

MASTER OF PUBLIC HEALTH

Health Promotion 2024

Guidelines for Practicum I and Practicum II

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INTRODUCTION

The practicum component of the MPH in Health Promotion in the Dalla Lana School of Public Health (DLSPH) at the University of Toronto is a key part of students' learning process. It is where students can gain health promotion skills in real public health practice settings, with the support of a field supervisor. Practica are designed to provide the students with an opportunity to:

- Apply and synthesize the theories, knowledge, concepts, principles and methods learned in their courses, and;
- Develop or hone professional and/or research skills appropriate to their areas of interest

CONTACTS

- Sarah Ko; email: Practicum.dlsph@utoronto.ca
- Suzanne Jackson, Health Promotion Interim Program Director, Associate Professor Emerita, DLSPH; email: suzanne.jackson@utoronto.ca

PRACTICUM PORTAL

Public Health Learning Network (PHLN)

<https://phln.utoronto.ca/home/home.htm>

PRACTICUM WEBSITE

<http://www.dlsph.utoronto.ca/programs/mph-health-promotion-and-epidemiology-practicum/>

OVERALL OBJECTIVES FOR PRACTICUM I AND II

The student will:

- 1- Enhance core health promotion competencies.
- 2- Undertake projects that are relevant to the student's objectives, areas of interest *and* the supervisor's needs and objectives.
- 3- Experience health promotion practice through participation in activities of a public health organization.

1st YEAR: PRACTICUM I (required)

Practicum I is generally a 16-week practicum. A 12-week practicum is also permitted. Practicum I is normally completed in the summer term after the second semester of courses. Students must complete the following courses prior to undertaking a practicum:

- CHL5004H Introduction to Public Health
- CHL5801H Health Promotion I
- CHL5803H Health Promotion II
- CHL5220H Community Health Appraisal Methods I: Introduction to Epidemiology
- CHL5221H Community Health Appraisal Methods II: Introduction to Qualitative Research
CHL5110H Theory and Practice of Program Evaluation
- CHL5105H Social Determinants of Health

A 16-week practicum is the equivalent of 560 hours i.e., the equivalent of 35 hours per week for 16 weeks. A 12-week practicum is the equivalent of 420 hours i.e., the equivalent of 35 hours per week for 12 weeks. For part-time students, practicum hours are often spread over a longer period of time. Upon completion of Practicum I, the student receives 2.0FCE (the equivalent of 4 half-credit courses) for 16-weeks or 1.5 FCE (the equivalent of 3 half-credit courses) for 12-weeks. For ACORN course codes please see the Summary table on page 7.

Students establish their own practicum objectives, in consultation with their practicum supervisors. These objectives are a combination of the students' learning objectives and the work desired by the practicum supervisor and should be based on core competencies of Health Promotion practice (see Appendix 1) These objectives are negotiated at the beginning of the practicum and are entered into the student's "Practicum Planning Framework".

The kind of activities undertaken during the practicum will depend on the needs of the agency/organization sponsoring the practicum, and the student's own learning objectives. Potential activities might include:

- a) Undertaking a project (or part of a project) on behalf of the sponsoring agency/organization (e.g., conducting a needs assessment, developing educational materials, evaluating a program, assisting in a research project)
- b) Participating in the ongoing business of the agency/organization (e.g., attending meetings, participating in committee work, writing reports)

- c) Producing a report, document or publication relevant to the work done

Both Practicum I and Practicum II can occur in a variety of settings, institutions or organizations, including the public sector, private sector, or not-for-profit sector.

2ND YEAR: PRACTICUM II (OPTIONAL)

Practicum II (optional)

Practicum II is an optional practicum, ranging in length from 12 to 16 weeks, depending on the student's goals and the number of FCE completed for the previous required practicum. The maximum allowable number of practicum credits is 3.5 FCE: if you completed 16- weeks for Practicum 1 you have the option of completing up to 12-weeks for Practicum II and vice versa. Like Practicum I, part-time students will usually spread their experience over a longer time period. For ACORN course codes please see the Summary table on page 7.

Practicum II can be undertaken in the winter term or summer term of the student's second year. In the winter term, students are likely to be provided with access to a greater range of options suitable for second year students. In the summer term, second year students will not have access to any practicum postings as they are restricted to students completing their required practicum. Students who complete a summer practicum II will not be eligible to convocate in the summer and will instead convocate in the fall. **We strongly suggest students consider the benefits of completing a winter practicum II, including more options created specifically for second years, and earlier degree completion and entry into the workforce.**

The educational objectives for the second practicum must be substantively different from those set out for the first practicum because credit cannot be given twice for demonstrating and practicing the same skills.

Practicums at-a-glance: Summary table

	Practicum I	Practicum II
Program Require	Required	Optional
When	Completed at the end of the first year (Spring/Summer)	Begun in the Winter term of 2 nd year
Duration	16 weeks = 560 hours = 2.0 FCE ** recommended OR 12 weeks = 420 hours = 1.5 FCE	Dependent upon the number of hours/credits previously completed 12 weeks = 420 hours = 1.5 FCE Or 16 weeks = 560 hours = 2.0FCE (Part-time students) 4 weeks=140 hours = 0.5 FCE 8 weeks = 280 hours = 1.0 FCE
Course codes for ROSI	16 weeks: CHL6010Y & CHL6012Y 12 weeks: CHL6010Y & CHL6011H	4 weeks: CHL6021H 8 weeks: CHL6020Y 12 weeks: CHL6021H & CHL6020H 16 weeks: CHL6020Y & CHL6022Y
Recommended Stipend	\$10,000 (funding is dependent on agency's policies and capacities, not all practica are paid, or paid at this rate)	\$10,000 (funding is dependent on agency's policies and capacities, not all practica are paid, or paid at this rate)
	If your agency prefers a pro-rated hourly rate, we suggest using the hourly rate of \$20.50	

PRACTICUM GUIDELINES

Start and end dates for your practicum should be communicated clearly in your Work Term Record and your Practicum Planning Framework.

Grades

Practica receive a CREDIT/ NO CREDIT grade, rather than a letter-grade.

Making Practicum Arrangements

Students are encouraged to search for practicum placements that would be of direct interest to them and a good fit for their learning goals.

Practicum I: As the required practicum, a database of Practicum 1 opportunities is maintained for first year students. At the beginning of each academic year, the practicum placement officer will contact past supervisors to identify available placements for the following summer. At the beginning of the winter semester, the practicum placement officer will give 1st year students access to the first year practicum database and continue to add placements as more become available. Students must identify placements of interest to them and apply as indicated by the instructions for the practicum posting (typically this involves application via CV and cover letter). As a number of students may be interested in the same opportunity, there may be competition in the hiring process. Once a placement is confirmed, students must submit a Work Term Record on Public Health Learning Network.

Students do have the option of looking for their own placements, i.e. seeking a placement that is not on the practicum database. This may require creation of an agreement with the placement site, and sometimes we are not able to negotiate these agreements. A practicum seminar will be held in the fall of the first term to provide an overview of entire the practicum process, including how to secure placements that are on the practicum database list, as well as details for pursuing placements that are not on the database list.

Practicum II: As the second practicum is optional, the securing of the practicum is student-driven. A list of second year opportunities is provided; however, second year students typically find their own placement. Many students seek their second practicum through their growing professional networks, as by this stage students often have specific ideas/interests they wish to explore. There are several resources for students when making arrangements for placements:

1. The Practicum Placement Officer, Sarah Ko
2. The Practicum database: Public Health Learning Network (PHLN) – Student Resources
3. A letter on DLSPH letterhead describing the value/benefits for the agency or organization if they provide a practicum to our MPH students; this letter also makes the case for providing a stipend (on PHLN)
4. Practicum Roles & Responsibilities document (on PHLN)
5. Practicum website <http://www.dlsph.utoronto.ca/programs/mph-health-promotion-and-epidemiology-practicum/>

Please let the practicum placement officer know if you are experiencing difficulties in making practicum arrangements; she will help work out alternatives. There are always organizations looking for practicum students at the very last minute.

Special Circumstances for Part-Time Students

If you must stay in your current employment during your practicum, a secondment must be negotiated. This secondment should be time-limited, with a clear start and end date, and with a clear product that is substantially different from your regular work. The goal of the practicum is to gain new experiences, therefore the practicum opportunity must represent a new piece of work for you. Given this, it may be beneficial to find a practicum in another setting. Students must discuss options with the practicum placement officer and ensure that there is approval from the MPH Health Promotion program directors.

Confirmation of Practicum

Once students have received confirmation of their practicum placements, they must complete a Work Term Record which provides basic information regarding their placement. The e-form requires no signatures and should be submitted through the PHLN Practicum site. A word version is also available if you prefer to work from that, then transfer the information into the Work Term Record. This will be emailed to all practicum supervisors prior to the students' start of practica.

Practicum Planning Framework

Prior to the beginning of a placement, and no later than within the first two weeks of their practicums, students must complete their Practicum Planning Framework. This provides an explicit understanding of, and agreement about, their practicums on the part of students and their field supervisors, including key learning objectives and deliverables of the practicum. See Appendix 1 on Health Promotion Core Competencies to help you identify your learning objectives. **This Practicum Planning Framework must be submitted electronically through PHLN. It will be sent to your supervisor for review, once you submit it.** A word version is also available if you prefer to work from that, then transfer the information into PHLN.

Within the first 2 weeks of the start of their placements, students are required to provide signed copies of their *Practicum Planning Framework* to the Practicum Placement Officer via PHLN.

Mid-Term Evaluation (one for student and one for supervisor)

Both the student and supervisor are required to complete a mid-term evaluation halfway through the student's placement.

This evaluation provides an opportunity to raise concerns from the perspective of either the student or practicum field supervisor. The student will submit the mid-term evaluation form through the PHLN site. The supervisor will be sent the supervisor-midterm evaluation form electronically via PHLN. The student will be able to view the midterm evaluation once the supervisor completes it. The student is responsible for ensuring their supervisor completes the mid-term evaluation on time.

Final Evaluation (one for student and one for supervisor)

At the end of the practicum, the practicum supervisor will be sent a final evaluation form electronically via PHLN. The student must submit a self-final evaluation on PHLN as well. These evaluation forms must be submitted when all final deliverables are due. The date will be announced at a later time.

FORMS & DOCUMENTS

Form/ Document	Due Dates	Submitted to	Notes
Work Term Record	As soon as your practicum has been confirmed	PHLN	All students must submit a WTR to confirm they have secured a practicum. If a student finds their own, it is advised that detail be discussed with Practicum Officer in advance. This will be emailed to supervisor as practicum confirmation before start date.
Planning framework	By the end of the 2 nd week of practicum	PHLN	This will be emailed to the primary supervisor when student submits it. If there are changes to deliverables, please submit an amendment e-form on PHLN.
Student Midterm evaluation	Half way into practicum (date you indicate on WTR)	PHLN	Supervisor will NOT be able to see your mid-term evaluation.
Supervisor Midterm evaluation	Half way into practicum (date you indicate on WTR)	A link will be sent to your primary supervisor via PHLN	Please ensure that your primary supervisor completes this evaluation on time. Student will be able to view evaluation upon completion.
Student Final evaluation	Date TBD – well before the last day of practicum	PHLN	
Supervisor Final evaluation	Date TBD	A link will be sent to your primary supervisor via PHLN	Please ensure that your primary supervisor completes this evaluation on time. Student will be able to view evaluation upon completion.
Practicum abstract	Date TBD – well before the last day of practicum	PHLN	This will be posted on the DLSPH website and shared with incoming 1 st years during practicum search
Narrative Report	Date TBD – well before the last day of practicum	PHLN	6-8 pages, maximum of 10 pages double spaced. See guidelines attached to this document
Practicum PPT poster (1 st practicum only)	Date TBD – well before the last day of practicum	PHLN	Resources available on PHLN
Practicum amendment	As necessary, if there are changes to deliverables	PHLN	This form should be used if there are changes to practicum deliverables.

**If issues arise at any point during your practicum (even early on!),
please do not hesitate to contact the Practicum Officer.**

***** Practicum II: There are SGS and DLSPH deadlines for submitting work/ grades to ensure a June or November graduation. Please check with the Practicum Placement Officer/ PHLN site for these deadlines. *****

Final Practicum Package Documents

The student must submit a practicum package upon the completion of the practicum experience which must include the following files:

1. An abstract (*first and second practicum*)

A half page (200-300 words) description provides a high-level overview of the work completed during your placement. Abstracts are compiled to share with prospective and future DLSPH students.

- 2.- A poster (*only first practicum*)

Students are required to submit a PowerPoint file of their practicum poster. The poster can be an academic poster outlining the results of any research conducted on practicum, it can be a reflection on the practicum experience, or it can touch on small pieces of various practicum responsibilities or projects. There are resources on PHLN for designing a poster as well as examples of posters.

- 3.- A 6-8 page narrative report, maximum of 10 pages.

The narrative report should be 6-8 pages double-spaced. The focus should be on the work completed on placement and how it contributed to the development of the health promotion core competencies identified in your Planning Framework and Final Evaluation. Reflection on your experience and the role of health promotion in the organization or project is encouraged. Guidelines for writing a reflective piece are included below for your reference.

MPH Health Promotion Practicum Narrative Report

The Practicum Narrative report is the final deliverable for each student that describes the **relevance** of the practicum experience to health promotion and helps you recognize the activities of the placement within the “big picture”. The maximum length of the report is 10 pages (double spaced). Please submit your report on PHLN.

Please address the following questions in the Final Narrative Report:

- 1. What were the accomplishments of your practicum? To what extent has your practicum achieved its objectives? What indicators did you use to measure your performance?** Briefly describe 2-3 practicum objectives and how they were met. If the objectives of the practicum have not been met, explain what happened and why. If you worked in collaboration or cooperation with other organizations, describe those arrangements and their importance to the practicum deliverables. Be as specific as possible.
- 2. How did the practicum experience align with the courses you have taken in the first year of the MPH-HP program?** Describe how you applied tools, theories and/or principles you learned from your graduate-level courses to the practicum projects.
- 3. When considering your overall practicum experience, what lessons did you learn that might help you in your future career? How did these lessons differ from those learned in the classroom?** Describe what you have learned from designing and/or carrying out the practicum projects that might inform similar future projects or career opportunities. Discuss how or if the hands-on professional experience complemented the lessons learned the classroom.
- 4. What impact do you think the project has had in the field of public health and your learning?** Please highlight specific findings or results of any practicum projects.
- 5. How much did your practicum experience build the health promotion competencies you identified in your planning framework?** Describe what you believe to be the impact of each project with respect to building your health promotion competencies.
- 6. Did the practicum encounter internal or external challenges? How were they addressed? Was there something the organization could have done to assist you?** Describe each challenge and the actions you undertook to address it.
- 7. If you assisted to produce any of the following, please provide titles and dates and your specific contribution.**
 - Published reports (including fact sheet or issue brief)
 - Peer-reviewed article for publication (planned, submitted, or released)
 - Presentations, briefings, or testimony (topic, date, and audience)
 - Training curricula or toolkit
 - Website
 - Other publications (please specify)

MPH – SBHS Competencies – Jan 31, 2024

The MPH-Health Promotion program is guided by the following set of core competencies, derived from the required degree level expectations for all Masters degrees at University of Toronto, Health Promotion Canada competencies PHAC public health practice competencies, and a review by DLSPH Equity Diversity and Inclusion Office (Jan 2024 version).

1. Public Health Sciences Knowledge and Critical Thinking

- 1a. Demonstrate knowledge of the following concepts: the health and well-being status of populations, discrimination and inequities in health, power dynamics, the determinants of health and illness, strategies for health promotion, disease and injury prevention and health protection, the impacts of historic and ongoing colonization, systemic racism, ableism, homophobia, and transphobia on health and well-being outcomes as well as the factors that influence the delivery and use of health services.
- 1b. Demonstrate knowledge of the connections between health and ecological systems, access to clean air, water and food, environmental violence, inequitable distribution of environmental harms, economic policies, and climate change.
- 1c. Demonstrate knowledge about the history, structure and interaction of public health institutions, colonialism, racism, ableism, homophobia, and transphobia, among other forms of discrimination in health services at local, provincial/territorial, national, and international levels.
- 1d. Apply health promotion knowledge to policy, research, and practice.
- 1e. Demonstrate knowledge of social and behavioural change theories, foundations of health promotion, structural inequalities and wholistic application of these concepts in healthy settings, health in all policies, community partnership and collaboration.
- 1f. Demonstrate knowledge of health literacy, digital literacy, civic literacy, and basic science literacy in research, policy, and practice.

2. Research and Scholarship

- 2a. Appreciate the nature of different kinds of academic and non-academic evidence and be able to judge the quality of published research.
- 2b. Demonstrate knowledge of a range of research and evaluation methodologies and designs and their appropriate applications for different audiences.
- 2c. Design, plan, and list the steps towards implementing quantitative and qualitative research
- 2d. Analyze and interpret quantitative and qualitative data to determine appropriate implications, uses, gaps and limitations.
- 2e. Collect, store, retrieve, and analyze accurate and pertinent information on public health issues ethically, responsibly, and with accountability to appropriate communities.
- 2f. Collaborate with affected communities to conduct all phases of research.
- 2g. Have knowledge of how to develop original research and evaluation protocols that address real world problems.

3. Program Planning, Implementation and Evaluation

- 3a. Design, plan, and implement a policy or public health program which addresses the underlying causes or determinants of a health issue or concern, including systemic and structural barriers.
- 3b. Evaluate an action, policy, or program for health impact using an anti-oppressive lens.
- 3c. Develop options to implement a course of action taking into account relevant and diverse evidence, legislation, emergency planning procedures, partnerships, resources available, regulations and policies.
- 3d. Plan and evaluate in respectful and meaningful collaboration with communities, towards building a two-way relationship.
- 3e. Conduct a situational assessment for a health issue that integrates an assessment of health needs, strengths and assets of a population; the social, economic, political, cultural and environmental contexts; stakeholder perspectives; and existing evidence and experience in order to inform options for health promotion action by community members, services providers, and policy-makers.

4. Partnerships, Collaboration and Advocacy

- 4a. Develop relationships with community members based on mutual respect regarding research, program planning and evaluation.
- 4b. Identify and collaborate with a range of stakeholders, disciplines, and sectors in addressing public health issues.
- 4c. Use skills such as team building, negotiation, empathy, conflict management, power-sharing, and group facilitation to build and maintain reciprocal partnerships.
- 4d. Advocate for healthy public policies and services that equitably promote and protect the health and well-being of individuals, communities, physical environment and all flora and fauna.
- 4e. Use culturally safe practices working with people from diverse cultural, socioeconomic, and educational backgrounds, and persons of all ages, gender roles, body/cognitive abilities, health status, sexual orientations, and abilities in every aspect of engagement and action.

5. Communication Skills

- 5a. Communicate effectively with individuals, families, groups, communities, and colleagues.
- 5b. In collaboration with the stakeholder population, interpret research and other information for all potential audiences (e.g. professional, community and general public).
- 5c. Exchange Information with individuals and communities by working with them and using appropriate media, community resources, and social marketing techniques.
- 5d. Use current digital technologies and social media to communicate effectively in a manner that is responsible and respectful.

6. Leadership and Systems Thinking Skills

- 6a. Manage research, information, and resources that are accountable to the people involved.
- 6b. Use a leadership style that is collaborative, engaging, respectful and compassionate of others.
- 6c. Able to adapt to change and learn continuously.
- 6d. Create and foster innovation in research, program and policy development and implementation based on

up-to-date evidence and research from diverse sources.

6e. Engage in continuous self-reflection about one's biases.

6f. Contribute to developing key values and a shared vision of health in any setting.

6g. Aware of the limits to knowledge, how to assess knowledge and understand what is required to contribute new knowledge.

Practicum Accommodations Guideline

Purpose

The purpose of this guideline is to establish a clear and transparent process for facilitating disability-related practicum accommodations for students living with disabilities. This includes students living with physical, mental health, and learning disabilities as defined in the Accessibility for Ontarians with Disabilities Act (AODA).

The Dalla Lana School of Public Health (DLSPH) works to ensure students are aware of the Accessibility Services registration process and strives to create a culture where accommodation is destigmatized, and diversity is celebrated. DLSPH also works closely with Accessibility Services to ensure accommodations are made in accordance with the Ontario Human Rights Code. This guideline is one component of those efforts.

Guiding Principles

1. DLSPH is committed to providing practicum accommodations as advised by the University's Accessibility Services Office.
2. **The accommodation process is a shared responsibility and requires students to register with Accessibility Services.** Students with known physical health, mental health, or learning disabilities should register with Accessibility Services as soon as they accept their offer of admission. Students should also meet with their Accessibility Advisor to discuss practicum placements before the practicum application process begins. This helps ensure that DLSPH and practicum sites have adequate time to address practicum accommodation needs. DLSPH will always make reasonable attempts to address accommodation needs when they are brought to attention; however, practicum accommodations might not be possible if a known disability is raised by a student after their practicum begins.
3. **Accommodations are designed to create equitable access to practicum placements and are provided when a student's disability prohibits their demonstration of knowledge or skills.** Students that require practicum accommodations must still meet their program's standards and essential competencies for practicum completion, the same as their peers that do not require accommodations. DLSPH programs identify competency expectations and publish them on the DLSPH website so students can consider them when applying to programs.

4. **All practicum accommodations necessary to support disability related barriers will be considered up to the point of undue hardship to the University or the practicum site organization.** For example, practicum accommodations will be considered so long as they do not compromise the safety of self and others, damage academic integrity of programs of study, or cause unreasonable impact to safe and effective operations of clinical settings. Accessibility Services should be consulted to determine whether an accommodation crosses the threshold of undue hardship to the University or the practicum site

5. **Student privacy and confidentiality is respected.** Information concerning practicum accommodation requirements are shared within DLSPH and with practicum sites on an as needed basis and with student consent. In accordance with the [Accessibility Services Statement of Confidentiality on Use and Disclosure of Personal Information](#), Accessibility Services releases to DLSPH specific information on a limited and 'as needed' basis to administer accommodations. DLSPH is not provided with information about a diagnosis or disability related concern. DLSPH is only provided with the minimum information needed to support the student in applying to appropriate practicum placements. DLSPH, in turn, only shares with practicum sites the minimum information needed to support appropriate implementation of practicum accommodations.

6. **Communication is critical.** Developing, implementing, and revising accommodations requires all stakeholders involved communicate early and often. This includes communication between the Student, Accessibility Services Advisor, DLPSH Program Director, DLSPH Practicum Placement Officer, and Practicum Site Preceptor. Students are encouraged to contact their Accessibility Advisor as soon as possible should any accommodation-related concerns arise throughout their practicum placement.

7. **Disability-related accommodations and accommodation changes require Accessibility Services' involvement.** To ensure the fair and equitable implementation of accommodations DLSPH faculty and staff and Practicum Site Preceptors are required to consult with a student's Accessibility Advisor. This is for transparency and appropriate record keeping, and to ensure all efforts to help and support the student are consistent and documented in detail to enable future review and continuous process improvement.

Process
Steps and Responsibilities

- **Responsible** – the role responsible for executing, documenting, and communicating the results for the step.

- **Consulted** – the role(s) that need to be consulted if/as needed for information on requirements and competencies.

- **Informed** – the role(s) that need to be informed when a decision is made and executed.

Steps	Student	Accessibility Services Advisor	DLSPH Program Director	DLSPH Practicum Placement Officer	Practicum Site Preceptor
1. Register with Accessibility Services	Responsible	-	-	-	-
2. Assess practicum accommodation needs	Consulted	Responsible	Consulted*	-	-
3. Write and distribute Practicum Accommodation Letter to DLSPH	Informed**	Responsible	Consulted	-	-
4. Receive and distribute Practicum Accommodation Letter as necessary	Consulted and Informed	Consulted	Responsible	Informed	-
5. Apply and secure an appropriate practicum placement	Responsible	Consulted	Consulted	Consulted	-
6. Communicate practicum accommodation needs to Practicum Site Preceptor	Responsible***	Informed	Informed	Responsible***	Informed
7. Implement practicum accommodations (as soon as possible to allow time for addressing logistical challenges)	Consulted, Informed, Responsible as appropriate	Informed	Informed	Informed	Responsible
8. Monitor, evaluate, communicate,	Responsible	Responsible	Responsible	Responsible	Responsible

and remediate as necessary					
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*DLSPH Program Director provides information on competencies, skills, and expected demands of the student in the practicum placement.

**Accessibility Services Advisor reviews and student signs the Accessibility Services *“Notification of How Your Information Will Be Used form”*.

***This should be done as soon as possible; if feasible during the application process, or as soon as the placement is accepted.

Description of Steps

Step	Description
<p>1. Register with Accessibility Services</p>	<ul style="list-style-type: none"> • Early registration with Accessibility Services is critical. Students should register as soon as they accept their offer of acceptance to their program. • This can be done via website forms (LINK) or by email Accessibility.services@utoronto.ca or by calling 416-978-8060. • Student will be required to provide medical documentation from a registered practitioner and collaborate on deciding on reasonable and appropriate accommodations. Documentation should outline relevant functional limitations and barriers and severity. This documentation should be from a registered health professional with an appropriate scope of practice to diagnose the disability. • Student is also advised to review the Accessibility Services Graduate Handbook (LINK) and Ontario’s “Guide to your rights and responsibilities under the Human Rights Code” (LINK).

<p>2. Assess Practicum Accommodation needs</p>	<ul style="list-style-type: none"> • Student participates in a preliminary interview with an assigned Accessibility Services Advisor and provides additional information as required to complete a fulsome assessment of practicum accommodation needs. • Accessibility Services Advisor <ul style="list-style-type: none"> - Reviews documentation to verify the presence of a disability on behalf of the University. - Formulates a preliminary accommodation plan through a review of documentation and discussion with the student around functional limitations. - Consults with the DLSPH Program Director regarding nature of the practicum demands and expectations in relation to the student’s disability and any out of the ordinary accommodations. - Decides on appropriate and viable accommodations that will enable the student to meet practicum requirements.
<p>3. Write and Distribute Practicum Accommodation Letter</p>	<ul style="list-style-type: none"> • Accessibility Services Advisor <ul style="list-style-type: none"> - Documents accommodations required for the student to meet practicum learning and performance requirements in the Practicum Accommodation Letter. - Notifies student of how their information will be used at the University, and with other institutions with which the student might engage as part of their program. - Obtains student signature on “<i>Notification of How Your Information Will Be Used</i>” form. See appendix for example. - Sends the Practicum Accommodation Letter to the relevant Program Director: For PHS program directors can be found here. https://www.dlsph.utoronto.ca/divisions/division-heads-and-program-leaders/. For IHPME program directors can be found here: https://ihpme.utoronto.ca/community/connect/ The IHPME or PHS graduate coordinator can assist with identifying the relevant program director if necessary. - On a need-to-know basis, supports faculty and staff to assess and meet their legal obligations for providing practicum accommodations.
<p>4. Receive and distribute Practicum Accommodation Letter as necessary</p>	<ul style="list-style-type: none"> • Program Director (for program in which the student is enrolled) <ul style="list-style-type: none"> - Receives the Practicum Accommodation Letter. - Clarifies understanding of accommodation requirements with Accessibility Services Advisor, if needed - Has conversation with student regarding consent to share accommodation letter with Practicum Placement Officer and Practicum Preceptor. - With student verbal consent, shares Practicum

	Accommodation Letter with DLSPH Practicum Placement Officer.
5. Apply and secure practicum	<ul style="list-style-type: none"> • Student applies to appropriate practicums with support and guidance from Practicum Placement officer, DLSPH Program Director, and Accessibility Services Advisor as needed.
6. Communicate accommodation needs to Preceptor	<ul style="list-style-type: none"> • Practicum Placement Officer or Student (as agreed on in step 4) shares Practicum Accommodation Letter with Practicum Preceptor.
7. Implement practicum accommodations	<ul style="list-style-type: none"> • Practicum Site Preceptor <ul style="list-style-type: none"> - Reviews Practicum Accommodation Letter. - Meets with student prior to start of practicum to clarify accommodation requirements and establish mutual expectations. - Consults with Program Director and Accessibility Advisor if any concerns arise related to the requested accommodations. - Implements agreed upon accommodations.
8. Monitor, evaluate, communicate, and remediate as necessary	<ul style="list-style-type: none"> • Student <ul style="list-style-type: none"> - Notify the Practicum Preceptor and/or Accessibility Services Advisor as soon as possible regarding issues regarding accommodations, learning and performance. - Raise concerns regarding the accommodations with the Practicum Site Preceptor and/or the Accessibility Services Advisor as appropriate. - Notify the Accessibility Services Advisor if new disability related impacts emerge that warrant modifying the practicum accommodation plan. • Practicum Site Preceptor <ul style="list-style-type: none"> - Raise concerns regarding the student's accommodations and performance as soon as possible with the student and / or practicum placement officer or program director as appropriate. - If the placement site raises concerns about the student's performance, or if the student reports new disability related impacts, the Accessibility Advisor must re-evaluate and assess whether the accommodation plan must be modified as soon as possible.

Accessibility Services Student Notification Form for How Information is Used

Please note this is an example as of March 2022. Accessibility Services provides students with most recent form during the registration and assessment process.

Accessibility Services collects medical documentation and other information pertaining to your functional limitations, your history of learning or personal circumstances for the following purposes:

- To verify the need for disability related accommodations for academic work and,
- To develop and implement effective disability related accommodations and supports.

Accessibility Services respects your privacy and keeps your information confidential. Information may be shared with university staff, but only on a need-to-know basis for them to perform their duties and to provide academic or other disability related accommodations on campus.

If you participate in an exchange at another institution your information may be shared, on a need-to-know basis, as necessary, with, and by, staff at the host institution for them to perform their duties and to provide academic or other disability related accommodations while you are on exchange at the host institution.

Examples:

- Test and Exam accommodations will be shared with the Accommodated Testing Services (ATS) office for invigilation purposes.
- The name of students with a reduced course load as an accommodation may be shared for fees adjustment purposes or to arrange bursaries.
- Accessibility Advisors may speak to a professor, registrar, or residence staff to arrange accommodations and supports.
- When a student encounters difficulties that require attention from other University units, such as Academic Progress, Crisis Response, Health & Wellness necessary information is shared with those units.

To protect your information, all University staff receiving information follows University policies and guidelines, the **Freedom of Information and Protection of Privacy Act** and other legal requirements.

If you have any questions, please send an email to accessibility.services@utoronto.ca. Your email will be forwarded to the Director or the Assistant Director for follow up as soon as possible.

By signing this form, you acknowledge that you have read and understand the above.

Print Name Student Number

Signature Date
February 2020