



Qatar University
College of Health Sciences
Department of Public Health
Training Manual: Health Education Practicum (PUBH 314)
Spring 2019

Contents

Topic	Page
Welcome Statement	3
Qatar University Mission Statement	4
College of Health Sciences Mission Statement Vision Statement	4
Public Health Program Mission Statement Vision Statement	4
Public Health Program Objectives Program learning Outcomes	5
Admission Criteria for Public Health Program and Health Education Practicum Study plan Faculty	6
Health Education Core Competencies Health Education Code of Ethics	9
Course Description Course Objectives Student Learning Outcomes	12
Training Sites and Rotations Department of Public Health at MOPH Diabetes Education Unit at HMC Qatar Cancer Society Hamad International Training Center-Kulluna Initiative	14
Student's Responsibilities at Training Site and on QU Campus	15
Course Instructor's (Clinical Coordinator) Role and Responsibilities	16
Site Supervisor's Role and Responsibilities	18
Forms and Templates	19

Welcome

Welcome to Health Education Practicum PUBH 314 training manual. Senior students in the Bachelor of Science in Public health with Health Education concentration should register for this course for the spring semester of the fourth year. Practicum course will enable students apply theories, ethics, and principles of the health education field in a practical setting. This training course will prepare students for the work setting and provide them with skills and competencies they need as professional health educators in their future career. The purpose of this manual is to introduce the public health program objectives and learning outcomes, recognize the objectives of the Practicum for Health Education course, clarify the responsibilities of students in the training site and on QU campus, the role of the instructor of this course and the supervisor at the training site.

Qatar University

Mission Statement

Qatar University is the national institution of higher education in Qatar. It provides high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach and conduct research, which addresses relevant local and regional challenges, advances knowledge, and contributes actively to the needs and aspirations of society.

College of Health Sciences

Mission Statement

In alignment with the Qatar Vision 2030, the mission of the College of Health Sciences is to prepare competent graduates who will contribute to the delivery of optimal healthcare, to promote research and scholarly activity and to prepare thh2 for careers in health care and higher education.

Vision Statement

The College of Health Sciences aspires to have its faculty, staff, and students achieve distinction in teaching, research, and community service, and for its health degree programs to be recognized as models of excellence and exceptional achievement.

Department of Public Health

Mission Statement

The mission of the Department of Public Health is to provide leadership in public health education and to facilitate the development of effective public health policies on both national and regional levels. Through high-quality experiential learning and relevant research, the Department will promote the concepts and practice of health promotion, disease prevention, rational policy making, and effective and efficient management of preventive and curative health services and programs.

Vision Statement

To improve the public health through graduating qualified public health professionals, health educators and policy makers on national and international levels.

Public Health Program Objectives

OBJ 1: Provide students with comprehensive instruction in the international standards for public health

OBJ 2: Teach students the concepts and practices of health promotion and disease prevention and the complexities of eliminating health disparities in human populations

OBJ 3: Cultivate within students the ability to analyze public health policies and interventions, assessing their effectiveness and proposing possible alternatives

OBJ 4: Teach students the basics of health service organization, financing, delivery and evaluation.

Program learning Outcomes

PLO 1: Apply public health concepts as a broad and complex domain of professional practice and inquiry, with specific reference to the local context

PLO2: Analyse local and international public health problems with inferences from history and milestone in the evolution of the public health field

PLO3: Examine ethical issues relevant to public health practice, especially as they apply to local specificities, and justify proposed courses of action

PLO4: Apply research skills to generate well-formed questions and approaches to answering them – including research questions, data sources, and appropriate methodologies

PLO5: Assess evidence used to implement and evaluate Public Health interventions

PLO6: Communicate effectively about public health issues

PLO7 HE: Design health education strategies and interventions

PLO8 HE: Assess the appropriateness and impact of health education strategies and interventions

PLO9 HE: Demonstrate leadership skills in public health

PLO10 HM: Apply management theories and concepts to public health issues

PLO 11 HM: Demonstrate knowledge of effective management of public health programs and interventions

PLO12 HM: Demonstrate knowledge of effective management of public health services

Admission Criteria for Public Health Program and Health Education Practicum

Admission Criteria:

The admission criteria specific to public Health major:

- Minimum secondary school grade for final year 75%
- Complete 12 CH with minimum GPA of 2
- The 12 CH should include STAT 101 with a minimum grade of C

Prerequisites: Students must finish PUBH 312 (Planning for Health Education Programs) before registering in Health education practicum course.

Study Plan

Bachelor of Science in Public Health

CONCENTRATION IN HEALTH EDUCATION

FIRST YEAR ([32] credit hours)			SECOND YEAR ([30] credit hours)		
Fall Semester			Fall Semester		
Course #	Course Title	Cr Hrs	Course #	Course Title	Cr Hrs
CHEM101	General Chem I	3	BIOM 217	Human Genetics	3
CHEM103	Experimental General Chem	1	PUBH 202	Health, Behavior and Society	3
PUBH151	Biostatistics for Health Sciences	3	BIOM 243	Introduction to Pathology	2
MEDI 101	Human Structure and Function- 1	3	Core Curriculum Elective 4		3
MEDI 102	Medical Education	3	Core Curriculum Elective 5		3
Core Curriculum 1 - English 202		3			
Total Credit Hours in Semester [16]			Total Credit Hours in Semester [14]		
Spring Semester			Spring Semester		
Course #	Course Title	Cr Hrs	Course #	Course Title	Cr Hrs
MEDI 103	Human Structure and Function- 2	3	BIOM 322	Medical Microbiology	4
PUBH 101	PBHSC: Principles and Practice	3	PUBH 201	Environmental Health and Disease	3
BIOM 201	Medical Biochemistry	4	PUBH 205	Research Methods for Public Health	3
Core Curriculum 2 - English 203		3	Core Curriculum Elective 6		3
Core Curriculum Elective3		3	Core Curriculum Elective 7		3

Total Credit Hours in Semester [16]			Total Credit Hours in Semester [16]		
THIRD YEAR ([31] credit hours)			FOURTH YEAR ([27] credit hours)		
Fall Semester			Fall Semester		
Course #	Course Title	Cr Hrs	Course #	Course Title	Cr Hrs
PUBH 301	Public Health Ethics	3	PUBH 314	Practicum	4
PUBH 303	Epidemiology	3	PUBH325	Nutritional Epidemiology	3
Core Curriculum Elective 8		3	PUBH 421	Health promotion for women	2
Core Curriculum Elective 9		3	PUBH 426	Disease-specific Health Ed and Promotion	3
Core Curriculum Elective 10		3	Major Elective		3
Total Credit Hours in Semester [15]			Total Credit Hours in Semester [15]		
Spring Semester			Spring Semester		
Course #	Course Title	Cr Hrs	Course #	Course Title	Cr Hrs
Core Curriculum Elective 11		3	PUBH 499	Capstone	3
PUBH 306	Public Health Systems, Mgt and Policy	3	PUBH 341	Public Health Data Analyses	3
PUBH 222	Foundation of Health	3	Free Elective 1		3
PUBH 310	Need assessment and Planning	4	Free Elective 2		3
PUBH 320	Health Communication	3			
Total Credit Hours in Semester [16]			Total Credit Hours in Semester [12]		

Faculty to Communicate Regarding Practicum -Department of Public Health

1) Hanan Abdul Rahim, PhD	Department head & Associate Professor of Epidemiology Email: hanan.arahim@qu.edu.qa
2) Ghadir Fakhri Al-Jayyousi, PhD	Lecturer of Health Education and promotion. Internship and Continuing Professional Development Coordinator. Email: g.aljayyousi@qu.edu.qa
3) Sawsan Awada , MPH	Teaching Assistant of Public Health Email: sawada@qu.edu.qa



Health Education Core Competencies

Responsibility 1. Assessing individual and community needs for health education

Competency A: Obtain health-related data about social and cultural environments, growth and development factors, needs and interests.

Competency B: Distinguish between behaviour that fosters and that which hinders well-being.

Competency C: Infer needs for health education on the basis of obtained data.

Responsibility 2. Planning effective health education programmes

Competency A: Recruit community organizations, resource people and potential participants for support and assistance in programme planning.

Competency B: Develop a logical scope and sequence plan for a health education programme.

Competency C: Formulate appropriate and measurable programme objectives.

Competency D: Design educational programmes consistent with specified programme objectives.

Responsibility 3. Implementing health education programmes

Competency A: Exhibit competence in carrying out planned educational programmes.

Competency B: Infer enabling objectives as needed to implement instructional programmes in specified settings.

Competency C: Select methods and media best suited to implement programme plans for specific learners.

Competency D: Monitor educational programmes, adjusting objectives and activities as necessary.

Responsibility 4. Evaluating effectiveness of health education programmes



Competency A: Develop plans to assess achievement of programme objectives.

Competency B: Carry out evaluation plans.

Competency C: Interpret results of programme evaluation.

Competency D: Infer implications from findings for future programme planning

Responsibility 5. Coordinating provision of health education services

Competency A: Develop a plan for coordinating health education services.

Competency B: Facilitate cooperation between and among levels of programme personnel.

Competency C: Formulate practical modes of collaboration among health agencies and organizations.

Competency D: Organize in-service training programmes for teachers, volunteers and other interested personnel.

Responsibility 6. Acting as a resource person in health education

Competency A: Use computerized health information retrieval systems effectively.

Competency B: Establish effective consultative relationships with those requesting assistance in solving health-related problems.

Competency C: Interpret and respond to requests for health information.

Competency D: Select effective educational resources materials for dissemination.

Responsibility 7. Communicating health and health education needs, concerns and resources

Competency A: Interpret concepts, purposes and theories of health education.

Competency B: Predict the impact of societal value systems on health education programmes.

Competency C: Select a range of communication methods and techniques in providing health information.



Competency D: Foster communication between health care providers and consumers.

Reference:

“Health Education- Theoretical Concepts, Effective Strategies and Core Competencies ”
(WHO, 2012)

http://applications.emro.who.int/dsaf/EMRPUB_2012_EN_1362.pdf

Health Education Code of Ethics

Health educators’ work is directly concerned with communities and individuals. It is crucial that the rights and privacy of individuals and communities are respected, and that programmes are developed on an equitable basis, addressing the needs of the most vulnerable population groups and embracing the following principles:

- respect for human dignity and rights
- respect for individual and family independence
- client full consent
- confidentiality
- nondiscrimination or stigmatization
- equity in access, coverage and service delivery
- respect for cultural values and cultural diversity
- refraining from conflict of interest, particularly commercial interest
- integrity and good personal conduct.

Reference:

“Health Education- Theoretical Concepts, Effective Strategies and Core Competencies ”
(WHO, 2012)

http://applications.emro.who.int/dsaf/EMRPUB_2012_EN_1362.pdf



Course Description: Health Education Practicum – PUBH 314

Health Education Practicum course provides students the opportunity to conduct guided practical work and to implement the results of needs assessments and health education planning. Students will conduct needs assessment to define the health problem, plan and implement a health education method/campaign/program, monitor the implementation process, and evaluate the health outcome of the program.

Course Objectives

- 1) Help students apply theories, ethics and principles of public health field to work situation.
- 2) Work on a meaningful public health project that utilizes/builds upon their skills and competencies essential to these skills in research, assessment, and health education.
- 3) Conduct needs assessment to define the health problem by using appropriate data collection methods
- 4) Plan for health education method/campaign/program
- 5) Implement a health education method/campaign/program and assure high-quality program that is delivering the planned intervention.
- 6) Conduct effect evaluation by using different evaluation designs and both quantitative and qualitative research methods
- 7) Help students communicate oral and written information and critically reflecting public health skills and development.



Student Learning Outcomes

- 1) Apply principles and ethics of health education in program planning and evaluation to work situation.
- 2) Exhibit professional skills and competencies essential to these skills in Health Education and Promotion.
- 3) Define the health problem by conducting needs assessment and using the appropriate data collection methods.
- 4) Identify the causal, moderating and mediating factors that shape the health problem
- 5) Develop goals and objectives for health education programs
- 6) Apply logic model in program planning
- 7) Implement health education methods/ campaign/program
- 8) Monitor the implementation process
- 9) Evaluate the health outcome (s) by using different evaluation designs and both quantitative and qualitative research methods
- 10) Reflect critically on the public health skills and development by submitting and discussing monthly reports with the instructor for this course.



Training Sites and Rotations

- 1) Department of Public Health at MOPH:
 - Health Promotion and Non communicable Disease Division
 - Communicable Disease Division
 - Environmental Health Division.
- 2) Diabetes Education Units at Hamad General Hospital, Women Hospital and Alwakra.
- 3) Qatar Cancer Society.
- 4) Kulluna Initiative at HMC.

Training Rotations

- ❖ Students will be in the training site once a week (each Wednesday) from 8:00 am-2:00 pm during the spring semester. (Total of 12 weeks)
- ❖ They will be divided into groups and each group will be directed to a different site.
- ❖ Some groups will switch training sites after 6 weeks from the beginning of the semester, so that all students will spend 12 weeks of training at two different sites.



Student's Responsibilities at the Training Site and On QU Campus

- 1) Ask the training site supervisor to sign the attendance sheet each day at the arrival and departure of the site.
- 2) Inform the course instructor if you will be late/or absent.
- 3) Wear your lab coat with the college/department logo at the site.
- 4) Turn off your mobile phones and DO NOT use any other electronic devices during the training unless you are in break time.
- 5) Observe and learn (and apply if allowed by the supervisor) from the different processes and procedures related to health education and public health management happening at the site.
- 6) Ask for assistance, supervision or any inquiry you may have from the supervisor/professionals at the site.
- 7) Attend a weekly class meeting with the course instructor to reflect on the training experience from the past week.
- 8) Submit a weekly report to the course instructor reflecting/giving feedback on your experience for the past week; lessons learned, challenges faced, and role of public health specialist.
- 9) Submit a final report reflecting on the training experience in both sites; Kulluna and PHCC, and deliver a PowerPoint presentation in classroom for the course instructor and other classmates.
- 10) Fill student exit survey after finishing the training.

Course Instructor's (Internship Coordinator's) Roles and Responsibilities

- 1) Divide students into groups and each group directed to a training site depending on the trainee's focus; health education or public health management, and on site capacity for hosting trainees.
- 2) Fill transportation request with the training sites and email it to QU transportation department. This will enable the department to provide transportation to the trainees.
- 3) Communicate with site managers and supervisors to construct student rotation schedules.
- 4) Prepare a file for each student which includes: attendance sheet, manual, supervisors' evaluation forms and students evaluation forms.
- 5) Introduce the training manual for students which states the field work objectives and students' learning outcomes expected from this training. It also includes supervisor's evaluation form and student's exit survey to evaluate their experience. Each student will be asked to read the guidelines file, understand and sign.
- 6) Provide students with a range of academic materials. These will mainly be made available through Blackboard and may include: E-Books and documents; weekly required reading chapters; articles and chapters for further reading; web-sites to explore; videos, and hand-outs.
- 7) Meet students weekly for one hour to discuss/reflect on their experience during the previous week and submit a weekly report. In these weekly reports students will reflect critically on the public health skills and development by focusing on a specific topic



- suggested by the coordinator, address lessons learned and challenges faced during the training. During these meetings the coordinator will assist students to resolve any problem related to training.
- 8) Have routine meetings with all supervisors in order to be aware of the progress of all students. The coordinator needs to be aware of the students' weaknesses and strengths. Typically there will be about 2 meetings per week with the supervisors and trainers.
 - 9) Perform random spot checks at sites to make sure the students are all in their places, monitor student performance and follow up with supervisors.
 - 10) Communicate the objectives and student learning outcomes of the field experience training course *clearly and frequently* to the clinical/ training site coordinators, managers, supervisors and students.
 - 11) Collect weekly evaluations and keep track of and read all reports completed by the students on a weekly basis within their rotations.
 - 12) Keep track of students' casual and sick days and document them.
 - 13) Correspond on a daily basis with supervisors and students to resolve any issue that may arise. This is normally done via emails or phone calls.
 - 14) Update the training manual to accommodate any changes that occur during the semester in terms of assignments, evaluations or other pertinent happenings.
 - 15) Assert disciplinary action on students who do not abide by the policies of the program or who show lack of effort.



- 16) Update the assignments or experiences and evaluation for every rotation based on supervisors and students feedback as well as any advances in the field itself.
- 17) Collect and grade final reports, final presentations and supervisors' evaluation forms to evaluate the student performance in field experience course and practicum.
- 18) Send out exit survey (student evaluation form) to all students in order to get feedback about the field experience training.

Site Supervisor/Professional's Role and Responsibilities

- 1) Discuss policies and regulations of the site need to be followed by student during training period.
- 2) Sign student attendance sheet on each training day at the arrival and departure of the site.
- 3) Direct student to the training site.
- 4) Help student in planning, organizing, and implementing duties assigned for her. Monitoring students conduct and performance during their training.
- 5) Inform course instructor of students' weaknesses and strengths.
- 6) Complete supervisor evaluation forms .
- 7) Maintain communication with the course instructor (clinical coordinator) through available meetings, correspondence telephone contacts and on-site visits.

Forms and Templates

- Student's weekly report template
- Student's final report outline
- Supervisor's evaluation form (1&2)
- Field Experience Survey (student's exit survey)



Student's Weekly Report Template

Student Name:

Site:

Week Number:

Hours Worked:

Activities: Describe the nature of the work you have been doing/Describe weekly experience

- 1.
- 2.
- 3.

Observations

- 1.
- 2.
- 3.

Planning For Next Week

- 1.
- 2.

Challenges /concerns you may have

Recommendations and suggestions

Conclusion



Student's Final Report Outline

The final report should reflect on the student's experience in both training sites; Kulluna Initiative (HITC 1) and Primary Health care Corporation (PHCC) for the whole semester. In this report a student should describe/address:

- Work/activities and responsibilities assigned to student during the training.
- Skills and competencies exhibited from this training and how they will shape student's future profession as a public health specialist.
- Challenges/problems a student faced during training.
- Recommendations and suggestions for improving the field experience course.

Supervisor's Evaluation Form-1

Students Name:

ID:

Supervisor Name:

Title:

Training Site:

Phone No:

Days Absent:

Reason:

Days Late:

Reason:

Note: The purpose of this evaluation is to make students aware of areas that needs improvement and enable the course instructor evaluate student's performance for academic credit.

Please evaluate the student's performance by placing a check mark in the appropriate boxes, using as a basis the work that you have observed the student doing.

1) Affective Behavior

Personal Interactive Skills	Excellent	Good	Fair	Poor	N/A
Effectively communicate and cooperates with peers					
Establishes or strive toward effective rapport with peers					
Effectively and accurately submits hand written documents					
Cordially communicate and interact with peers, supervisors and instructors					
Effectively communicate with instructors					
Professional Demeanor					
Strives to have a pleasant manner					
Demonstrates interest in learning					

Demonstrates perseverance					
Demonstrates promptness and dependable					

2) Performance Tasks

	Excellent	Good	Fair	Poor	N/A
Apply theories from health education field learned in classroom.					
Abide with ethics and principles of health education.					
Exhibit professional skills and competencies essential to these skills in research, education, management, and assessment.					
Exhibit creativity in suggesting new ideas and problem-solving skills					
Reflect critically on the public health skills and development					
Other Comments:					

Signature _____

Date _____

Supervisor's Evaluation Form-2

Students Name: ID:
 Supervisor Name: Title:
 Training Site: Phone No:
 Days Absent: Reason:
 Days Late: Reason:

Note: The purpose of this evaluation is to make students aware of areas that needs improvement and enable the course instructor evaluate student's performance for academic credit.

Please evaluate the student's performance by placing a check mark in the appropriate boxes, using as a basis the work that you have observed the student doing.

1) Supervised Students was prepared	Excellent	Good	Fair	Poor	N/A
Comes ready to work daily					
Reports to work on time and does not leave until designated time					
Takes initiative to do more than what is expected					
Accepts responsibility for her actions					

2) Utilizes Effective Verbal and Written Communication Skills

A. Verbal Communication	Excellent	Good	Fair	Poor	N/A
Effective communication with colleagues and supervisors					
Speaks in a clear, professional manner to convey accurate information					
Actively participates in health care team					
Listens actively and effectively					

B. Written Communication					
Writes clearly, concisely, and logically					
Uses appropriate terms and abbreviations					
Uses correct grammar and spelling					
Understands professional, ethical and legal aspects of documentation					

3) Demonstrates Effective Personal Management and Problem Solving Skills

	Excellent	Good	Fair	Poor	N/A
Demonstrates Initiative					
Follows Directions					
Demonstrates logical Problem Solving Approach					
Seeks out necessary resources					
Uses resources efficiently and effectively					
Asks appropriate questions					
Proposes relevant solutions to problems					

4) Promotes Effective Professional Relationships

	Excellent	Good	Fair	Poor	N/A
Interacts well with peers, supervisors, and other staff members					
Works as an effective team member with peers, supervisors, and other staff members					
Communicates with respect					
Displays positive attitude for learning					

Demonstrates effective decision making					
Processes all necessary information using appropriate resources					
Reaches appropriate decisions					
Makes appropriate professional judgments within limits of current expertise/education					
Demonstrates critical thinking in decision making					
Demonstrates leadership potential					
Uses good judgment concerning when to seek help					
Maintains confidentiality of information					
Conducts self with integrity and fairness and high standards					
Displays professional appearance and behavior					
Completes educational objectives specific to rotation					

Strengths to be emphasized:

Areas to be improved or developed:

Signature _____

Date _____

**Health Education Practicum Survey
(Student exit survey)**

Students Name:

ID:

Program:

Department:

Training Site:

Semester:

A) Please evaluate your performance by placing a check mark in the appropriate boxes, reflecting on what you have accomplished instead of what you may be able to do.

1) Knowledge:

	Excellent	Good	Fair	Poor	N/A
Of scientific basis for public health					
Of methods to assess & analyze health needs of the community target population					
Of appropriate theories/models of behavior change					
Of individual, small and/or large group public health strategies					
Of relevant public health policies and practices at the state, federal and local level					
Of community resources					
Of models for designing and implementing Public health programs					
Of effective management practices such as planning, budgeting, marketing, staffing					
Of effective methods of program evaluation					

2) Skills

	Excellent	Good	Fair	Poor	N/A
Able to identify problem/assess client interest and need					
Formulates educational/service goals and objectives					

Selects educational or service strategies to the situation					
Delivers service or educational program effectively to clients					
Makes Optimum use of available service/resources					
Develops measures to evaluate program effectively					
Prepares appropriate reports/maintenance records					
Plans and organizes time effectively					
Accomplishes assigned tasks with a minimum of supervision					
Makes sound decisions by using good judgment and common sense					
Produces accurate, thorough work					
Expresses self well in oral and written work					
Follows policies and procedures					

3) Relationship with Staff/Clients

	Excellent	Good	Fair	Poor	N/A
Works harmoniously with colleagues					
Works harmoniously with support staff					
Works harmoniously with representatives of other agencies					
Participates effectively with group situations					
Communicates effectively with clients					
Communicates effectively with staff					

4) Personal Traits and Attitudes

	Excellent	Good	Fair	Poor	N/A
Possesses emotional stability and maturity					
Is mentally active and attentive					
Shows leadership qualities					
Shows interest & enthusiasm for assigned activities					
Recognizes own strengths and weaknesses					
Responds positively to supervision					

5) Potential

	Excellent	Good	Fair	Poor	N/A
Shows potentialities of becoming an effective site employee					
Has potential for contributing to profession					
Has potential for supervisory & administrative work					
Comments:					

B) Please answer the following open-ended questions to evaluate your experience at the training site.

1. Describe tasks assigned to you during your training.

2. Describe the learning experience at this site?
 - A. What experience(s) were most helpful? Why?
 - B. What experience(s) were least helpful? Why?

