

**GUIDELINE**  
**FOR FIELD PRACTICAL**  
**PLACEMENT**

**B.Sc. Degree in Health Promotion**

**DEPARTMENT OF HEALTH PROMOTION**  
**FACULTY OF APPLIED SCIENCES**  
**RAJARATA UNIVERSITY OF SRI LANKA**

## **Introduction**

Field practical placement is the main component in the B.Sc. Degree in Health Promotion to attain the range of competencies required for health promotion practice and takes up about one third of the course work. In the general degree, field practical placement is divided into two components: student groups and field groups. The student group work will support the work of students to improve their own well-being while the field placement will help to address different development and wellbeing needs in selected communities. Field practical placement commences during the second semester of the first academic year and progresses until the end of the third academic year.

## **Competencies acquired from the field practical placement**

The purpose of the field practical placement is to provide opportunities to develop following field practical placement competencies;

- a) assessing the health status and needs of individuals and communities.
- b) designing effective interventions
- c) implementing such interventions in partnership with given groups or communities.
- d) research and evaluation of health promotional interventions
- e) working across disciplines and sectors.
- f) working in mutually respecting relationship with varied groups
- g) gaining knowledge on working partnerships with various sectors including the health sector.
- h) reflecting on and assessing one's own value system and its implications

## Distribution of field practical placement

Distribution of field practical placement during the study program is presented in the following table.

Table 1: Distribution of fieldwork

Sem.	Student group		Field group	
	No. of credits	Course code and course title	No. of credits	Course code and course title
2	4 credits	HPF 1101 - Devising Applicable Measures Of Individual And Group Health		
		HPF 1102 - Measuring Health Status Of A Group		
		HPF 1203 - Activities To Improve Health Of Student Groups		
3	2 credits	HPF 2201 - Applying Measures To Improve Health Status Of Student Groups	5 credits	HPF 2102 - Introduction To Field Settings
				HPF 2103 - Engagement Of Communities
				HPF 2204 - Clarifying Health Issues With Assigned Communities
				HPF 2105 - Devising Measures Of Health In Partnership With Communities
4	1 credit	HPF 2106 - Assessing Changes In Health Status Of Student Groups	6 credits	HPF 2207 - Clarifying Structural Determinants Of Health With Communities
				HPF 2208 - Addressing Structural Determinants Of Health Of Communities
				HPF 2109 - Monitoring Progress Of Communities
				HPF 2110 - Clarifying Obstacles To Progress With Communities
5	1 credit	HPF 3101 - Reporting Health Changes In Student Groups	6 credits	HPF 3302 - Addressing Obstacles To Progress With Communities
				HPF 3103 - Reviewing Progress With Communities And Redirecting Efforts
				HPF 3204 - Evaluation Of Progress
6			6 credits	HPF 3205 - Final Evaluation Of Field Settings
				HPF 3206 - Report Writing
				HPF 3207 - Follow Up And Continuing Contact With Communities

## **Expected benefits from field practical placement**

Field practical placement is conducted by the students in their own groups and with other communities. It provides the opportunity for students to learn in both faculty and field setting as the major requirement of the study program. Field practical placement provides the opportunity to improve the health status and wellbeing of individuals and groups in the communities and to support the community members to develop their skills in applying and changing their own practices. Students acquire new knowledge and practical experience to improve capacities in practicing health promotion principles and strategies. Also, it provides a basic platform to improve personal and professional capacities of students.

## **Roles and responsibilities of the stakeholders**

To implement the field practical placement effectively and sustainably, partners such as the department, community and students should commit themselves to specific roles and responsibilities. The department initiates and maintains partnership with relevant organizations and institutions to formally implement the field placement. It assigns students to field settings and monitors them continuously. The placements will be facilitated, but students will also be responsible for building partnerships with the given communities or groups. Further, the department will assist with transport and other facilities to conduct field practical placement activities. Demonstrators will be assigned by the department to guide each group, while the demonstrators too are trained and continuously monitored. The department will assess and evaluate students' performance throughout the field practical placement.

It is necessary to obtain the community consent to initiate and implement health promotion intervention. It is expected that they will support the students through their participation during field practical placement. This may include participating in activities, sharing information and approving visits. Working with communities will allow students to engage in a mutual learning exercise throughout the field practical placement. The community members too are involved in assessing students in the field practical placement.

Students should consider field practical placement as an integral part of their undergraduate learning. Each group of students will engage with the setting to which they are assigned, and develop a set of goals and objectives in consultation with their supervisor and those in the community to which they have been assigned. Students should respect and work cooperatively with community members throughout their field practical placement. Apart from the continuous engagement with field practical placement, students should submit in time the prescribed documents to monitor and evaluate.

### **Implementation of the field practical placement**

Health promotion field practical placement is implemented through several steps including, pre-placement, placement, continuous supervision/monitoring, and assessment.

#### Pre placement

*Selection of a field setting:* Selection of the field settings/communities/villages for field practical placement is considered based on specified criteria. These include

- three years gap from the previous students attachment to a field, where possible
- availability of public transport facilities
- safety of students

*Allocation of groups:* The undergraduates of the health promotion study program are assigned to the field practical placement as small groups separately as 'student group' and 'field group'. These groups consist of 4 - 8 students and the number depends on the total number of the students available in the batch. As a practice, gender balance and language balance is considered.

*Permission for field practical placement:* Students are introduced to the relevant institutions and in certain cases permission is obtained from them before attaching the undergraduates. A common attachment to the field practical placement is through the Medical Officer of Health (MOH), with the approval of the Regional Director of Health

Services. Generally each group is introduced to the setting through the Public Health Midwife, after receiving permission from the MOH.

*Briefing on working with communities:* Students are prepared for field practical placement prior to the attachment, by briefing them on engaging with the assigned communities on the following:

- the objectives of the field practical placement
- subject areas covered during field practical placement
- roles and responsibilities of stakeholders
- required documentation
- assessment of field practical placement
- discipline expected from students during the field practical placement including mutual respect and proper communication with the relevant community.
- various strategies to solve any problems that may arise during field practical placement
- other matters concerning their welfare during the field attachment – including dress code, health and safety issues.

## Placement

*Duration and time:* Field practical placement commences during the second semester of the first academic year and progresses until the end of the third academic year. The department has allocated separate time slots for field practical placement.

*Allocation of demonstrators:* One of the demonstrators is assigned to the group by the academic supervisor of the department – to facilitate the group's field practical placement tasks.

### *Documentation and records:*

Student groups should submit a monthly progress report of the activities conducted during the last month, in a prescribed format (Annex 1). The field logbooks need to be maintained by each group in a prescribed format (Annex 2). The students should maintain a separate notebook to keep records of the daily field activities, field observations, lessons

learned and any other relevant details. The demonstrators will frequently check the notebook and the logbook to ensure accuracy of recordings.

At the end of each semester, the students have to produce a group report and an individual report of their field attachment experiences.

*Attendance:* 80% attendance is compulsory for the field attachment. Students should separately maintain their attendance at the group level. This record has to be signed and approved by the relevant demonstrator during each week.

*Transport facilities:* The University provides transport facilities, when possible, for two days for a week. Students can take responsibility for other traveling methods.

*Financial support:* There will be no financial support to students to defray costs of travel to the assigned settings or for expenses-e.g., meals, when they need to work late into the evenings in their setting.

### **Continuous supervision/monitoring**

Field practical placement is supervised by a senior staff member of the department with the direct guidance of the academic support staff members including the demonstrators. Demonstrators are guided by the academic supervisor and assess their performances periodically through discussions and reports provided by them. The arrangement for the supervision of field practical placement in the field setting will be clearly laid out. The academic supervisor directs students in their field practical placement and meets students about once a two weeks as a batch. Demonstrators usually meet their allocated group/s once a week to guide them in the field practical placement. It is necessary to get the recommendation of at least the demonstrator before implementing activities in the field. However, the required supervision will vary depending on the activity and the setting. A minimum number of sessions for supervision with the assigned staff will be specified, according to the planned activities.

There will be several sessions throughout the academic program for the students to share with others the experiences, problems, and solutions they find, in their particular setting. So students will learn about the other kinds of settings in addition to their own.

*Field visit by the supervisor:* Each field setting is visited by an academic supervisor at least once during the semester (four semesters). During the visit, the academic supervisor interacts with the student on the field attachment, demonstrators and also visits the people in the communities in the student attachment areas to acquaint himself/herself with the activities of the students.

*Responsibilities of the demonstrators:* The demonstrators need to be able to provide relevant practical guidance, show willingness to have regular contact with the student on field practical placement and be willing to engage in a learning experience with the student and community members in the field. Each demonstrator has to provide a monthly report regarding their supervision to the academic supervisor.

### **Assessment criteria of Health Promotion field practical placement**

Students are assessed by both formative and summative assessment. The assessment criteria are given below with assigned weightages for each criterion,

**Student group** work is assessed using the following criteria.

<b>Formative assessment</b>		<b>Marks allocation</b>
Continuous assessments (Individual mark)	Marks from demonstrators	20%
Monthly progress reports (Group mark)		10%
<b>Summative assessment</b>		
Final viva (Individual mark)		30%
Final Forum presentation (Group mark)	Marks from staff	20%
	Marks from students	10%
Final Report (Group mark)		10%
<b>Total</b>		<b>100%</b>



**Field group** work is assessed using the following criteria.

<b>Formative assessment</b>		<b>Marks allocation</b>
Continuous assessments (Individual mark)	Marks from demonstrators	15%
	Marks from community members	10%
Monthly progress reports (Group mark)		5%
<b>Summative assessment</b>		
Final viva (Individual mark)		30%
Final Forum presentation (Group mark)	Marks from staff	20%
	Marks from students	10%
Final Report (Group mark)		10%
<b>Total</b>		<b>100%</b>

### **Formative assessment**

#### *Continuous assessments*

##### *Marks from demonstrators*

Both student group and field group activities are assessed by the demonstrator assigned for each group during the semester. The marks are given by the demonstrators for individual students and those marks are discussed in a common forum by all demonstrators and lecturer responsible for student group and field group courses. The assessment form used by the demonstrators for ongoing assessment is given in the Annex 3. In addition, demonstrators take in to account the peer assessments of students, field/student group note books and do observations on how students engage and facilitate discussions with community members (observation check list is given in Annex 4) when giving marks.

##### *Marks from community members*

The community members give marks for individual students in the field group. The assessment form used by the community members is given in the Annex 5. The questions

in the form are asked by a demonstrator from a group of community members representing different population groups such as, mothers, fathers and children with whom that the students have worked with.

### ***Monthly progress reports***

The monthly progress reports are evaluated using a set of prescribed criteria by the demonstrators.

### **Summative assessment**

#### ***Final viva***

Each student is facing an individual viva - voce examination as a part of the end semester examination to assess his or her individual contribution to the group effort. The **viva** questions are relevant to the field courses of the given semester. This will be used to deduct from, or add to, up to 25% of the mark that the student obtained as a member of the group.

#### ***Final forum presentation***

The assessment form used by staff and the students to assess student group and field group presentations is given in the Annex 6. Further, academic staff ask the questions relevant to courses assigned for each semester at the presentation.

#### ***Final report***

The report is evaluated using the criteria related to the courses assigned for each semester by the academic staff.

### **Unsatisfactory progress**

During the field practical placement, should ongoing monitoring reports from the supervisors indicate problems or unsatisfactory performance by any group of students, the group will face a review panel to guide and instruct them on remedial action that they need to take. If adequate progress is not shown within a responsible period the group may

have to recommence the practical assignment as from a given date. Should failure to progress be substantial or there be a serious shortcoming in the conduct of a student or a group, they may be attached to a new setting or be deemed to have discontinued the course unit.

A student who fails in field practical placement will not be permitted to compensate from theory or course work marks. They will need to complete a further supervised practical attachment to qualify for the award of the degree.

***\*Please note that upon the recommendation of the department, the faculty board can approve any amendment of the components of the above guideline. Any changes will be informed to the students prior to the implementation.***

**Annex 1. Monthly progress report**

Batch: .....

Field/Student Group (Group no. & topic): .....

Month:.....

<u>Date</u>	<u>Activity</u>	<u>Outcome</u>	<u>Indicators</u>	<u>Next step</u>

**Annex 2. Log book format**

<b>Date</b>	<b>Time</b>	<b>Place</b>	<b>Activity</b>

Signature of the group demonstrator:.....

### **Annex 3. The assessment form used by demonstrators for continuous assessment**

<b>Criteria</b>	<b>Marks</b>
<b>Competencies</b>	
Communication skills	2
Group discussion facilitation skills	2
Ability to measure the changes within the community/student group	3
Ability to apply theoretical aspects in to practical placements	3
Total=	10
<b>Understanding</b>	
Understanding about Health Promotion principles	
- Being a process	2
- Identifying determinants	2
- Measuring changes with the community	2
- Being community based	2
- Control over (Community takes the control of the factors that determine their health)	2
Total=	10
<b>Enthusiasm</b>	
Attendance	3
Punctuality	2
Active participation for the discussions (Based on, asking questions, answering for questions, giving suggestions, doing role plays)	5
Total	10

#### **Annex 4. Observation check list**

- ✓ Building up a good rapport with community members
- ✓ Ability to initiate a health promotion process
- ✓ Ability to facilitate a group discussion with the community
- ✓ Respecting for the ideas of the community and developing the discussion
- ✓ Measuring the changes of the process
- ✓ Community responses

**Annex 5. The assessment form used by the community members for continuous assessment**

සිසුන්ගේ ක්‍ෂේත්‍ර ක්‍රියාකාරකම් ප්‍රජාව විසින් ඇගයීම

නිර්ණායකයන් සඳහා එක් එක් සිසුවාට 10න් ලකුණු දෙන්න.

නිර්ණායකයන්,

1. සුභදශීලීව ප්‍රජාව සමග ගනුදෙනු කරනවාද?
2. මෙම ක්‍රියාවලිය සඳහා, උනන්දුව කෙසේද? (ගමට පැමිණීම, වැඩ කටයුතු වලට සම්බන්ධ වීම)
3. සාකච්චාවන් ගැනීමේදී, ඒවා තේරෙනවාද?, උනන්දුවක් ඇති වෙනවාද?
4. ඔබ තුළ, ඔබගේ පවුලේ හා ගමේ වෙනසක්, මෙම සිසුවා පැමිණීම තුලින් සිදු වී තිබෙනවාද?
5. ක්‍ෂේත්‍ර ක්‍රියාකාරකම් හා සාකච්චාවන් ගැනීමේදී, ප්‍රජාවට පහසු දිනයන් යොදා ගන්නවාද?
6. ප්‍රජාව සමග ආරම්භ කරන ක්‍රියාකාරකම් පිලිබඳව පසු විපරම් කරනවාද?
7. ඔබට වෙනත් යමක් පැවසීමට තිබෙනවාද?

නිර්ණායකය	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
මුළු ලකුණු							

English letters are to be replaced with students' names.

**Annex 6. The assessment form used by staff and students to assess field and student group presentations**

**Field Work Forum Presentations**

- Groups:**
- Group 01: A**
  - Group 02: B**
  - Group 03: C**
  - Group 04: D**
  - Group 05: E**

<b>Groups</b>	<b>Addressing health promotion principles (30)</b>	<b>Content of the presentation (20)</b>	<b>Clarity of the presentation (15)</b>	<b>Presentation skills (20)</b>	<b>Evidence presented (15)</b>	<b>Total (100)</b>
<b>A</b>						
<b>B</b>						
<b>C</b>						
<b>D</b>						
<b>E</b>						