

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 4550 – Consolidated Practicum in Public Health
Course Outline – Spring, 2013

FACULTY ADVISOR, PUBH 4550 & COORDINATOR, PUBLIC HEALTH DEGREE

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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 Public Health degree. Students practice in a public health practice setting to meet a common set of general objectives for the course. Students must meet course learning objectives and personal learning objectives based on the development of three (3) student-selected core competencies for public health and health promotion practice applicable in the practicum setting. Students will have previously declared an area of concentration (Applied Public Health, Public Health Policy and Promotion, or Public Health Administration) and must confirm this concentration with the faculty advisor at the commencement of the course.

COURSE OBJECTIVES

By the end of the senior practicum students will demonstrate and apply the following in a community context:

1. Apply 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 public health issues (e.g., with community members and groups) and utilize surveillance data to develop strategies to promote health (with a focus on individuals, groups, communities, or populations).
3. Apply ethical principles and demonstrate ethical approaches to public health practice, and respect for persons and diversity.
4. Demonstrate effective communication (oral and written) in working with clients (individuals, groups, and communities), professionals, and agencies in practice settings.

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 READING (APPLYING THEORY IN PRACTICE)

The Faculty Advisor will post resources for practice in Moodle throughout the term. Students are encouraged to regularly check their email in Moodle and to post and share information. Students are also encouraged to select one text from the list below as a resource to support the development of their Learning Map (see library 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 from 8:00 am – 4:30 pm (or an alternate shift matching that of the Preceptor).
- Practicum begins on January 9, 2013, and is expected to end on or before April 10, 2013. Any missed days are to be completed prior to April 17, 2013.
- 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 to participate in key events.
- Students are expected to work a full shift on their last day (including the final evaluation).

IMPORTANT DATES

*Prior to practicum	Submit your resume to Program Coordinator, Preceptor and Faculty Advisor
January 9	First day of classes (½ day orientation to practicum and ½ day in the practice setting)
February 18 - 24	Statutory Holiday (Feb. 18) and Reading Week – no practicum
March 29	Statutory Holiday – no practicum
April 1	Statutory Holiday – no practicum
April 18	Last day of classes for Spring semester (tentative last day for practicum)
April 25	All practicum hours are to be completed on or before this date.

ASSIGNMENT DEADLINES

January 9-11	Draft Student Learning Objectives reviewed with Preceptor
January 28	Student Learning Objectives approved by Faculty Advisor Potential Scholarly Contribution/Independent Project identified
January 31	Learning Map (or Plan) developed with Preceptor – approved by Faculty Advisor
February 4	Reflective Journal #1 due to Faculty Advisor
Feb. 25- Mar 5	Midterm Evaluation Meeting with Faculty Advisor and Preceptor
March 4	Reflective Journal #2 due to Faculty Advisor
March 25	Reflective Journal #3 due to Faculty Advisor
Mar 28 – April 5	Scholarly contribution completed & presented to Agency
April 15- 18	Final evaluation completed (during the last few days of the practicum)

***Dates may be adjusted based on key practicum activities and discussion with Faculty Advisor**

DESCRIPTION OF ASSIGNMENTS

Note: 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 to focus your learning throughout the practicum.

Select **three (3)** of the 7 core competencies for interdisciplinary public health from the list below and develop three broad learning objectives. 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 and Program Planning, Implementation and Evaluation
4. Partnerships, Collaboration and Advocacy
5. Diversity and Inclusiveness
6. Communication
7. Leadership

Base this Learning Map on an appraisal of the learning opportunities within the practicum placement settings in which you are placed. Demonstrate initiative in seeking learning opportunities, with the support of your preceptor and faculty advisor, to successfully meet course objectives and your personal learning objectives.

See *Appendix I Learning Map* in Moodle for instructions on creating a schematic or graphic representation of your learning map. The Learning Map will be submitted electronically to the Faculty Advisor via Moodle.

Requirements for the Learning Map:

- Select three (3) areas of core competency for your learning and personal development during the semester.
- Identify three (3) broad learning objectives (one for each core competency) to focus your learning and personal development in the areas of knowledge, skill, and ethical practice.
- Collaborate with your preceptor to identify appropriate objectives and opportunities for learning.
- Your Learning Map is a concept map¹ of the activities and learning strategies you will use to meet your 3 objectives to support the development of core competencies for public health.
- Develop a Learning Map for each of your broad *learning objectives* (3).
- List a public health issue(s) or approach of interest in this setting, and the activities and strategies you will use to focus your learning (e.g., For a placement in general health promotion, you may be interested in community collaborations promoting food security, working a policy development or policy advocacy, and taking part in coalition activities related to this issue.)
- Include a focus on developing *knowledge, skills and ethics* within each Learning Map.
- List your scholarly project under the applicable objectives and core competencies.
- Identify links between your objective, planned activities, strategies and scholarly project in each Learning Map.
- Consider how your Learning Map will support your development of core competencies for public health.
- Submit your draft Learning Map to your Faculty Advisor by January 31, 2013.

¹ A concept map is a schematic or graphic representation of key concepts and how they are linked together. In the learning map, you will identify key learning activities, strategies and a scholarly project to support your learning. See Moodle for resources on concept mapping to support your learning.

- Your Learning Map is a flexible tool to support your learning. New strategies and learning opportunities will emerge during the practicum period. Adapt your Learning Map in consultation with your preceptor and faculty advisor.
- Submit an updated Learning Map with your Mid-term Evaluation.

Implement your Learning Map, Track your Progress and Participate in Evaluation:

- Seek regular feedback from your Preceptor on your progress and demonstrate initiative as a self-directed learner.
- Track your learning activities and the implementation of your Learning Map.
- Completed a self-assessment of evaluation checklist tool for the mid-term and final evaluations (see Appendix I Evaluation Tool). (The preceptor will complete also complete the evaluation checklist tool for the mid-term and final evaluations.
- Revise the Learning Map as required to support your learning in collaboration with your Preceptor and Faculty Advisor.
- Complete a self-assessment of your learning for the mid-term (see Public Health Evaluation Plan) and demonstrate your development of competencies in three areas.

The Learning Map will be used as a framework for discussion at both the mid-term and final evaluation sessions. Changes to the Learning Map may be made as new learning opportunities present, if these changes will optimize learning, and if there is mutual agreement between the Faculty Advisor, Preceptor, and Student. The Faculty Advisor will provide feedback on the Learning Map. 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. Reflective journals must be **submitted electronically via Moodle to the Faculty Advisor**.

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 paper 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. A detailed list of practicum activities is **NOT** required. The purpose of this reflection is to integrate experiential and theoretical knowledge and apply this to practice¹.
- *Part B – Application of theory to the personal reflection.* This section will incorporate a theoretical framework and/or principles of health promotion and public health practice.
- 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 assessment
- 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 is selecting a non-clinical public health issue that fits within the students 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. Senior Public Health Practicum Evaluation Tool

An evaluation of student performance will be conducted through the use of the “Senior 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. Students are also expected to prepare a self-evaluation to share with their preceptor prior to or at the time of the final evaluation to demonstrate self-reflective practice and awareness of their competencies for public health practice. The Faculty Advisor will evaluate reflective journals and the completion of course and Learning Map objectives. Agency feedback will be provided on the scholarly contribution/project 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. Students are also encouraged to remind their preceptor to complete this form.

Send feedback forms to:

Naomi Windy Boy, Administrative Support
Faculty of Health Sciences, University of Lethbridge
4401 University Drive West, Lethbridge, AB, T1K 3M4

EXPECTATIONS AND RESPONSIBILITIES OF STUDENT, PRECEPTOR AND FACULTY ADVISOR

Expectations of the Student:

1. Take responsibility for your own learning and be self-directed by seeking opportunities in the practice setting to meet your learning objectives.
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 (January 9, 2013 at 1:00 p.m.). Preceptor contact information will be provided to the student on or before January 9, 2013. 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 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, & 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.
5. Provide supervision to 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.
6. Arrange a substitute preceptor or experience as necessary.
7. 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.)
8. Provide regular feedback to student and faculty advisor (e.g., formal evaluations at the midpoint and the completion of the practicum).
9. Participate in the evaluation process by providing information regarding overall student performance to the faculty advisor and student for the final evaluation.
10. Provide tangible evidence through day-to-day experiences of how communities, population groups, and settings differ.
11. 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. On-going 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 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 Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource 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