



POPM*6560 Public Health Practicum

Summer 2020

Section(s): C01

Department of Population Medicine

Credit Weight: 1.00

Version 1.00 - April 14, 2020

1 Course Details

1.1 Calendar Description

In this 1.0 credit course, students will synthesize theoretical concepts, learned via prior coursework, with public health practice. Students will work in a host public health agency for a 12-to 16-week period, focusing on a major project of significance to the host organization.

Pre-Requisites: POPM*6200, POPM*6510, POPM*6520, POPM*6530, POPM*6540, and POPM*6550

Restrictions: MPH students only. Instructor consent required.

1.2 Timetable

MPH Number	Semester Month(s)	Activity
1	Oct.-Nov.	Student meets with the Practicum Course Coordinator and Administrative Support person for initial career/placement planning discussion (i.e. discuss interests, career goals, and proposed learning objectives) and to brainstorm placement options.
1	Nov.-Dec.	Student stays in touch concerning leads on placement options, reviews practicum opportunities posted on the course website.
2	Jan.-Mar.	Student contacts Field Supervisor(s) from the short list of placement options.

		Student drafts learning contract and meets with Practicum Course Coordinator and Field Supervisor to refine.
		Student (with Practicum Course Coordinator) submits project for review to Research Ethics Board.
	Mar.-Apr.	Placement finalized and learning contract approved by all.
3	May-Aug.	Placement occurs. Regular, ongoing supervision from Field Supervisor; occasional, as-needed contact with Practicum Course Coordinator and / or Administrative Support.
	mid-Jun.	Mid-placement evaluation of student by Field Supervisor.
	mid-Jun.	Interim report due from student.
	August 15.	Final report due from student (see above explanation of report contents).
		Final evaluation of student by Field Supervisor.
		Practicum evaluation by student due

1.3 Final Exam

There is no final examination for this course.

2 Instructional Support

2.1 Instructional Support Team

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CLRE 201

3 Learning Resources

4 Learning Outcomes

Course Approach/Learning Strategy:

Experiential learning is the core learning strategy for this course. Active participation in the practice of public health will increase the student's involvement in the learning process and their retention of knowledge and skills. Students will be expected to self-direct and evaluate throughout the practicum placement; for example, students will independently seek out necessary sources of information and skills needed to undertake the practicum project, and will take responsibility for meeting their learning objectives, including taking the initiative to address any barriers which may arise. Experiential learning will be facilitated via the practicum project and the learning objectives.

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Integrate theoretical knowledge acquired in the MPH program with the practice of public health, and to develop and apply public health skills in a supervised, public health practice setting.
 2. Further develop interpersonal skills, and oral and written communication skills as part of a public health team.
 3. Engage in professional self-evaluation and critical reflection.
 4. Understand the mission, structure, and functioning of the public health organization in which their practicum is based.
 5. Undertake a project focusing on a substantive public health problem or issue relevant to the sponsoring organization; the project must have an analytic or evaluative component, as well as a policy, intervention, or education component.
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5 Teaching and Learning Activities

Practicum Project:

During the practicum, students will work on a project which focuses on a substantive public health problem or issue relevant to the sponsoring organization. Although students are encouraged to be involved in a variety of activities within their host agency, the practicum project should be the focus of their experience. The project must have an analytic or evaluative component, as well as a policy, intervention, or education component. The project must allow students the opportunity to meet their learning objectives.

*The Practicum Project, and the "Public Health Capstone" (POP*6570) Course*

In the fall semester following the practicum, students will take the course "Public Health Capstone" (POP*6570) (Graduate Calendar description: "This course serves as a capstone for students in the Master of Public Health program to reflect on, interpret, and present their practicum work in a variety of formats, including public presentation, to enhance their communication skills and abilities.").

Ethics Review

Students, in conjunction with the Practicum Course Coordinator or appropriate faculty mentor, may be required to submit their projects for review by the University of Guelph's Research Ethics Board if their project entails research involving human subjects. Normally, ethics approval through the university is only needed if the research is not part of the normal business of the host agency, and the host agency does not have its own ethics process. Examples include questionnaire-based surveys, interview or focus group-based studies, and anything where personal information (e.g. medical records) is used. All students will consult with the course coordinator and their practicum supervisor with regard to the need for ethics review. In the event that the practicum project requires approval by another ethics board (or boards), the student will be responsible for determining the date by which submission must occur in order to ensure the project can start on time.

Learning Objectives and the Learning Contract:

The learning objectives are the foundation of the practicum experience and form the core elements of the learning contract. Each student will develop his/her own learning objectives for the practicum placement in consultation with the Field Supervisor and the Practicum

Course Coordinator. The student should consider their own training needs, interests, and career goals in the development of the objectives.

The learning objectives will:

- Be **s**pecific, **m**easurable, **a**chievable, **r**ealistic, and **t**ime-targeted (“smart”).
- Consist of 4-6 clear statements about the competencies and skills that the student wishes to learn or apply during their practicum placement.
- Use “action verbs” (e.g. explain, predict, analyze, compare, evaluate).
- Specify how the student’s fulfillment of each objective will be measured.
- Result in at least one tangible product as a deliverable for the host agency (e.g. a report, assessment, educational material, policy brief, manuscript, presentation).

Examples:

- Increase communication skills to effectively conduct interviews
- Develop evidence-informed decision making (EIDM) skills

Each student will complete a learning contract before starting their practicum placement. This contract is a written agreement, which describes and defines the working relationships between the student and the host agency or organization, the student’s learning objectives, stipend and other funding agreements, as well as the needs and opportunities of the host agency or organization. Through the learning objectives, the learning contract will outline the methods and timelines to accomplish the objectives of the practicum placement. The student has the lead responsibility for developing the learning contract, in consultation with the Field Supervisor, the Practicum Course Coordinator, and the MPH Program Coordinator.

Placement Details:

Timing and Duration

The practicum placement will have a minimum duration of 12 weeks of full-time effort (i.e. minimum 420 hours), with a 16-week full time duration preferred. Normally, the placement will take place during the spring semester, i.e. the 3rd semester of full-time studies, or the 6th

semester of part-time studies.

Student Supervision

During the practicum placement, students will be supervised by a placement-based Field Supervisor. The Practicum Course Coordinator will serve as the University-based faculty contact for students.

Criteria for Placement Sites

The practicum will take place in a practice-based public health setting. This includes, but is not limited to, organizations that are part of the formal governmental public health system, in the areas of either animal or human public health.

The organization hosting the practicum must be able to provide a qualified Field Supervisor, as well as an opportunity to work on a substantive public health problem or issue relevant to the sponsoring organization.

If students are concurrently employed in the public health sector, their practicum should be in a separate organization or branch of their organization.

Identification and selection of practicum settings requires effort by both students and course administrators. Students will be notified of practicum opportunities as they are identified, and they should also seek information on potential opportunities in other settings or institutions. In fact, students are expected to take an active role in identifying an appropriate placement site. It is the responsibility of the student and the proposed Field Supervisor to demonstrate how the particular placement will meet the objectives of the course (including how the student will apply and develop skills related to the practice of public health).

Stipends, Practicum-Associated Costs, and other Costs

The provision of a stipend by the host public health organization is not mandatory, but is encouraged. It is the expectation that costs related to conducting practicum-related duties, such as travel related to the project, will be covered by the host organization. Details related to stipends and other costs associated with the conduct of practicum duties will be set out in the learning contract.

Note that students are expected to cover the costs of traveling to the practicum and all living and related expenses during their practicum.

6 Assessments

Assessment:

This course will be assessed on a satisfactory/unsatisfactory basis. In order to attain a final 'satisfactory' standing, the student must perform at a 'satisfactory' level in their placement, as well as successfully complete the following:

- Learning contract
- Interim report
- Final report
- Evaluation of the placement by student

Placement Evaluation of the Student

The student will be evaluated by the Field Supervisor mid-way through the practicum (week 6) and following completion of the practicum. The mid-term evaluation will be formative; it will provide the student, the Practicum Course Coordinator, and the MPH Program Coordinator with an assessment of progress to-date and recommendations for the student to help them achieve the practicum objectives. It will also include a review of the learning objectives and deliverables and, if appropriate, recommend necessary modifications. The final evaluation will evaluate the student's success in achieving the stated learning objectives and deliverables. At this time, the Field Supervisor will evaluate the student's entire practicum performance and recommend a final satisfactory/unsatisfactory assessment to the course coordinator.

Interim Report

The interim report will be a 2-3 page, double-spaced self-assessment in which the student evaluates how they are meeting their learning objectives and identifies areas or activities that are going well, and areas or activities in need of improvement. For the latter, it will include

plans to address these areas.

Final Report

The final report will be an 8-10 page, double-spaced self-assessment by the student. In 6-8 pages, the student will evaluate how the learning objectives were met, and “lessons learned”, for example, how they will do things differently in the future. The final report will also include a brief 2-4 page summary of the practicum project, including a description of how the project contributes to the mission and functioning of the public health organization in which their practicum is based.

Evaluation of the Practicum Experience

Upon completion of the practicum placement, each student must complete an evaluation of the placement site.

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
