INTRODUCTION
This handbook provides information and guidance for practicum preceptors. Its goal is to answer any questions or concerns and provide information and guidance regarding the practicum process. If additional questions or problems arise, please contact Ashley Amson the Public Health Practicum Coordinator.

Supervising a practicum is both a challenging and rewarding experience. The challenge lies in providing worthwhile and meaningful experiences for practicum students so they can utilize the skills learned moving forward in their careers. It should be noted that the practicum student is going to look up to the preceptor as a role model. The attitudes, beliefs and skills modeled by the preceptor moulds the way a student will view and function in the profession for years to come. This is an incredible responsibility for the preceptor to assume and we at the University thank you for your time and dedication to furthering the future minds of Public Health.

Undergraduate Public Health Practicum Description
The Public Health major in the Bachelor of Health Sciences program prepares students for non-clinical work and graduate study in the field of public health. Graduates will have the practical skills and the theoretical knowledge needed for employment in a variety of public health roles including: health promotion (individual or population-health focused), disease prevention, analysis and surveillance, health policy, project management, and community development. Students have the opportunity to complete an optional practicum or undergraduate thesis.

A practicum is a unique opportunity for students to integrate and apply skills and knowledge gained through coursework and prior experiences in a professional public health work environment. It provides an opportunity for students to gain experience, while developing their skills and competencies for public health practice.

The practicum is the consolidated practical course in the Faculty of Health Sciences Public Health degree. During the practicum, students will engage full-time in a public health practice setting and, under the direction of a site preceptor, work to meet course objectives. This course will provide students the opportunity to work with organizations and community groups to address public health issues. 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).

Objectives of the Practicum Experience
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 in addressing identified issues.
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.

Requirements
1. Must be full-time over the course of 13 weeks
2. Must be supervised by a preceptor. A preceptor is a qualified individual employed or retained by the Agency who supervises and mentors the student during the practicum. Preceptors should have the necessary competencies to be able to teach, guide, support, supervise and evaluate the students practice and learning in the work setting.
3. Agency must agree to the contractual agreement with the U of L
4. A scholarly project/contribution (among other assignments) must be submitted in order to obtain a credit

Roles and Responsibilities
The practicum is a collaborative process that involves the student, Practicum Coordinator, Preceptor and the student’s Faculty Advisor. Each party has its own roles and responsibilities in order to create a successful practicum experience.

Students
It is the student’s responsibility to find a practicum placement that best suits their interests and public health goals. The student is expected to:
1. Take responsibility for your own learning and be self-directed by seeking opportunities to meet your learning objectives in the practice setting.
2. Complete all Pre-Practicum requirements.
3. Prepare a resume to share with your Preceptor and Faculty Advisor before the start of the practicum.
4. 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).
5. Develop a Practicum Guide 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).
6. Submit a draft Practicum Guide for approval by the Faculty Advisor and by the Preceptor before the start of your practicum. This will/can change throughout the term. A final practicum guide will be submitted before the end of the practicum placement.
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 two 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. Initiate the interim and final evaluation meetings with your Preceptor and Faculty Advisor.

13. 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.

14. Provide feedback to your Preceptor and Faculty Advisor about your practicum experience.

15. Complete a self-evaluation of your achievements in meeting:
   a. Course objectives
   b. Personal objectives/Practicum Guide targets and
   c. Developing Core Competencies for public health practice.

16. Use your Practicum Guide and the Evaluation Tool (in Moodle) to evaluate your progress.

17. Write a summary of your experience to share with your current and future classmates.

Agency and/or Agency Preceptor

The role of the Preceptor is to provide a learning environment for the student and to provide guidance, support and supervision. A Preceptor is expected to:

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 and to 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 \(3^{rd}\) 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.

**Faculty Advisor**
The Faculty Advisor has the responsibility of overseeing the academic aspects of the student’s practicum experience and ensures that all academic requirements for the program are met. A Faculty Advisor is expected to:

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 Practicum Guide.
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.
10. Encourage student to apply theory learned in class to practice.
   a. Evaluation Instructions
   b. Signature Page
   c. Checklist Evaluation Tool
   d. Detailed Competency Descriptions (reference for the Checklist Evaluation Tool)
   e. Faculty Advisor’s Summary Evaluation Sheet

**Practicum Coordinator**
The Practicum Coordinator is in charge of putting in place all the necessary structures and processes for a successful practicum experience. These include:
The Practicum Process

Overview

The planning, implementation, and evaluation of the practicum are a collaborative effort between the student, the practicum coordinator, preceptor, and the student’s faculty advisor.

Students are expected to declare their intention to register in the optional practicum or thesis course by the end of their 2nd year. At this point they will discuss their areas of interest (concentration area) for a practicum placement with the Public Health Coordinator by 12 months in advance or by the fall of 3rd year. Students interested in a practicum placement (> 500 km from Lethbridge) must provide contact information for a proposed agency placement at least 12 months in advance of the placement. Proposed placement options will be assessed by the coordinator. Any students interested in an International Practicum Placement must provide contact information for a proposed agency 12 months in advance of the placement. Additionally, students must meet the eligibility requirements listed in the International Practicum Criteria. Proposed placement options will be assessed by the coordinator.

Once a student is put into a practicum placement, (s)he works with his/her preceptor, faculty advisor, and the practicum coordinator to develop a practicum guide that specifies the practicum’s rationale, objectives, activities, deliverables, timeline, and resources. The practicum guide is reviewed and signed by all parties before the start of the practicum and is revisited throughout the experience, especially at mid and end-of-practicum meetings, to assess student progress. A mid and final practicum evaluation is completed by the student and preceptor and is reviewed and discussed with the faculty advisor.

Guidelines for Preceptors

- Preceptors may contact the School with a project of their own, and the School will assign a suitable student
- Preceptors may suggest a project to the student that they feel would be beneficial to both the student and the organization. Alternately, students may present a project proposal at the time of initial contact
- The Preceptor and the student should share their respective goals, expectations and interests, to ensure that the Practicum Project will be beneficial to both parties
- Preceptors and students should agree on a timeline which will support the project, and ensure that the deliverable can be completed in the amount of time allotted

The current process for becoming a preceptor is:
1) Phone/email us (to request), or we contact you to request on having a practicum placement in your organization. Background documents are sent to the agency (course outline, website, and links to the Public Health student handbook).

2) Complete a contract with the U of L and confirm interest in supporting a student. We will then send student information with the student’s written consent (exp. Resume).

3) When the practicum placement begins, you will need to orient the student to your organization, (i.e., review the organization's history, mission, goals, vision, work on a day to day basis, etc.). We encourage you to introduce the student to other staff to allow the student to gain an understanding of the workplace culture. It is important to discuss work logistics, including exchange of contact information, work hours, procedures for absences, parking, ID badges, computer log-ins, etc.

4) The next step is to assist the student with the Practicum Guide. The Practicum Guide is an agreement completed by the student in collaboration with the preceptor, outlining what activities are to be undertaken during what time frame, and outlining the roles and responsibilities of the student and preceptor. The purpose of the plan is to ensure that all parties understand and agree upon the practicum activities. **It is VERY IMPORTANT to work with the student to complete and both sign off on this document as soon as possible.**

5) Provide the student with necessary information, guidance and instruction for them to develop the knowledge, skills, and understanding needed to successfully carry out the project. This may include providing background information, other pertinent project information (e.g., reports, memos, fact sheets, etc.), and directing the student to research the topic (e.g., literature review, seek best practices, etc.).

6) During the course of the practicum, regularly scheduled face-to-face check-ins with the student are strongly encouraged to remain aware of student progress as well as answer questions or address any concerns. If available and time permits, identify other opportunities, outside of the practicum, that will enrich the experience by further exposing the student to the “flavor” of working at the practicum site (e.g., staff meetings, conference calls, community meetings, etc.). It is important to have an alternate preceptor available in your absence. If there are ever any problems at any time, please contact Ashley Amson or Ali Walker as soon as possible.

7) During the course of the practicum experience, there are two required preceptor evaluations. The first is the mid-term Student Evaluation. The second is the final student Evaluation. In the Practicum Guide, you will develop a timeline that will include evaluation due dates. The student will initiate and remind you of the evaluation meetings that will take place with the Faculty Advisor – Ali Walker.
Assignments

PRACTICUM GUIDE

The practicum guide is a tool for student learning. Throughout the practicum, the practicum guide 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 practicum guide is intended to be a dynamic document, changing and expanding to reflect student opportunities, experiences, preceptor direction, etc. The practicum guide will be approved by the faculty advisor before the student’s placement and reviewed again at both the midterm and final evaluation by the faculty advisor and preceptor. The practicum guide should be modified to reflect student experiences, available resources, and additional opportunities for competency development throughout the semester. The student may be required to amend and resubmit the practicum guide until it meets the expectations of the Faculty Advisor.

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

- A clear description of the practicum setting (Agency, address, Preceptor name(s) and contact information)
- Project title, dates, hours of work
- Learning objectives
- Methods and a timetable for accomplishing these objectives
- The expected deliverables (note: the deliverable itself may have a more detailed project plan that is developed with the Preceptor(s)).
- The need for ethics approval, if required
- Signatures of the:
  - Student
  - Preceptor
  - Faculty Advisor
  - Practicum Coordinator

Part 1: Practicum Background

1. Students name and number:

   Project Title:

   Name of Practicum Agency:
   Address of the site:
   Name of Preceptor(s):
   Email:
   Dates of Practicum Placement: from to
   Hours of Work per Week:

   Title:
   Phone:

2. Summary of your scholarly contribution/project
3. Your role towards the contribution to the project
4. Learning Objectives
Part 2: Identifying Learning Objectives
Learning objectives are the core of the student’s practicum experience and provide the basis for the students practicum guide. These objectives should build upon the knowledge and skills gained during previous coursework and reflect student’s goals for their practicum experience. The learning objectives should be guided by the students overall training needs, interests, past experiences and career goals. The Faculty Advisor and Preceptor are key resources in helping to advise students in developing their objectives. 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 objectives will be provided to students during course orientation and examples of learning objectives are available for student review on Moodle.

Select two (2) of the 7 core competencies for interdisciplinary public health from the list below and develop three broad learning objectives for each core competency.

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

Objectives should be “SMART”:
Specific: Be clear about what will be achieved
Measurable: Quantify results and measure they have been achieved
Achievable: Ensure they can be achieved
Realistic: Can be attained within the project resources
Timely: Can be attained within the given timeline of the practicum placement

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<tr>
<th>Practicum Learning Objectives</th>
<th>Competencies Addressed</th>
<th>Activities</th>
<th>Support</th>
<th>Deliverables</th>
<th>By When?</th>
<th>Final Sign off (at end of practicum)</th>
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<td>What do you hope to learn through the practicum?</td>
<td>What will you do to achieve this?</td>
<td>What needs to happen to support you achieving this objective?</td>
<td>What evidence (report, presentation, literature review, performance etc.) will demonstrate you have achieved this objective?</td>
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Student Signature _____________________________ Date

□ Draft □ Mid-term evaluation □ Final revaluation
Agency Preceptor _____________________________ Date
Faculty Advisor _____________________________ Date
REFLECTIVE JOURNALS
Students must complete two 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 practice\(^1\).

Format for Reflective Journals
Include a cover page in American Psychological Association (APA) 6\(^{th}\) 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 (6\(^{th}\) 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:
SCHOLARLY PROJECT/CONTRIBUTION

Students are expected to consult with their Preceptor (and a manager if applicable) as well as the Faculty Advisor before the start of their 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. Information about the scholarly contribution project should be included as part of your Practicum Guide. 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 as part of a research study 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.
PRACTICUM SUMMARY
To sum up your practicum experience you will write a brief summary describing your personal practicum placement and will also attend a round table for further discussions and sharing.

Summary
The practicum summary is an opportunity to share with your fellow classmates and the Public Health program your personal experience during your placement. Near the end of your practicum placement please submit a brief summary (no longer than a page) in word format. The summary should include:

- Your name
- Name of host organization
- Focus (areas of competency)
- The type(s) of deliverable(s)
- Major learning(s)
- Briefly describe scholarly project
- What other types of work were you engaged in

Roundtable
At the end of practicum placements, we will hold a roundtable giving you a chance to discuss with your fellow classmates and faculty on your personal experience. This will be very informal and will be in the style of a potluck dinner.
MIDPOINT AND FINAL STUDENT PRACTICUM EVALUATION

This evaluation form is to be completed at both mid-term and the end of term by the student’s preceptor, with the participation of the faculty advisor. Please note that all seven areas of competency will be evaluated; not just the two competencies selected for the learning objectives. Prior to the midterm and final evaluation meetings, the student independently prepares and submits a self-evaluation to their preceptor and the Faculty Advisor. Student self-appraisal demonstrates reflective practice and awareness of competencies for public health practice and provides an opportunity to align expectations and perceptions of accomplishment with the preceptor. The preceptor also completes the Public Health Evaluation Tool, which is submitted to the faculty advisor following the evaluation meetings at midterm and final. 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.

Student Evaluation Tool

The purpose of this evaluation is to identify the student’s strengths, limitations and growth in non-clinical skills and interdisciplinary core competencies for public health practice. The evaluation process involves both student-self-evaluation and the preceptor’s evaluation of the student’s performance to support the student in identifying his/her progress in each competency area. This evaluation should be completed at the mid-term and at during the last week of the practicum placement. The student, the preceptor and faculty advisor should sign this form after each evaluation and a copy the mid-term and final evaluation is made for the student, the preceptor and faculty advisor.

When providing feedback, please reference the article numbers provided. For example “Jane did an excellent job addressing 1.1 however, … . This feedback is valuable to our students and the more detailed and precise you can be, the more our students can improve.

Review of Assessment against Public Health Competencies

In determining levels of competence please consider the Core Competency Statements above each evaluation and follow the grading criterion that was established by the University of Saskatchewan (University of Saskatchewan, 2013).

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<tr>
<th>Descriptor</th>
<th>Description</th>
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<tr>
<td>Exceptional</td>
<td>A superior performance with consistent strong evidence of: - a comprehensive, incisive grasp of subject matter; - an ability to make insightful critical evaluation of information; - an exceptional capacity for original, creative and/or logical thinking; - an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; - an exceptional ability to analyze and solve difficult problems related to subject matter.</td>
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<td>Excellent</td>
<td>An excellent performance with strong evidence of: - a comprehensive grasp of subject matter; - an ability to make sound critical evaluation</td>
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<td>of information;</td>
<td>an excellent capacity for original, creative and/or logical thinking;</td>
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<td>an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</td>
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<td>an excellent ability to analyze and solve difficult problems related to subject matter.</td>
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<td>Very Good</td>
<td>A very good performance with strong evidence of:</td>
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<td>a comprehensive grasp of subject matter;</td>
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<td>an ability to make sound critical evaluation of information;</td>
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<td>a very good capacity for original, creative and/or logical thinking;</td>
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<td>a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</td>
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<td>a very good ability to analyze and solve difficult problems related to subject matter.</td>
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<td>Satisfactory to Good</td>
<td>A satisfactory to good performance with evidence of:</td>
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<td>a substantial knowledge of subject matter;</td>
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<td>a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;</td>
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<td>a satisfactory to good capacity for logical thinking;</td>
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<td>some capacity for original and creative thinking</td>
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<td>a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;</td>
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<td>a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter.</td>
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<td>Experiencing Difficulties</td>
<td>A generally unacceptable performance or a generally weak performance, but with some evidence of:</td>
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<td>a basic grasp of the subject matter;</td>
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<td>some understanding of the basic issues;</td>
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<td>some familiarity with the relevant literature &amp; techniques;</td>
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<td>some ability to develop solutions to moderately difficult problems related to the subject matter.</td>
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<td>some ability to examine the material in a critical &amp; analytical manner.</td>
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1. **Public health Sciences**

This category includes key knowledge and critical thinking skills related to the public health sciences: behavioural and social sciences, biostatistics, epidemiology, environmental public health, demography, workplace health, and the prevention of chronic diseases, infectious diseases, psychosocial problems and injuries. Competency in this category requires the ability to apply knowledge in practice. A public health practitioner is able to

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<td><strong>1.1</strong></td>
<td>Demonstrate knowledge about the following concepts: the health status of populations, inequities in health, the determinants of health and illness, strategies for health promotion, disease and injury prevention and health protection, as well as the factors that influence the delivery and use of health services.</td>
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<td><strong>1.2</strong></td>
<td>Demonstrate knowledge about the history, structure and interaction of public health and health care services at local, provincial/territorial, national, and international levels.</td>
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<td><strong>1.3</strong></td>
<td>Apply the public health sciences to practice.</td>
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<td><strong>1.4</strong></td>
<td>Use evidence and research to inform health policies and programs.</td>
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<td><strong>1.5</strong></td>
<td>Demonstrate the ability to pursue lifelong learning opportunities in the field of public health.</td>
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**Student’s Self Assessment**

- [ ] Experiencing Difficulties
- [ ] Satisfactory to Good
- [ ] Very good
- [ ] Excellent
- [ ] Exceptional
- [ ] Not Applicable

**Field Supervisor(s)’s Assessment**

- [ ] Experiencing Difficulties
- [ ] Satisfactory to Good
- [ ] Very good
- [ ] Excellent
- [ ] Exceptional
- [ ] Not Applicable

**Examples of Practicum Activities in this Core Competency Domain:**

**Preceptor’s Comments:**
### 2. Assessment and Analysis Domain

This category describes the core competencies needed to collect, assess, analyze and apply information (including data, facts, concepts and theories). These competencies are required to make evidence-based decisions, prepare budgets and reports, conduct investigations and make recommendations for policy and program development.

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<td>2.1</td>
<td>Recognize that a health concern or issue exist</td>
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<tr>
<td>2.2</td>
<td>Identify relevant and appropriate sources of information, including community assets and resources</td>
</tr>
<tr>
<td>2.3</td>
<td>Collect, store, retrieve and use accurate and appropriate information on public health issues.</td>
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<td>2.4</td>
<td>Analyze information to determine appropriate implications, uses, gaps and limitations.</td>
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<td>2.5</td>
<td>Determine the meaning of information, considering the current ethical, political, scientific, socio-cultural and economic contexts.</td>
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<td>2.6</td>
<td>Recommend specific actions based on the analysis of information.</td>
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<thead>
<tr>
<th>Student’s Self-Assessment</th>
<th>Field Supervisor(s)’s Assessment</th>
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<tbody>
<tr>
<td>☐ Experiencing Difficulties</td>
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<td>☐ Satisfactory to Good</td>
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<td>☐ Very good</td>
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<tr>
<td>☐ Not Applicable</td>
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</table>

**Examples of Practicum Activities in this Core Competency Domain:**

**Preceptor’s Comments:**

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### 3. Policy and Program Planning, Implementation and Evaluation

This category describes the core competencies needed to effectively choose options, and to plan, implement and evaluate policies and/or programs in public health. This includes the management of incidents such as outbreaks and emergencies.

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<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>3.1</td>
<td>Describe selected policy and program options to address a specific public health issue</td>
</tr>
<tr>
<td>3.2</td>
<td>Describe the implications of each option, especially as they apply to the determinants of health and recommend or decide on a course of action.</td>
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<td>3.3</td>
<td>Develop a plan to implement a course of action taking into account relevant evidence, legislation, emergency planning procedures, regulations and policies.</td>
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<tr>
<td>3.4</td>
<td>Implement a policy or program and/or take appropriate action to address a specific public health issue.</td>
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<tr>
<td>3.5</td>
<td>Demonstrate the ability to implement effective practice guidelines.</td>
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<tr>
<td>3.6</td>
<td>Evaluate an action, policy or program.</td>
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<tr>
<td>3.7</td>
<td>Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources.</td>
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<tr>
<td>3.8</td>
<td>Demonstrate the ability to fulfill functional roles in response to a public health emergency.</td>
</tr>
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</table>

**Student’s Self-Assessment**

- [ ] Experiencing Difficulties
- [ ] Satisfactory to Good
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**Field Supervisor(s)’s Assessment**

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**Examples of Practicum Activities in this Core Competency Domain:**

**Preceptor’s Comments:**
### 4. Partnerships, Collaboration and Advocacy

This category captures the competencies required to influence and work with others to improve the health and well-being of the public through the pursuit of a common goal. Partnership and collaboration optimizes performance through shared resources and responsibilities. Advocacy—speaking, writing or acting in favour of a particular cause, policy or group of people—often aims to reduce inequities in health status or access to health services.

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<tbody>
<tr>
<td>4.1</td>
<td>Identify and collaborate with partners in addressing public health issues.</td>
</tr>
<tr>
<td>4.2</td>
<td>Use skills such as team building, negotiation, conflict management and group facilitation to build partnerships.</td>
</tr>
<tr>
<td>4.3</td>
<td>Mediate between differing interests in the pursuit of health and well-being, and facilitate the allocation of resources.</td>
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<tr>
<td>4.4</td>
<td>Advocate for healthy public policies and services that promote and protect the health and well-being of individuals and communities.</td>
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<td>☐ Not Applicable</td>
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</tbody>
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Examples of Practicum Activities in this Core Competency Domain:

Preceptor’s Comments:
5. **Diversity and Inclusiveness**
This category identifies the socio-cultural competencies required to interact effectively with diverse individuals, groups and communities. It is the embodiment of attitudes and practices that result in inclusive behaviours, practices, programs and policies.

| 5.1 | Recognize how the determinants of health (biological, social, cultural, economic and physical) influence the health and well-being of specific population groups. |
| 5.2 | Address population diversity when planning, implementing, adapting and evaluating public health programs and policies. |
| 5.3 | Apply culturally-relevant and appropriate approaches with people from diverse cultural, socioeconomic and educational backgrounds, and persons of all ages, genders, health status, sexual orientations and abilities. |

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**Field Supervisor(s)’s Assessment**
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**Examples of Practicum Activities in this Core Competency Domain:**

**Preceptor’s Comments:**
6. Communication
Communication involves an interchange of ideas, opinions and information. This category addresses numerous dimensions of communication including internal and external exchanges; written, verbal, non-verbal and listening skills; computer literacy; providing appropriate information to different audiences; working with the media and social marketing techniques.

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<tbody>
<tr>
<td>6.1</td>
<td>Communicate effectively with individuals, families, groups, communities and colleagues.</td>
</tr>
<tr>
<td>6.2</td>
<td>Interpret information for professional, nonprofessional and community audiences</td>
</tr>
<tr>
<td>6.3</td>
<td>Mobilize individuals and communities by using appropriate media, community resources and social marketing techniques</td>
</tr>
<tr>
<td>6.4</td>
<td>Use current technology to communicate effectively.</td>
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Examples of Practicum Activities in this Core Competency Domain:

Preceptor’s Comments:
### 7. Leadership
This category focuses on leadership competencies that build capacity, improve performance and enhance the quality of the working environment. They also enable organizations and communities to create, communicate and apply shared visions, missions and values.

| 7.1 | Describe the mission and priorities of the public health organization where one works, and apply them in practice |
| 7.2 | Contribute to developing key values and a shared vision in planning and implementing public health programs and policies in the community |
| 7.3 | Utilize public health ethics to manage self, others, information and resources. |
| 7.4 | Contribute to team and organizational learning in order to advance public health goals. |
| 7.5 | Contribute to maintaining organizational performance standards. |
| 7.6 | Demonstrate an ability to build community capacity by sharing knowledge, tools, expertise and experience. |

#### Student's Self-Assessment
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#### Examples of Practicum Activities in this Core Competency Domain:

#### Preceptor’s Comments:

#### Evaluation Signature Page for:  □ Mid-term Evaluation □ Final Evaluation

Student’s Name:
________________________________________________

Signature:
________________________________________________

Date: _______________________________________________
Preceptor’s Name: ________________________________
Agency Name: ________________________________
Department: ________________________________
Preceptor’s Signature: ________________________________
Date: ________________________________
Faculty Advisor’s Name: ________________________________
Signature: ________________________________
Date: ________________________________
Appendix A: Student’s Practicum Checklist

PUBH 4550 Consolidated Practicum Public Health

Public Health Degree – Practicum Checklist (Final Preparations)

One Year Prior to Practicum (forms submitted to Sharon Lawson at least one (1) month prior to the start of practicum – either by August 1 or December 1)

1. Updated Health Requirements Form (updated annually) or Acknowledgement of Risks Form (complete all immunizations/screening well in advance of the start of practicum)²
2. √ Meet with Public Health Coordinator 1 year prior to practicum term to plan a placement

Term Prior to Practicum (submit to Program Coordinator)

√ Consent for collecting and disclosing Student Information and Acknowledgement of Procedures (complete at least six (6) months prior to the start of practicum

Government of Canada – National Security Check (Only required for federal government placements)³

√ Done if applicable National Security Check – completed ≥ 3 months prior to the start of practicum

Pre-Practicum Requirements (forms submitted to Sharon Lawson at least one (1) month prior to the start of the term for your practicum)³

1. Standard First Aid (renew every 3 years)
2. CPR (HCP) (renew annually–complete no more than 8 months in advance of placement)
3. Police Check (complete within 90 days of the start of practicum) (Can take up to two months to obtain this.)
4. U of L Public Health Student name tag (arrange early pick up for out of region placements)

Alberta Health Services – Pre-Practicum Requirements

1. Done if applicable HSPnet consent form (completed ≥ 8 months prior to AHS placement
2. Done if applicable HSPnet application form (completed ≥ 8 months prior to AHS placement
3. Computer Access (complete 1 month prior to practicum)
4. AHS Security & Confidentiality video and on-line training (1-2 months prior to practicum) – AHS Oath of Confidentiality form completed at the end of this module.

Prior to Practicum – Orientation (forms submitted to Sharon Lawson one week (1) prior to the start of practicum)

1. U of L Liability Waiver Form
2. Verification of Driver’s License and Insurance
3. Health Hazard Assessment form (risk assessment for the practicum site)

Submit your Checklist and All Documentation 1 Month Prior to Start of Practicum

I confirm that all requirements checked have been completed and documentation has been submitted prior to the start date for my practicum.

Student signature __________________________ Date __________________________

¹ Plan to book an appointment 3 months prior to the start of practicum to update immunizations – contact AHS Train Station site for an appointment (PH: 403-388-6666) for Adult Immunization Clinic – expect a 1 month delay for an appointment. Complete records transfer requests prior to your immunization appointment (for out of area records).
Failure to meet health requirements may result in a delay in the start of practicum or an exclusion from practicum.

² Failure to meet this requirement will exclude students from this practicum placement opportunity.

³ Failure to submit required documentation by deadlines may result in a delay in the start of practicum.

Updated May 15 2015

Appendix B: Practicum Preceptor Checklist
This list was developed to assist preceptors in tracking the various preceptor tasks associated with a student’s practicum.

☐ Practicum Contract: Review and sign the final version of the practicum contract with the U of L
**DUE before the start date of the practicum**

☐ Practicum Guide: Discuss and develop a draft practicum guide with the student. It should be noted that this is a dynamic and fluid document, likely to change throughout the course of the practicum
**DUE just before the start of the practicum**

☐ Orientation: Introduce key staff, provide a tour of the facility, discuss the types of populations served and services provided, and supply specific information about office policies and procedures.
**COMPLETE within the first two weeks of the practicum**

☐ Mid-practicum Meeting: Meet with the student approximately half way through the practicum to discuss progress, troubleshoot, and make any necessary revisions to the practicum agreement. The faculty advisor will also be involved in the meeting.
**DUE at the midpoint of the practicum**

☐ End-of-practicum Evaluation: Discuss the practicum and review learning objectives and accomplishments. Take the opportunity to provide verbal feedback regarding the student’s performance over the course of the practicum experience. To be done with the faculty advisor.
**DUE just before the end of the practicum**

☐ Final Evaluation: Complete final evaluation of the practicum. Focus on success and challenges of the practicum and recommendations for possible future practica activities for other students.
**DUE one week after the completion of the practicum**