

## **Fall 2017 Practicum Abstracts**

MPH Health Promotion students conduct placements at a variety of organizations and on a variety of topics. Below you will find a selection of practicum abstracts from Fall 2017 practica. Students have provided their consent to share these abstracts, which were submitted to the DLSPH as a part of their final practicum package. The structure of the abstract varies depending on the amount of information that could be shared by the student and the student's preferences in format.

### **M.B.**

*The Upstream Lab, St. Michael's Hospital*

In my work at the Upstream Research Lab, which focuses on designing and evaluating interventions that address the social determinants of health, I worked on four main projects. As a co-author on a paper describing the use of an online screening tool for physicians to use in clinics to help screen patients for social and financial need and then direct them to appropriate resources, I gained skills in paper writing and development. In my work as part of a Peer-to-Peer Financial Empowerment study, I learned about how to design an intervention, write a protocol and get it approved by the research ethics board. As part of a project on General Practitioners in the Deep End, I learned about key methods to engage health providers working in the most economically disadvantaged communities across Ontario through a survey and focus groups in order to identify their needs and research priorities as well as their interest in participating in an advocacy coalition. Finally as part of a randomized control trial called IGNITE, I learned about methods for recruitment and engagement of patients in a randomized control trial.

### **E.P.**

*University nuhelot'ine thaiyots'j nistameyimâkanak Blue Quills*

mîciwin emaskihkîwakihtek - Food is Medicine Project, is a new initiative that is part of UnBQs response to food sovereignty and food insecurity issues in the seven governing First Nations. The projects main goal is the re-establishment of relationships between food and growing, and excitement about fresh foods amongst children, youth and educators. The main tool of the project is bringing indoor hydroponic growing systems into local school, which will act as a platform for conversations, and a hands-on learning tool.

My role was to set up a learning center and train-the-trainer programming for educators and community leaders to learn how to use the systems, imagine how they will be best used in their learning environments, and build a network of support with each other. From here, I visited the schools the systems were built in, to support with the implementation process, and do direct workshops and programming with youth and children about food security, food sovereignty and nutrition.