

Applied Practice Experience Student Resource Guide

Questions regarding the Applied Practice Experience can
be directed to:

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Welcome

Hello and welcome to the School of Public Health.

The Council on Education for Public Health (CEPH), our accrediting body, requires an Applied Practice (AP) Experience for “MPH students to demonstrate competency attainment” in the field of public health. As reflected on the [AP Experience website](#), the AP Experience at SPH is designed to help students apply public health concepts learned in the classroom to the community at large. This experience is structured to help expand and strengthen your public health skillset which will be important in your future job search.

As the staff person designated to help students navigate the AP Experience, I want to make sure that you are fully prepared and have the resources necessary to find an opportunity that is meaningful and meets your career objectives. This resource guide is not designed to replace the AP Experience website but rather to compliment it and provide some useful tips, suggestions, and additional guidance- all in one easy to find packet. Please visit the AP Experience webpage to find the most up to date information and requirements.

I understand that the AP Experience can seem overwhelming and my attempts to help streamline this information- whether through this resource guide or the website- may still not answer all your questions. Please know that I am available to meet one-on-one to help you through this process. Feel free to reach out to me at mrtaylor@uic.edu or set up an appointment using this [link](#). We can meet to explore AP Experience options that will be most beneficial considering your background and current public health experience.

I look forward to meeting you.

Michele Rodríguez Taylor

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SPH/PI Room 181

Applied Practice Experience Suggested Timeline

The **Applied Practice (AP) Experience** (IPHS 650) is required for all MPH students. The following timeline is suggested for full-time students planning to graduate in 2 years.

Year 1, Fall Semester: Welcome to SPH! Get acquainted with the school and register online for upcoming **workshops** on the AP Experience and career readiness at the [SPH events](#) webpage. For those who want to brainstorm ideas, **schedule an appointment** with the Asst. Dir. of Internship Programs to discuss AP Experience possibilities. If you are interested in government settings, begin looking now as some sites have applications due in early Fall for those intent on completing the AP Experience the following summer. If you are considering an **international placement***, be sure and meet with the Global Health Advisor to begin the planning process.

Year 1, Winter Break: Many students begin **researching** AP Experience opportunities during this time. Some government sites may also have applications due before the end of the calendar year so you may need to apply for some opportunities during this period. Update your **resume** and LinkedIn account to prepare for spring interviews.

Year 1, Early Spring Semester: Reach out and **apply** for AP Experience opportunities if you intend to complete the AP Experience in summer. **Schedule an appointment** with the Asst. Dir. of Internship Programs or your AP Experience Advisor if you need further guidance.

Year 1, Mid-Late Spring Semester: Meet with your **AP Experience Advisor**, if you haven't done so already, to complete the Registration Form/ Learning Agreement.

Summer Break: Many students **complete** their AP Experience during this time. For those intending to complete the AP Experience in fall, begin **researching** AP Experience opportunities and meet with your **AP Experience Advisor** to inform them of your plans.

Year 2, Fall Semester: Students often **begin or continue** their placements into fall.

Year 2, Spring Semester: This is the last semester to **complete the AP Experience** for those intending to graduate at the end of spring term.

Graduation: Congratulations! Remember to **keep in touch** and connect with SPH on LinkedIn.

*Students interested in pursuing an international AP Experience are encouraged to meet with the Global Health Advisor as soon as possible as the timeline and requirements for international placements are different from the standard timeframe.

Applied Practice Experience Student Checklist

Please note that Global Health students intending to do an international placement often start the search process two semesters before the start of their APE.

At least one- preferably two- semesters **BEFORE** beginning your Applied Practice (AP) Experience:

- ☐ Attend an AP Experience information session hosted by the SPH Office of Student Affairs and/or your division. Video options may also be available on the AP Experience webpage.
- ☐ Schedule an appointment with the Asst. Dir. of Internship Programs to discuss interests, career goals, and brainstorm potential sites. (optional)
- ☐ Meet with your division AP Advisor to let them know when you intend to complete your AP Experience and further explore potential sites.
- ☐ Update your resume and LinkedIn profile.
- ☐ Research AP Experience opportunities and begin interviewing.
- ☐ Check with the Asst. Dir. of Internship Programs if the site you are pursuing is new to SPH as additional paperwork may be needed that can prolong the start date of your experience.
- ☐ Check with your AP Advisor and GH Advisor (if needed) that the opportunity will meet AP Experience requirements before accepting a position.
- ☐ Meet with your potential preceptor and AP Advisor to determine appropriate activities and identify public health competencies.

Once your AP Experience site is **CONFIRMED**:

- ☐ Meet with your preceptor and AP Advisor to finalize activities and public health competencies.
- ☐ Complete the AP Experience Registration Form/Learning Agreement with assistance and input from your site preceptor and AP Experience Advisor.
- ☐ Have your preceptor sign the AP Experience Preceptor Agreement and return to the Asst. Dir. of Internship Programs. If a more formal agreement is required by your site, inform the Asst. Dir. of Internship Programs as soon as possible as this process may take 2-3 months or more to complete.
- ☐ Confirm that the number of hours you have indicated per week on the registration form total the minimum hours needed for the designated number of credits (192hrs/3 credits; 256hrs/4 credits; 320hrs/5 credits).
- ☐ Submit a copy of the signed AP Experience Registration Form/Learning Agreement to the Asst. Dir. of Internship Programs for final review and processing. (Important: You may not register for IPHS 650 until all required forms have been filled out completely and submitted with approval of the preceptor and division AP Experience Advisor.)
- ☐ File for IRB review of human subjects research if required.

DURING your AP Experience:

- ☐ Perform activities and complete deliverables identified in the AP Experience Learning Agreement, seeking assistance from your preceptor and AP Experience Advisor when needed.
- ☐ Complete and submit a journal entry after every 40 hours worked. You may not turn them all in all at once at the end of the experience.
- ☐ Revise your Learning Agreement as needed to reflect any changes in activities, deliverables, or competencies over the course of your placement. Submit updated Learning Agreements to your AP Experience Advisor and the Asst. Dir. of Internship Programs.

TWO WEEKS BEFORE the completion of the AP Experience, you must accomplish the following:

- ☐ Complete AP Experience Student Evaluation form.
- ☐ Prepare your Summary Report, which must cover the following:
 - ✓ A description of activities performed during placement, mapping your activities and deliverables to the public health competencies you identified in your learning agreement.
 - ✓ How well the experience integrated with what you learned in your formal MPH coursework.
 - ✓ What you gained from the experience, identifying problems if they occurred.
- ☐ Download Preceptor Evaluation and request that your preceptor complete the form and return it to you to upload into Blackboard OR it can be emailed directly to your AP Experience Advisor.
- ☐ Upload all completed documents (evaluation forms, summary report, deliverables, etc.) to the Blackboard site for your AP Experience Advisor to review.

EXTENDING the AP Experience over more than one semester:

- ☐ Update your AP Experience Registration Form/Learning Agreement if you need to extend your experience more than four weeks into the next semester. Revise the end date and submit to your AP Experience Advisor and the Asst. Dir. of Internship Programs for processing. (Note: You will need to re-register for IPHS 650 for the semester that your experience extends into.)
- ☐ *NOTE: Students who are continuing their AP Experience over more than one semester or who do not complete the paperwork by the semester deadline will receive a grade of “deferred” until all the requirements have been completed.

AP Experience Brainstorming Worksheet

The below information will help narrow your search for potential AP Experience opportunities. Please bring this form with you to AP Experience exploration meetings.

What interests you about public health (HIV, Health Disparities, Global Health, Infectious Disease, Occupational Safety, Maternal Health, etc.)?

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

What type of skills to you want to gain or enhance? (Program development, policy/advocacy, data analysis, etc.)

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Geographic preference of where to do your AP Experience (Chicago, in another state, abroad, etc.):

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Setting preference of your AP Experience (government, nonprofit, school, hospital, etc.):

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Ideas of orgs/agencies you want to work with to begin building your PH network:

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)
4. [Click here to enter text.](#)
5. [Click here to enter text.](#)
6. [Click here to enter text.](#)

Tips to find an Applied Practice Experience

- **Get familiar with the AP Experience webpage on the school's website.** This is where the most up-to-date information is found regarding the Applied Practice Experience. You will find a searchable spreadsheet of some past AP Experience placements, a list of current AP Experience opportunities, forms, and resources.
- **Explore your interests.** Are you looking for government experience? International exposure? Is there a specific issue you want to explore or skill that you want to develop? Once you've identified your interests and needs, you are ready to begin searching for potential sites.
- **Tap into your school's resources.** Schedule a meeting with the Asst. Dir. of Internship Programs who can help provide guidance with the applied practice experience. Searching for an AP Experience can be an overwhelming process. Brainstorming with someone else who can help you narrow your search and answer questions can bring relief and help identify clear next steps.
- **Research potential sites.** Don't limit your search to those sites listed on the spreadsheet found on the AP Experience website. Every term we have new sites added, identified by students who sought out placements that best met their interests.
- **Attend virtual events hosted by the school.** Every semester, the Office of Student Affairs within SPH hosts multiple events focused on the AP Experience, career readiness, and professional development training. These sessions are specifically created and geared towards SPH students. A list of upcoming events can be found on the [SPH Events page](#).
- **Update your resume and LinkedIn account.** You will ease anxiety and boost confidence if you have an updated resume ready to submit with little advance notice. Also, make sure your LinkedIn account has a professional looking photo.
- **When opportunities are posted, apply early.** Even if the deadline is two weeks away, apply as early as possible. Schedule time in your calendar to get this done.
- **Be honest with the site about your availability.** Before applying for a position, be certain that your availability matches the site's needs. If you require more flexibility, reach out to the site beforehand or address this issue as early as possible in the interview process.
- **Remember, you are interviewing the site just as much as they are interviewing you.** Do you feel the work and projects you will be doing match your interests and professional needs? Is there flexibility to develop the skills you hope to gain during the AP Experience? Consider reaching out to other students who have done their placements there to get their perspective on the site and preceptor.
- **Have a plan B and possibly C.** Don't put all your eggs in one basket. Have a plan B ready in case the unexpected happens. Have an idea of other sites that are of interest to you that you can pursue if needed.
- **Meet with your AP Experience Advisor.** Before accepting a position, make sure the site meets AP Experience requirements by meeting with you AP Experience Advisor. Your AP Experience Advisor can also help you identify learning objectives, potential deliverables, and help you modify the registration form/learning agreement if needed.
- **Maintain professionalism.** Don't use a site as a placeholder that you plan to leave if something more appealing becomes available. Remember that the site is investing valuable time in the interview process as well as onboarding. Your reputation within the organization as well as the school's reputation may be put in jeopardy if you leave abruptly for something "better."

Suggestions on Sending a Cold Email

Is there an organization that you would like to work with, but you don't know anyone who works there? You might try to send a cold email to inquire about opportunities. Students have had success in finding an Applied Practice Experience using the suggestions below.

Connecting with the Right People: Locating Contact Information

The easiest way to find professional contacts is to start with LinkedIn but conducting a search on the organization's website will typically provide you with some names of people that work there as well. Read through people's profiles and try to be strategic about the people you send emails to, sending them to people that are working in departments or on projects that you would want to work on is ideal. Locating someone with an MPH or is an SPH alum can also be helpful. You may also send an email to more than one person in the organization.

Tips When You Are Drafting an Email

The Subject Line

The subject line seems like it might not have much of an impact, but it can actually determine whether the person who receives it opens the email or deletes it.

- Keep it relatively short
- Don't be too vague ("Requesting information")
- Don't be too specific ("Resume submission for possible PH internship with CDC")
- Keep it simple and to the point ("Inquiry about Summer Internship Opportunities")

The Content

Start by introducing yourself and stating why you feel the organization aligns with your interests, skills and career goals. Mention the organization or project by name. **Try to personalize the message because people can tell if it is a mass email you are sending to several people.**

If you would rather speak to the person than exchange emails include that request in your email. Ask them if they would be willing to briefly speak with you about the opportunities at their organization. Remember that people tend to be very busy so acknowledge that and let them know you can accommodate their schedules.

Don't forget to thank them for their time in advance. Always be polite and grateful for someone's assistance (even if they have not technically helped you yet).

Finally, always check your email for spelling and grammatical mistakes. It is always a good idea to have someone else review it before you send it.

The Follow Up

This process can seem long but be patient. Give someone at least 7 days to reply. If they have not replied by then follow up. Again, people are very busy and the person may have just missed your email.

Sample Email

Dear Ms. Baker,

My name is Jane Davis and I am an MPH candidate at the University of Illinois at Chicago, School of Public Health. I am pursuing a concentration in Global Health and I have worked with UNICEF as a volunteer. I wanted to reach out to you to discuss the possibility of completing an internship/applied practice experience with your organization this summer working on the Global Health Initiative.

I know you are very busy, but I would love to talk briefly about the opportunities that might be available at your organization. I am more than willing to accommodate your schedule. Please let me know when you are available.

Thank you for your time in advance.

Sincerely,

Jane Davis

University of Illinois at Chicago, Master of Public Health Candidate

312-555-1234

www.yourLinkedInprofile.com

Initial Conversation with a Potential Organization or Preceptor

You reached out to an organization to see if they have opportunities, and they would like to discuss some options with you. In addition, they have some questions about the AP Experience and requirements. But, now you are wondering...

What kind of information should I give them about the AP Experience? What are some of the questions I should ask them to see if this opportunity will meet AP Experience requirements?

Understanding AP Experience Processes & Requirements

On the UIC SPH website there is a section that focuses on the AP Experience. You are encouraged to read the website and understand the AP Experience requirements before you meet with potential sites.

Organization/Preceptor Responsibilities

Someone at the organization must agree to be your mentor/preceptor. Preceptors should have an advanced degree in public health, be at a mid-management level or higher and have at least three years of experience in the field (post-master's degree). Individuals who have a related degree and/or the equivalent in terms of public health experience may also be appropriate preceptors. Preceptors are the primary supervisors and mentors of the students at the Applied Practice Experience site. Often when you meet with an organization they will ask what the requirements and expectations are for the AP Experience. There is a specific page for preceptors on the website where there is a document entitled "AP Experience Information Sheet" that you can direct them to.

Competencies & Areas of Study

The projects or tasks you are completing during the AP experience should address general public health and concentration specific competencies. The goal of the AP experience is for students to be able to apply the skills and knowledge they are learning in the classroom in the real-world.

Research the Organization

Visit the organization's website (if you have not already) and get extremely familiar with their work. Sometimes when you reach out to an organization they will already have a specific project in mind for a student, but sometimes organizations will have a list of various projects. It is good to have a sense of their work, and how you envision yourself working with them. If they have multiple opportunities or willing to design the opportunity with you, ask yourself these questions as you read through their website:

- What are 1-2 specific initiatives or areas of the organization's work you feel passionate about?
- What kind of projects do you see yourself working on?
- How does their work tie into your overall career goals?

Possible Questions for an Organization/Potential Preceptor

- Do you have any projects in mind that you would like a graduate student to help with? What are they?
- Have you worked with graduate students in the past? What kind of projects did they work on?
- Who would my supervisor/mentor be? What is their background? Management style?
- What is the expectation for how long the student would work with the organization? Is this flexible? Or do they need a student for a specific timeframe and certain amount of hours per day/week?
- What is the organization's culture like?
- What is their favorite thing about working there?
- Would this position be paid or unpaid? *Most of the opportunities are unpaid.*
- What are the next steps?

- Do they need to run this by their supervisor or someone else before they can agree to taking on a student?
- Are there any other organizational policies that need to be followed for you to work at this organization (relevant human resources paperwork, background check)? How long does it usually take (build that into your timeline)?
- Do they have any questions about the AP requirements that you can't answer at the moment and you need to get back to them? What are they?
- Do you need to get back to them by a certain date of whether you want to pursue the opportunity for your AP experience?

After Meeting/Next Steps

- Take a few minutes after the interview to reflect and jot some notes down.
 - What did they say that really resonated with you?
 - Do you think you would be happy working with this organization? Why or why not?
 - Do the projects they are proposing address public health competencies and/or helping you build your public health skills in general and/or skills related to your respective area of study?
- Meet with your AP Experience advisor to discuss the opportunity (if you have not already) and confirm that the project/experience meets AP Experience requirements.
- If the organization requires a formal contract with UIC for student internships, build that process into your timeline because this process can take 2-3 months to complete. Ask the Asst. Dir. of Internship Programs for more information if needed.

Tips to Maximize Your Applied Practice Experience

General Tips for your Applied Practice Experience

Learning activities/goal setting

Before you begin the AP Experience, you will draft learning activities. These will help identify specific tasks you will work on during your experience; but remember to remain open to new learning opportunities throughout the experience. You can always update/revise the learning agreement throughout your AP Experience to better reflect the activities completed during your time there.

It also might be a good idea to take a few moments to self-reflect and jot down some thoughts as you think about what you hope to learn and achieve during this experience.

Ask questions

Remember you are not expected to know everything, and this experience is part of your learning. So, ask questions and be curious. The more you ask questions the more you will learn.

Take Initiative

Preceptors will be impressed if you are willing to step up and take the lead on projects/tasks. Again, if you find yourself with a lot of down-time ask your preceptor if there are other projects you can work on and be open to joining task forces or committees while placed at an organization. Joining committees and tasks forces can enhance your skills and build your public health network. Yet, be mindful that you do not take too much on so you have time to complete all your tasks well and on time.

Expand your network in public health

You should see this as an opportunity to meet other public health professionals. Be open to any opportunity that allows you to talk to or work with various people in the organization. Not only is this ideal to learn from several people in the organization (who have different roles and skills), it also helps grow your contacts in the industry. In addition, attend events and make sure to foster relationships with those you have authentically connected with by asking them to grab a cup of coffee and/or send them a LinkedIn invitation so you can stay in touch after the AP Experience.

Build Good Relationships with Co-workers

In order to build your network, it is important to be mindful and intentional about building good relationships with your co-workers. It also makes work a more enjoyable place to be. Make sure to build relationships based on trust, mutual respect, self-awareness, and open/effective communication.

Building Great Work Relationships: Making Work Enjoyable and Productive

<https://www.mindtools.com/pages/article/good-relationships.htm>

Show Gratitude

After your AP Experience, make sure to thank those you worked with for the opportunity to work with them and the organization. The “thank you” gesture is often determined by your relationship with that person, the organization’s culture, and perceived preferences for acknowledgement. For instance, the gesture can be an email, a card, or you can bring in homemade treats for the office.

Reflection: Overall Career Goals

After the AP Experience take some time to document some key projects and tasks you completed during the experience. Make sure to include this information on your resume and in your LinkedIn Profile.

Also, reflect on how this experience ties into your career goals or your vision for where you would like to work in the future. What was your favorite part of this experience? What projects and tasks did you enjoy the most? These types of questions and reflection can help you determine what type of job you want to pursue or what type of public health leader you would like to become in your career.

You can also schedule an appointment with the [Asst. Director of Internship Programs](#) to debrief your AP Experience and come up with strategies to leverage your insights and contacts in the next phase of your career.

Remote Applied Practice Experience Tips

Scheduling

Although remote AP experiences may be more flexible in nature, a definitive time allotment per week and per day for AP activities will help establish a regular work schedule which, in turn, will help with communication and engagement. Establishing a set schedule will help your preceptor know your availability and will create structure. Communicate your availability with your preceptor and schedule regular meetings to review work and ask questions.

Communication

Decide on a preferred method of communication with your preceptor. When questions arise that can't wait until the next regularly-scheduled meeting, discuss the best way to reach the other person (email, text, phone, Team chat, etc.). In addition, inquire who else on the team may be reached in the event the preceptor is unavailable.

Regular check-ins are essential in remote applied practice settings. Ideally, students and preceptors should schedule weekly meetings to touch base and discuss set tasks and activities for the week. If you are the type of person that likes to work off of a list, creating a weekly to-do list with your preceptor may be helpful. An SPH student provided the following advice, *"One thing that did help me this summer was communicating with my preceptor and asking her to give me tasks at the start of each week. The first few weeks, I did feel a bit unproductive and having a list/to-do checklist really helped stay on track and then of course, ask for more guidance when I completed it."*

Prepare for meetings

If you find that your preceptor is difficult to connect with outside of your regularly scheduled meetings, make the most of that time by preparing questions in advance. As one student put it, *"One thing I would recommend to students is to jot down notes during the week when they come across questions and review their notes prior to talking to their supervisor at their agreed upon meetings so they can have productive conversations. This is especially important if their supervisor is really busy!"*

Organizational Involvement

Find opportunities to engage with other staff and, if available and offered, attend Zoom meetings that expose you to different aspects of the organization. Make your interests and availability known to your preceptor and team. If there is a meeting taking place that you would like to sit in on, ask your preceptor if that can happen.

Professional Etiquette

Learn the organization's culture & policies

The organization's culture is how they do things (dress, work, take lunch breaks etc.) which are based on the values and belief of the people in the organization. Observe and pay attention to the organization's culture—its people---what do they believe, how do they act/work and what do they value. If possible, review the organization's official policies (employee handbooks) and understand sometimes rules or expectations are not always in writing but can be part of the culture.

During your first week at the organization, you can ask your preceptor or other co-workers about locating the employee handbook, communication etiquette (Do people prefer email or should I just stop by someone's office if I have a question?), breaks or lunch schedules, office attire, and other protocols.

Dress

Try to ask your preceptor about the organization's dress code (dressy, business casual, casual) before you begin the AP Experience. This is important because first impressions matter. If you are unsure, maybe dress up the first day and observe what others are wearing. Is everyone else wearing suits? Are others in jeans? Again, take some time to observe the organization's culture.

Communication

When you are communicating (over the phone, email, in person) with others at the organization or external partners be professional, polite, and respectful.

Specifically, when drafting emails, they should have an introduction, body, and signature. An email is like writing a letter to someone and it is different than texting someone so make sure you spell out all the words you are using in an email. Lastly, be sure to respond to emails in a timely fashion (2-3 business days is standard business etiquette) and if you will be out of the office set up an automatic message to notify people and let them know when you will return.

Why Writing Email Is a Skill—and Why Learning It Matters

<https://business.tutsplus.com/articles/why-writing-email-is-a-skill-and-why-learning-it-matters--cms-20655>

Attendance/Punctuality

Make sure to arrive on time and if you must miss work because of an illness or emergency notify your preceptor immediately.

Forgo the Technology

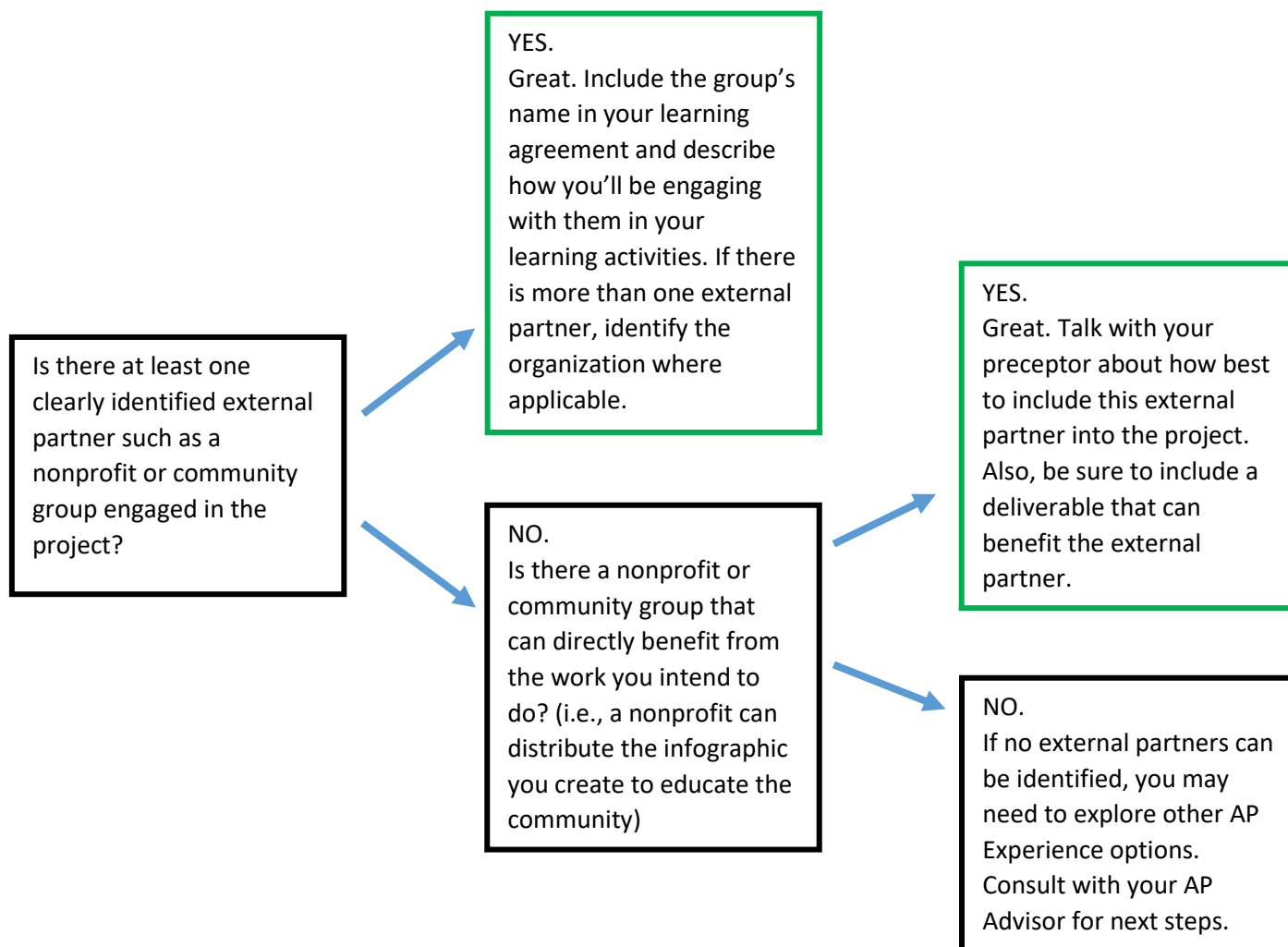
Turn your cellphone on mute and don't spend time at work responding to personal messages. Also, don't bring your cell phone to meetings and respond to messages on your phone during the meetings. When you are in meetings, be present, listen, observe, and be respectful of the people speaking by giving them your undivided attention. You are there to learn and engage/network with the people around you.

Do the work


This sounds obvious but preceptors have found students watching movies at their desks or shopping online. You want the preceptor to see you as someone who has a strong work ethic. If possible, ask your preceptor for other tasks if you find you have a lot of down-time.

AP Experiences in University-Affiliated Settings

University-affiliated settings must be primarily focused on community engagement, typically with external partners. Such partners might include nonprofit organizations, clinics, or community groups. University health promotion or wellness centers may also be appropriate. Keep in mind that your AP Experience activities/deliverables should be mutually beneficial to the site and student. Please use the below decision tree if you are unclear on whether your proposed university setting AP Experience site meets AP Experience requirements for university-affiliated settings.



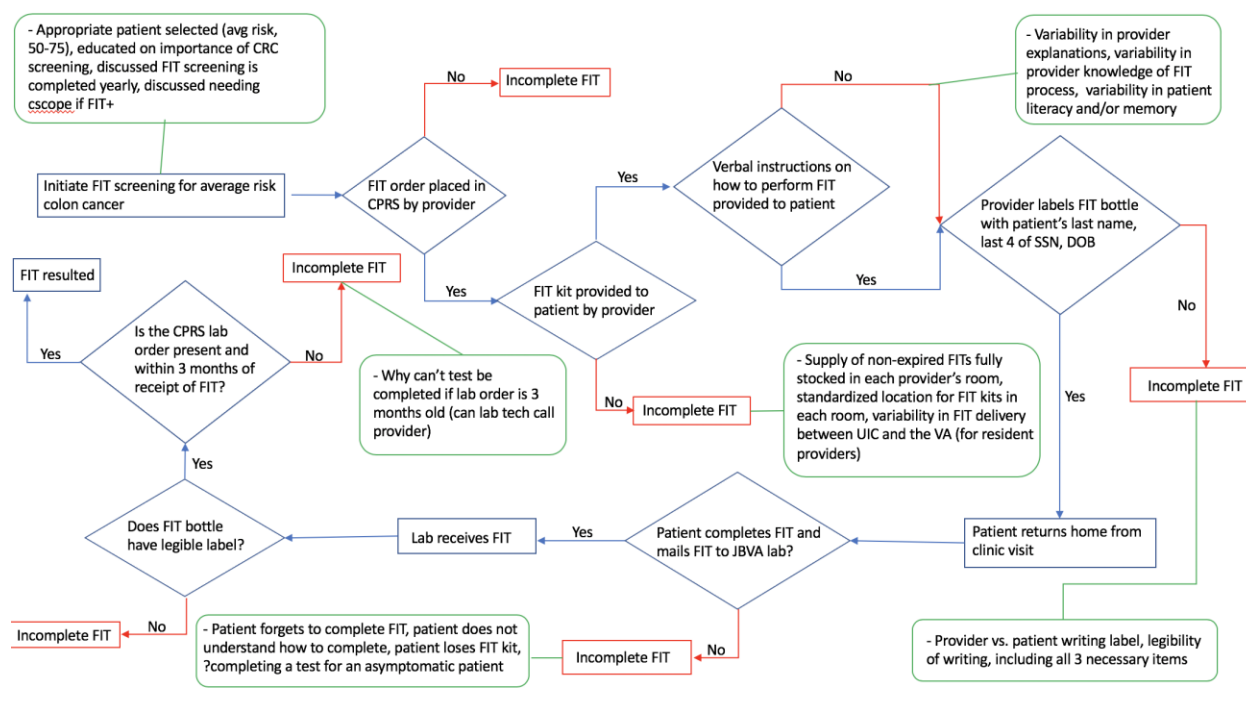
Summary Report-Competency Mapping Example


Final Summary
2/8/2020

For my field experience, I worked with another physician on a Quality Improvement project related to Colon Cancer screening at Jesse Brown VA hospital. Our project centered around increasing the percentage of patients in our institution who have been adequately screened for colon cancer. Our goal was to increase the percentage of patients who were adequately screened for colon cancer from 75% to 80%. Based on some feedback we received that the colonoscopy suite was saturated with patient appointments, we targeted our intervention on a different type of colon cancer screening process called “FIT kits”. A FIT kit uses a patient-submitted fecal sample to screen for blood products in the stool. A positive FIT test generally leads to a colonoscopy as a follow-up screening; however, a negative FIT test defines a patient as adequately screened for one year. We aimed to increase adequately screened patients through increasing FIT prescription and FIT completion by patients.

Deliverable 1: The Process Map

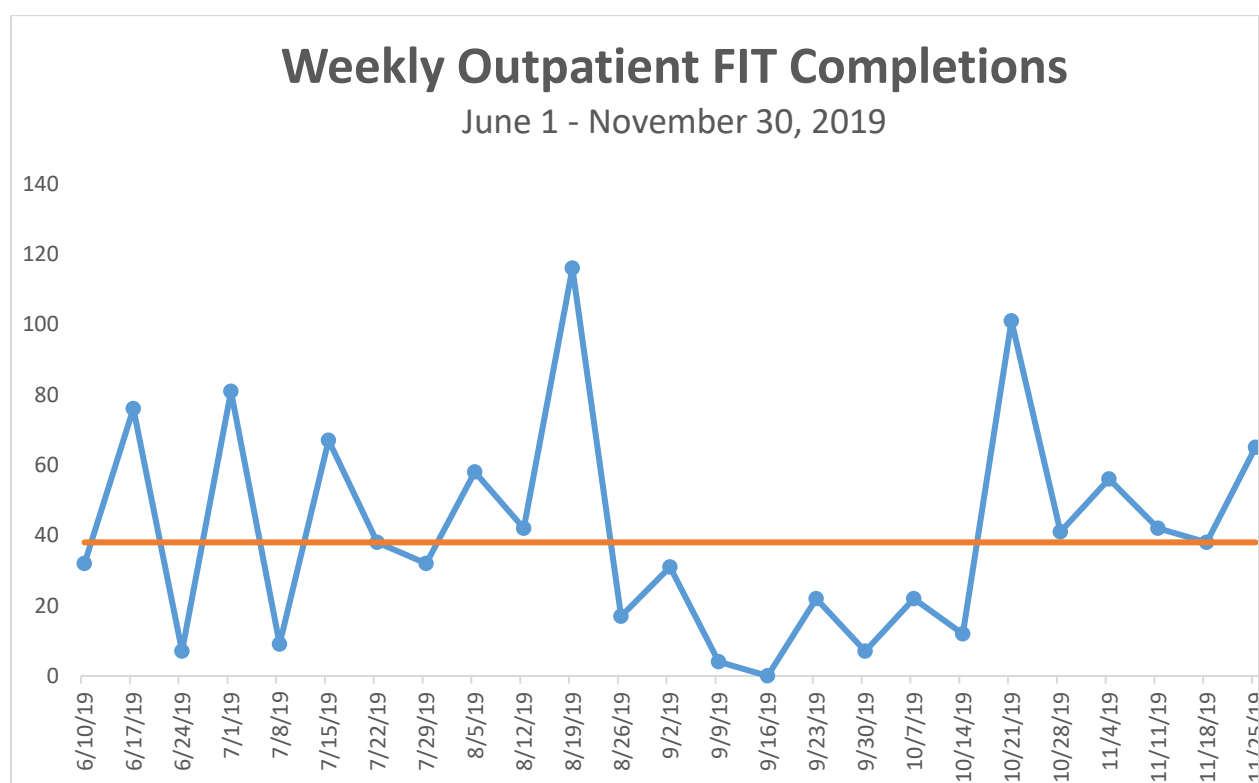
Our process map was one of the initial steps we took in the design of our public health intervention. In designing the process map, we broke down every step of the FIT screening project from start to finish. In identifying the smallest steps of the process, and attributing responsibility for each step, we were able to identify multiple targets for intervention. In this process map, steps that are coded in red resulted in incomplete screening, and therefore possible steps for intervention.



Our process map helped us to meet learning objective F9, designing a population-based policy, program, project or intervention. The visual display of the process map aided us in learning objective F19, communicating audience-appropriate public health content, both in writing and through oral presentation. The visual process map allowed us to communicate our process and interventions to multiple audiences, including physicians, staff, and hospital administration. Our process map identified multiple steps related to the laboratory, which led our group to have a high level of collaboration with the nurses and phlebotomists in the laboratory, helping us to achieve learning objective F21, performing effectively on interprofessional teams. The construction of the process map allowed us to conceptualize our project in terms of organizational structure and systems-based public health interventions. This process allowed us to utilize learning objectives P4 and P5, to “recognize, explain, and apply dominant conceptual theories of public health

policy making process using real-world policy ‘tools’” and to “understand and apply strategic planning concepts and interpret budget and financial statements for public and non-profit public health organizations”.

Deliverable 2: The Run Chart



For our Quality Intervention project, we chose to track and present our data visually using the “run chart” method. The run chart above demonstrates the number of FIT kits that were completed every week throughout Jesse Brown Hospital and its associated community clinics. By measuring and charting our process measure (completed FIT kits) every week, we were able to examine in real time how our intervention was doing. The run chart method allowed us to identify failures in our system. For example, during the middle of September we had a drastic drop-off in returned

FIT kits. Using our run chart data, we were able to identify that the U.S. postal service did not complete their deliveries in September, and that our samples were likely lost in the mail! Future interventions for our project may involve the dependency that our FIT program has on the U.S. Postal service.

Charting and analyzing data met many of the learning objectives. Selecting the run chart method based on its constant, running data helped us meet F2, selecting quantitative and qualitative data collection methods appropriate for a given public health context, and F11, selecting methods to evaluate public health programs. The above example of analyzing our run chart to identify a system failure in the mailing system helped us meet learning objective F4, interpreting results of data analysis for public health research, policy or practice, as well as learning objective P7, identifying, describing and briefly using qualitative and quantitative research and data collection methods and study designs used by public health policy practitioners.

Examining our data, we were also able to analyze the FIT completion rate by race and gender. In the table below, we demonstrated that there was a slightly higher percentage of African American patients who did not complete their testing (FIT pending) compared to the percentage who had testing ordered for them (FIT orders). This led us to realize that our interventions need to be thoughtful regarding health equity, as it is possible that increasing FIT testing at our institution could ultimately lead to an increased health disparity between black and white patients regarding colon cancer, as white patients had a higher FIT completion rate. Through this analysis we were able to meet learning objective F15, evaluating policies for their impact on public health and health equity.

FIT ORDERS	RACE	GENDER
923	572 AA (62%)	82 F (9%)
	311 White (33%)	841 M (91%)

	40 other (5%)	
FIT PENDING	RACE	GENDER
517	335 AA (65%)	46 F (9%)
	159 White (30%)	471 M (91%)
	23 other (5%)	

Ultimately, the Field experience was definitely a helpful experience in learning how to apply public health principles and tools to practice and was an empowering bookend to my time at UIC's school of public health.