

**Faculty of Health Sciences,
University of Lethbridge
PUBH 4550 –Practicum in Public Health
Course Outline – Fall 2014**

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COURSE DESCRIPTION

This course will provide students the opportunity to work with organizations and community groups to address public health issues. Concepts of population health promotion, collaboration, intersectoral collaboration, and partnerships will be explored through work in community settings. Students will focus on non-clinical skills and the development of core competencies for public health.

COURSE OVERVIEW

This is the consolidated practice course in the Faculty of Health Sciences Public Health degree. In this course, students will engage full-time in a public health practice setting and, under the direction of a site preceptor, work to meet a common set of objectives for the course (outlined below). In order to be successful, students must meet all course learning objectives, as well as demonstrate progress in the development of core competencies for public health in Canada (Public Health Agency of Canada, 2008).

COURSE OBJECTIVES

In the context of their assigned practicum, and by the end of the consolidation experience, students will:

1. Demonstrate application of the core public health concepts, theoretical frameworks, and principles with a focus on population health, health promotion, disease and injury prevention or health protection.
2. Identify a public health issue(s) and demonstrate the ability to apply public health science/health promotion strategies appropriate to a practice setting.
3. Apply ethical principles and demonstrate ethical approaches to public health practice, and respect for persons and diversity.
4. Demonstrate effective communication, both oral and written, with clients (i.e. individuals, groups, and/or communities), professionals, and agencies while in the practice setting.

REQUIRED READINGS

- Barry, M. M., Allegrante, J. P., Lamarre, M. C., Auld, M. E., & Taub, A. (2009). The Galway Consensus Conference: international collaboration on the development of core competencies for health promotion and health education. *Global Health Promotion, 16*(2), 5-11. doi: 1757975909104097 [pii] 10.1177/1757975909104097
- Ghassemi, M. (2009). Development of pan-Canadian discipline specific competencies for health promoters. 21. Retrieved from <http://www.phabc.org/modules/Contentcomp/files/Development%20of%20Pan-Canadian%20Discipline-Specific%20Competencies%20for%20Health%20Promoters.pdf>
- Dempsey, C., Barttel-Kirk, B., Barry, M. M. & CompHP Project Partners (2011). The CompHP core competencies framework for health promotion handbook. *International Union of Health Promotion & Education*. Paris. Retrieved from: http://www.iuhpe.org/uploaded/CompHP_Competencies_Handbook.pdf
- Public Health Agency of Canada. (2008). Core competencies for public health in Canada. *Release 1.0*. Retrieved from http://dsp-psd.pwgsc.gc.ca/collection_2008/phac-aspc/HP5-51-2008E.pdf

RECOMMENDED READINGS (APPLYING THEORY IN PRACTICE)

The Faculty Advisor may post resources for practice in Moodle throughout the semester and students are expected to be familiar with the resources available on the Moodle site. Students are also encouraged to post and share information that might be helpful to their peers. The following are useful text resources for developing the Learning Map; as such, students are advised to familiarize themselves with one or more of these resources:

- Davies, M., & Macdowall, W. (2006). *Health promotion theory*. New York: Open University Press.
- Green, J. & Tones, K. (2010). *Health promotion: Planning and strategies*. Los Angeles: Sage.
- McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2009). *Planning, implementing and evaluating health promotion programs: A primer*. (5th ed.). Toronto: Pearson Benjamin Cummings.
- Vollman, A. R., Anderson, E. T., & McFarlane, J. (2013). *Canadian community as partner: Theory & multidisciplinary practice*. Lippincott Williams & Wilkins.

PRACTICUM PERIOD

- Practicum is scheduled for Monday – Friday, 8:00am – 4:30pm (unless otherwise dictated by the designated Preceptor's schedule)
- The first day of practicum will be September 3, 2014, and the last day is expected to end on or before December 4, Any missed practicum days are to be made up prior to December 11, 2014.
- Students are expected to complete 37.5 hours per week with a preceptor in a community-based setting (*excluding coffee and lunch breaks*).
- *A total of 487.5 practicum hours are required for completion of course requirements (13 weeks full-time at 7.5 hours per shift).*
- Students are not required to work overtime, but may do so with permission of the Faculty Advisor when necessary to participate in key practice setting events.
- Students are expected to work a full shift on their last day of practicum (including the final evaluation).

IMPORTANT DATES (2014)

*Prior to practicum	Submit your resume to the Preceptor and Faculty Advisor
Sept. 3	First day of classes (½ day course orientation and ½ day in the practice setting--unless completed prior to the start of term for out of area placements)
Oct. 13	Statutory Holiday – no practicum
Nov. 11	Statutory Holiday – no practicum
Dec. 4	Last day of classes for Fall semester (tentative last day for practicum)
Dec. 11	All practicum hours are to be completed on or before this date.

ASSIGNMENT DEADLINES

Sept. 30	Student Learning Objectives approved by the Faculty Advisor
Sept. 30	Scholarly Contribution/Independent Project identified
Oct. 6	Learning Map developed in consultation with the site preceptor and submitted to Faculty Advisor for approval
Oct. 6	Reflective Journal #1 due
Oct 17 - 24	Midterm Evaluation Meeting (Faculty Advisor, Student, and Preceptor present)
Nov. 3	Reflective Journal #2 due
Nov. 24	Reflective Journal #3 due
Nov. 26	Scholarly contribution completed & presented to Agency
Nov. 28 – Dec. 4	Final evaluation meeting (Faculty Advisor, student, and Preceptor present)

**Please note that dates may be adjusted based on key practicum activities and discussion with Faculty Advisor*

DESCRIPTION OF ASSIGNMENTS

All assignments are to be submitted electronically (via Moodle) to the Faculty Advisor by the above deadlines.

1. Learning Map

Purpose: The “learning map” is a tool for student learning. Throughout the practicum, the learning map will be used to guide/direct learning, document and articulate growth with regard to public health knowledge and experience, and facilitate opportunities for reflection and awareness of competency levels related to the core competencies for public health. The learning map is intended to be a dynamic document, changing and expanding to reflect student opportunities, experiences, preceptor direction, etc.

Although learning maps will vary in content and structure between students, they must contain the following elements:

1. Identification of the three core competencies for public health that will serve as the broad areas of focus for the practicum experience (these were likely selected prior to practicum and in consultation with the public health program coordinator)
2. Selection of three “competency statements” under each of the three identified core competencies that will become the specific area of focus.
3. Clear application of selected competency statements to the scholarly project/contribution to the agency.

4. Demonstration of appropriate use and full integration of available resources and opportunities provided by the practicum setting
5. Adaptations/changes that reflect growing competency and increased integration of public health knowledge throughout the semester

Select **three (3)** of the 7 core competencies for interdisciplinary public health from the list below and develop three broad learning objectives¹. Develop a Learning Map for each selected competency (see Appendix I: Learning Map and Core Competency Expectations for fourth-year students).

1. Public Health Sciences [& Health Promotion]
2. Assessment and Analysis
3. Policy, Planning, Implementation and Evaluation
4. Partnerships, Collaboration and Advocacy
5. Diversity and Inclusiveness
6. Communication
7. Leadership

It is imperative that the student collaborates with the site preceptor to identify core competencies and accompanying statements that will be most appropriate and feasible given the opportunities and resources available. Direction for the development of learning maps will be provided to students during course orientation and examples of learning plans are available for student review on Moodle. The learning plan will be approved by the faculty advisor by Oct. 6 and reviewed again at both the midterm and final evaluation. The student may be required to amend and resubmit the Learning Map until it meets the expectations of the Faculty Advisor.

2. Reflective Journals

Students must complete three reflective journals over the course of the semester. Reflective journals will demonstrate integration and application of theory in practice and critical thinking skills. A detailed list of practicum activities is **NOT** an acceptable format for reflection. The purpose of reflections is to integrate experiential and theoretical knowledge and apply this to practice¹.

Format for Reflective Journals

Include a cover page in American Psychological Association (APA) 6th Edition format. Reflect on your experiences, and the application of theory, evidence and knowledge in practice using the following format:

Part A - A personal reflection related to the practicum experience. This component should describe a public health issue, a critical incident or epiphany, a values conflict situation, or a socio-cultural issue related to working with individuals, groups, and/or populations in the practicum setting.

Part B – Application of theory to the personal reflection. This section of the reflection paper will incorporate scholarly literature (i.e. a theoretical framework and/or principles of health promotion and public health practice) as a means of supporting learning and growth related to the experience described in part A.

- Reference your ideas and sources in APA format (6th Edition).
- Limit your paper to five double-spaced typewritten pages (use Times New Roman or Arial 12 point font).
- See resources in Moodle for articles on reflective journaling.

Reference on the Process of Reflection:

¹Kember, D., Mckay, J., Sinclair, K., & Wong, F. K. Y. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education*, 33(4), 369-379. doi: Doi 10.1080/02602930701293355

3. Scholarly Contribution/Project

Students are expected to consult with their Preceptor (and a manager if applicable) as well as the Faculty Advisor early in the practicum to identify a public health issue and a project for a scholarly contribution to the Agency. This may include one of the following:

- a literature review on an agency-identified or community-identified issue (e.g., an annotated bibliography based on scholarly articles and grey literature)
- a review and summary of best practices and current practice to support policy development
- a contribution to a community consultation with scholarly references (e.g., participate in the identification of community issues with community members, agencies and partners).
- a contribution to an existing project through identification of strategies, resources and scholarly articles (e.g., a resource binder)
- a contribution to the development of a proposal including scholarly references
- a presentation, a resource or a display at a community event, or for agency staff.
- a contribution to data analysis* and development of a summary of descriptive results
- a contribution to a collaborative community development project
- a contribution to development of a project funding proposal with community partners
- a compilation of resources to support health promotion practice targeted to a population/group
- a contribution to an evaluation of a health promotion (or public health) project or community-based program

All scholarly contributions should be completed in close consultation with the preceptor to assure that the project will make a contribution to the agency. Include the scholarly contribution project as part of your Learning Map. Where applicable, provide an electronic copy of your scholarly contribution to your Preceptor, the Agency, and your Faculty Advisor (or those portions of your contribution that are in an electronic format).

Students should discuss the *Release of Scholarly Contribution Form* (see form in Moodle) with your preceptor and faculty advisory early in the practicum. An *Oath of Confidentiality* form should be signed with the agency on or before the first day of practicum. *Data analysis should be conducted with the support and supervision of the preceptor and only a contribution to a report is expected. Data collection during a practicum requires submission of a proposal for University of Lethbridge ethics approval or may require Alberta Research Ethics Community Consensus Initiative (ARECCI) review and approval, and therefore may not be feasible within practicum timelines.

The Preceptor will support the student in selecting a project that is feasible within the timelines of the practicum and provide the student some time during the practicum to work on project. The scholarly contribution should involve some independent work by the student. The Faculty Advisor will support the student in selecting a non-clinical public health issue that fits within the student's areas of competency development and expectations for student performance to support student success. It is expected that additional hours beyond practicum time will be required to complete the scholarly project, but project feasibility should be monitored and adjustments may be made in consultation with the Preceptor and Faculty Advisor during the term.

4. **Public Health Practicum Evaluation Tool**

An evaluation of student performance will be conducted through the use of the "Practicum in Public Health Evaluation Tool" (Appendix II). This tool will be completed at both mid-term and the end of term by the student's preceptor. All seven areas of competency will be evaluated; not just the three competencies selected for the learning plan. The student prepares and submits a self-evaluation with their preceptor and the Faculty Advisor prior to the scheduled mid-term and final evaluation. Student self-appraisal demonstrates reflective practice and awareness of competencies for public health practice. The Faculty Advisor will evaluate reflective journals and the completion of course and Learning Map objectives. Agency feedback on the student's scholarly contribution/project is encouraged as well as Preceptor feedback. It is the responsibility of the Faculty Advisor to determine a pass or fail for the practicum in consultation with the Preceptor.

Early identification of areas of practice requiring improvement (inconsistent practice, lacking self-awareness or lack of basic knowledge to support competent practice) is essential (prior to mid-term evaluation) to support opportunities for student success. Objectives may be modified during the course of the practicum to address limited opportunities to practice certain skill sets or meet learning objectives. Students are encouraged to communicate with their Preceptor and Faculty Advisor about any issues or concerns as they arise in order to support successful completion of the practicum.

****The Evaluation Tool is also available electronically via Moodle.***

COURSE EVALUATION PROCESS

This course is evaluated on a pass/fail basis. Students will be evaluated by the Preceptor and the Faculty Advisor based on: (a) successful completion of all course assignments; (b) completion of personal objectives and the implementation of Learning Map with observable measures of success; and (c) completion of the Senior Public Health Practicum Evaluation Tool (see Appendix II).

COURSE FEEDBACK FORMS

Course feedback forms for the student and the preceptor (see Appendix III & IV) are posted in Moodle. Your feedback is important for program evaluation and is encouraged to support the development of valuable practicum learning experiences (***required**). Your mark for the course will be posted once this form has been submitted electronically. Students are also encouraged to remind their preceptor to complete this form.

Submit the form electronically, via email or send a hard copy by mail to:
Naomi Windy Boy, Administrative Support (naomi.windyboy@uleth.ca)
Faculty of Health Sciences, University of Lethbridge
4401 University Drive West, Lethbridge, AB, T1K 3M4

EXPECTATIONS AND RESPONSIBILITIES

Expectations of the Student:

1. Take responsibility for your own learning and be self-directed by seeking opportunities to meet your learning objectives in the practice setting.
2. Prepare a short resume to share with your Preceptor and Faculty Advisor at the start of the practicum.
3. Contact the preceptor by telephone or in person (if possible) to confirm workplace expectations for the practicum (work hours, parking, appropriate dress, etc.), prior to the first class. Preceptor contact information will be provided to the student before the start of term. Please obtain a contact number for after-hours notifications for your Preceptor and Faculty Advisor (for notifications of any absences).
4. Develop a Learning Map for your practicum experience based on course goals, personal learning objectives and opportunities to develop selected core competencies for public health and/or health promotion (see required reading).
5. Meet with the Preceptor and Faculty Advisor (if possible) to review course objectives and personal learning objectives at the start of the practicum. During this meeting, your previous experience and learning style can be highlighted.
6. Submit a draft Learning Map for approval by the Faculty Advisor and by the Preceptor by the end of the first week of your practicum.
7. Develop strategies to support your learning and observable and realistic measures of success based on reflection on both your practice and scholarly assignments (See the assignments for this course).
8. Review the documents on ethical public health practice and conduct in the Public Health Student Handbook. Be prepared and punctual for your practicum experience. This is an important component of the expected conduct of a public health practitioner.
9. Contact your preceptor and faculty advisor if you are unable to attend scheduled practicum placement dates for any reason (at least one hour prior to the start of the practicum day).
10. Maintain a journal reflecting on your experiences and reflections on PH theory during the practicum placement (see assignment). Submit three reflective journals to your Faculty Advisor (as per course requirements).
11. Discuss some of your insights from these reflective assignments with your Preceptor and demonstrate an ability to describe and apply public health concepts to populations and varied contexts.
12. Seek regular verbal feedback from your Preceptor and Faculty Advisor about your performance with a focus on your selected areas for the development of competencies.
13. Provide feedback to your Preceptor and Faculty Advisor about your practicum experience.
14. Complete a self-evaluation of your achievements in meeting:
 - a. Course objectives
 - b. Personal objectives/Learning Map targets and
 - c. Developing Core Competencies for public health practice.
15. Use your Learning Map and the Evaluation Tool (in Moodle) to evaluate your progress.

Responsibilities of Agency and/or Agency Preceptor:

1. Contribute to student learning through provision of relevant experiences.
2. Serve as role model, teacher, and guide.
3. Support the student in developing realistic learning objectives to develop selected core competencies for public health based on the opportunities within the practicum setting. Support the student's learning by suggesting a variety of learning opportunities.
4. Provide an orientation to the office and an overview of expected routines and timelines for current public health projects/events.
5. Review the student's Learning Map (draft to be reviewed by the 3rd week of practicum) to support the student in meeting the course objectives and individual learning objectives.
6. Provide supervision to the student, including discussion, explanation and/or demonstration to support student participation in non-clinical health promotion, population health, community development, primary prevention, population surveillance, or community assessment activities.
7. Arrange a substitute preceptor or experience as necessary.
8. Contact faculty advisor if a problem occurs with a student (e.g., concerns about student absences or adjustments in the Learning Map, or a workplace injury.)
9. Provide regular feedback to student and faculty advisor (e.g., formal evaluations at the midpoint and the completion of the practicum).
10. Participate in the evaluation process by providing information regarding overall student performance to the faculty advisor and student for the final evaluation.
11. Provide tangible evidence through day-to-day experiences of how communities, population groups, and settings differ.
12. Allow student to spend time with other staff members to provide the student with a range of appropriate experiences.

Responsibilities of Faculty Advisor:

1. Provide Preceptors with scheduled visit dates, course outlines, clinical objectives, student assignments and evaluation tool.
2. Work closely with student and Preceptor to assist students in achieving course objectives and personal learning objectives through review of Learning Map.
3. Make routine contacts with student and Preceptor at the clinical site (usually includes contact/visit with Preceptor prior to start of practicum placement, and site visits/teleconference with the student and preceptor: initial site visit, mid-term and final evaluation visits). Out-of-region practicum placement site contacts may be conducted by teleconference or videoconference.
4. Ongoing Preceptor communication during scheduled clinical visits, telephone calls or written communication/email as needed.
5. Seek regular feedback from the student and the Agency/Preceptor on progress and developments through scheduled visits and phone call/email communication.
6. Provide regular feedback to student on progress and development through visits, feedback on reflective journals, individual Learning Map.
7. Keep written records of student attendance, completion of assignments, reports of visits, and final evaluation.
8. Facilitate evaluation in coordination with the student and Preceptor.
9. Be available for questions, problem identification and resolution.
10. Encourage student to apply theory learned in class to practice.

ATTENDANCE

Students are expected to attend all scheduled practicum days. The required practicum hours must be completed for successful completion of the course (see the Public Health Student Handbook). Absence can jeopardize the student's ability to meet course objectives.

If you develop symptoms of flu-like illness during the practicum, and you have not been immunized with influenza vaccine prior to the start of the practicum, you may be excluded for a period of 7-10 days until your symptoms subside and you are no longer contagious. Additionally, you may be excluded from the practice setting if you are unimmunized and there is a significant risk of exposure (e.g., 7-10 days after the last case has occurred within the setting). Notify your faculty advisor and preceptor by phone of your absence and expected return date. If course requirements have not been completed by the completion date for the course, a grade of "incomplete" may be assigned until all required practicum hours and requirements have been met.

ETHICAL PUBLIC HEALTH PRACTICE AND CONDUCT

Public health students are expected to practice within ethical guidelines (see the Public Health Student Handbook). A breach of ethical conduct may result in failure of the practicum.

REQUIREMENTS FOR PRACTICUM PLACEMENTS

Students are required to meet all of the requirements and submit documentation by the deadlines as outlined in the Public Health Student Handbook and the Course Outline. Failure to meet the requirements for practicum may result in a delay in the practicum or may result in the student being excluded from the practicum placement (see Public Health Student Handbook).

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

COPYRIGHT STATEMENT

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

EVALUATION

See PUBH 4550 Appendices (separate attachment) for Learning Map and Evaluation Tools:

Appendix I: Learning Map and Core Competency Expectations

- a. Learning Map Template
- b. Core Competency Expectations for Fourth Year Students

Appendix II: Public Health Evaluation Tools

- c. Evaluation Instructions
- d. Signature Page
- e. Checklist Evaluation Tool
- f. Detailed Competency Descriptions (reference for the Checklist Evaluation Tool)
- g. Faculty Advisor's Summary Evaluation Sheet

Appendix III: Preceptor Feedback Form

Appendix IV: Student Feedback Form