- and the reflection activity contributes to new knowledge

Throughout there are **bi-weekly written journal reflections** required throughout the summer practicum. The reflections should be written during the 2nd, 4th, 6th, 8th, 10th, 12th, 14th and 16th weeks. You will be required to submit the first four reflections in one document on BlackBoard at mid-point and the last four reflections during the 16th week. For 12 week practicum period reflections must be written during the 2nd, 4th, 6th, 8th, 10th and 12th weeks. The first three reflections are submitted on Blackboard at mid-point while the remaining three will be submitted on the 12th week.

How it Works

Through reflective activities, students are encouraged to analyze their actions and the material they are learning. One model to conceptualize this is the “**What? So What? Now What?**” framework. As students go through an experience, they are first encouraged to define that experience (“What?”). They are then challenged to illustrate the significance of the activity with respect to course material, personal experiences, or professional practice reflecting the **health promotion competencies** (“So What?”). Finally, based on the significance of the activity, they must plan next steps (“Now What?”). These three questions form a cycle that can facilitate ongoing reflection. Each reflection should be approximately 250-500 words long.

NOTE: Students will not receive full practicum credit if they do not submit all reflections and the final narrative report before the end date of their practicum.

MPH Health Promotion Practicum Narrative Report

The Practicum Narrative report based on your ongoing reflections is the final deliverable for each student that describes the **relevance** of the practicum experience to health promotion. The maximum length of the report is 10 pages (double spaced). Please submit your report on BlackBoard.

Please address the following questions in the Final Narrative Report:

1. What were the accomplishments of your practicum? To what extent has your practicum achieved its objectives? What indicators did you use to measure your performance? Briefly describe 2-3 practicum objectives and how they were met? If the objectives of the practicum have not been met, explain what happened and why. If there were additional accomplishments, describe them, and explain how and why the activities that led to these accomplishments were undertaken. If you worked in collaboration or cooperation with other organizations, describe those arrangements and their importance to the practicum deliverables. Be as specific as possible.

2. What impact do you think the project has had in the field of public health and your learning? Please highlight specific findings or results of any practicum projects? Describe what you believe to be the impact of each project with respect to building your health promotion competencies.

3. Did the practicum encounter internal or external challenges? How were they addressed? Was there something the organization could have done to assist you? Describe each challenge and the actions you undertook to address it.

4. When considering your overall practicum experience, what lessons did you learn that might help other MPH students implement similar work in the specific field? Describe what you have learned from designing and/or carrying out the practicum projects that might inform similar future projects or career opportunities.

5. How did the practicum experience align with your courses you have taken in the first year of the MPH-HP program? Describe how you applied tools, theories and/or principles you learned you're your graduate-level courses to the practicum projects?

6. If you assisted to produce any of the following, please provide titles and dates and your specific contribution.

- Published reports (including fact sheet or issue brief)
- Peer-reviewed article for publication (planned, submitted, or released)
- Presentations, briefings, or testimony (topic, date, and audience)
- Training curricula or toolkit
- Website
- Other publications (please specify)

NOTE: Student will be required to attend a Debriefing session on **Friday, Sept 15th from 1 to 4pm** with the MPH-HP Program Directors. Each student will share their practicum experience for 5 minutes highlighting the health promotion competencies developed, rewards, challenges and lessons learned.

Appendix I: Program Core Competencies

Our program is guided by the following set of core competencies, derived from a synthesis of the literature on competencies in health promotion, social and behavioural health sciences and public health practice¹, notably the work of the Pan-Canadian Network for Health Promoter Competencies, <http://www.healthpromotercanada.com/>.

1. *Theory & Methods*

- a. Demonstrate knowledge of the range of theories involved in health promotion, social and behavioural sciences and public health practice
- b. Demonstrate knowledge of the social, cultural, political, environmental and economic conditions and structures that affect the lives of individuals and communities
- c. Apply health promotion values and principles in the context of the roles and responsibilities of public health organizations

2. *Situational/Needs Assessment*

- a. Identify behavioural, social, environmental, organizational, cultural and political factors that promote or compromise health
- b. Use participatory methods to engage stakeholders in the assessment process
- c. Use a variety of assessment methods including qualitative and quantitative research
- d. Use culturally and ethically appropriate assessment approaches
- e. Collect, review and appraise relevant data, information and literature to inform health promotion action
- f. Identify community strengths, assets, needs and existing resources
- g. Identify priorities for action based on best available evidence and ethical values
- h. Demonstrate understanding of a holistic view of settings (e.g. municipality, workplace, hospital, island, school, etc.)

3. *Program Planning and Implementation*

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

1. Battel-Kirk, B., Barry, M. M., Taub, A., & Lysoby, L. (2009). A review of the international literature on health promotion competencies: identifying frameworks and core competencies. *Global Health Promotion*, 16(2), 12-20.

Dempsey, C., Battel-Kirk, B., & Barry, M. M. (2011). *The CompHP core competencies framework for health promotion handbook*. Galway: Executive Agency for Health and Consumers (EAHC), National University of Ireland Galway.

Hyndman, B. (2009). Towards the development of skills-based health promotion competencies: the Canadian experience. *Global Health Promotion*, 16(2), 51-55.

Jackson, S., & DePauw, L. (2007) *Health promotion core competencies in the Americas*. Toronto, Canada: Centre for Health Promotion, University of Toronto.

Shilton T., Howat P., James R., Burke L., Hutchins C., & Woodman R. (2006) *Revision of health promotion competencies for Australia: final report*. Perth, Australia: Western Australian Centre for Health Promotion Research, Curtin University.

4. *Research and Evaluation*

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

5. *Health Education & Communication*

- a. Communicate health status, demographic, statistical, programmatic, and scientific information tailored to professional and lay audiences
- b. Use the media, advanced technologies, and community networks to receive and communicate information
- c. Prepare and present information, resources and materials that are appropriate, sensitive and tailored to community characteristics (gender, age, ethnicity, etc.)
- d. Apply social marketing, media advocacy and other communication principles to the development, implementation and evaluation of health communication campaigns

6. *Community Mobilization and Development*

- a. Use interpersonal communication and group-work skills to facilitate individuals, groups, communities and organizations in efforts to take action on health issues
- b. Engage in a dialogue with communities based on trust and mutual respect
- c. Identify and strengthen local community capacities to take sustainable action on health issues
- d. Advocate for and with individuals and communities for actions that improve their health and well-being
- e. 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*

- a. Establish and maintain linkages with community leaders and other key community health stakeholders (e.g., schools, businesses, churches, community associations, labour unions, etc.)
- b. Understand the leadership, team building, negotiation and conflict resolution skills required to build community partnerships and stimulate intersectoral collaboration on health issues
- c. Understand the requirement to work collaboratively across disciplines, sectors and partners to develop and deliver health promotion interventions
- d. 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*

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