

ENVIRONMENTAL HEALTH OFFICER

Junior COSTEP

PRECEPTOR GUIDE



March 2011

ENVIRONMENTAL HEALTH OFFICER PROFESSIONAL ADVISORY COMMITTEE



"Protecting, promoting, and advancing the health and safety of the Nation"

Dear Prospective JRCOSTEP Preceptor,

The Environmental Health Officer Professional Advisory Committee (EHOPAC) Mentoring & Orientation Subcommittee offers this guide to help you create a successful COSTEP experience.

This guide was written by a group of officers that have served as preceptors for COSTEPS. While each COSTEP experience will be different, this guide provides checklists and examples that can be used to help ensure that each COSTEP has an opportunity for a quality experience which could lead to a rewarding and productive career in USPHS.

EHO MENTORING & ORIENTATION SUBCOMMITTEE

The EHO Mentoring & Orientation Program is designed to facilitate the transition of recently appointed EHOs into the USPHS and to promote the long-term career development of EHOs. The program is open to all qualified Commissioned Corps Officers appointed into the Environmental Health Category and to all Civil Service Environmental Health Officers.

Mentoring is an active partnership between an experienced member of the Environmental Health Category and a less experienced member to foster professional growth and career development. The Mentor's knowledge and insights gained over years of experience serve as a valuable tool to facilitate the effective and efficient growth of the protégé. For more information regarding the Mentoring Program, visit the EHOPAC webpage at <http://www.ehopac.org> and "click" on the Mentoring and Orientation Subcommittee tab.

JUNIOR COSTEP PRECEPTOR GUIDE

Table of Contents

Introduction to the JRCOSTEP Program	1
Responsibilities of the Preceptor	2
Preceptor Checklist	5
Example JRCOSTEP Work Plan	6
Example JRCOSTEP Project Outline	7
Key Contacts	8
Appendices	9

JRCOSTEP Statement of Duties Form PHS-6279

Example JRCOSTEP Work Plan

Example JRCOSTEP Project Outline

JRCOSTEP Status Report Form PHS-4772

JRCOSTEP Evaluation Form PHS-4469-1

HHS University Courses Recommended for JRCOSTEP (Internet-based)

Responder e-Learn 2.0 (Internet-based)

Additional Training Recommendations (Internet-based)

Introduction

The U.S. Public Health Service (USPHS) Junior Commissioned Officer Student Training and Extern Program (JRCOSTEP) allows students to gain valuable professional experience within their educational pursuit of a college degree. JRCOSTEP participants serve in assignments throughout the country during their official school breaks for periods from **31 to 120 days**. Although opportunities can be offered throughout the year, most JRCOSTEP participants are hired for the summer months. JRCOSTEP participants **do not have an obligation** to serve in the USPHS Commissioned Corps after graduation. However, upon completing his/her professional education, the student may serve an extended active duty assignment with any of the Agencies/Operating Divisions (OPDIVs)/Programs that accept USPHS Commissioned Officers for assignment. Former JRCOSTEP participants who go on to a career in the USPHS Commissioned Corps receive credit for their JRCOSTEP time for active duty pay and retirement purposes.

Quality experiences with this program that benefits both JRCOSTEP and the USPHS do not happen without considerable effort and planning. A preceptor should review this guide and be sure they have adequate time to devote to facilitating a quality JRCOSTEP assignment from the planning stages through the career counseling and mentoring period which extends beyond the JRCOSTEP separation.

PRECEPTOR RESPONSIBILITIES

Before requesting a JRCOSTEP

- Examine your schedules and determine if you and other staff have time to set aside to work one-on-one with the JRCOSTEP at minimum of once per week.
- Assess the ability of the organization and community to support the needs of a JRCOSTEP.
- Identify several well-thought-out options for valuable projects. Include a wide variety of duties and a mix of field and office work (not all office work) to the maximum extent possible. Develop a written work plan draft.
- Identify and secure resources to complete a project and provide the JRCOSTEP with an enriching, varied experience.
- Discuss your student expectations with your agency's JRCOSTEP selection person.

JRCOSTEP is selected, prior to the JRCOSTEP reporting for Duty:

- Arrange for appropriate office space and the resources to complete the work plan and project.
- Investigate housing options. Will the JRCOSTEP be able to rent a unit on the compound or will they have to find a place in the local community? If they need to rent locally, send local rental information (e.g., local available housing lists, college dorm contact information, classified ads, etc.). Remind the JRCOSTEP that it is his/her responsibility to find housing.
- Investigate security/parking issues, if applicable.
- Identify an alternate preceptor and other staff to work with the COSTEP during preceptor's periods of absence.
- Begin a thorough orientation process for the COSTEP to manage their expectations before they arrive.
- Investigate personnel and travel order process at OCCO. Monitor progress of the COSTEP's personnel order (PHS 1662).

Contact Selected JRCOSTEP:

- Discuss organizational culture and duties.
- Discuss project options and the draft work plan.
- Share recommendations for housing. Remind the JRCOSTEP to bring adequate funds for housing security deposits.
- Identify the assignment period, encourage the JRCOSTEP to stay for maximum time, and reach clear understanding on how much time the JRCOSTEP plans to stay.
- Provide JRCOSTEP with list of contacts and resources relevant to the work plan and project. Provide guidance or a list of tasks to be completed before arriving so the JRCOSTEP can hit the ground running.
- Share expectations for professional attire so that they will bring the appropriate clothing with them.
- Verify Report to Duty and departure times/dates for the assignment.
- Discuss leave and benefits. Sick leave is granted as needed. Annual leave must be taken during the time of active duty or is forfeited. While on duty, the JRCOSTEP officers and their dependents may receive health care (at no cost to the officer) from federal facilities for emergency conditions and most other healthcare problems. Information about medical care and benefits can be obtained from the Medical Affairs Branch, Program Support Center. (800) 368-2777 or directly at (301) 594-6425 or (301) 594-6433.
- Discuss pay dates and assist JRCOSTEP in planning budget/financial needs.
- Discuss local commuting options and advantages/disadvantages of bringing a vehicle. If their duties require driving, ensure that they have a valid driver's license!
- Provide JRCOSTEP with travel documentation requirements.
- Instruct the JRCOSTEP to keep their personnel orders with them while traveling.
- Remind the JRCOSTEP not to travel without Travel Order if appropriate.
- Provide the JRCOSTEP with appropriate information on the uniform for your duty station. If a uniform is required, the JRCOSTEP must request the uniform allowance within 30 days of reporting to duty. (A uniform is **NOT required** for some duty stations and the JRCOSTEPs may **NOT** be reimbursed.) Remind student that if a uniform is required, they will receive a **one time only** \$250 uniform allowance.

JRCOSTEP Arrives Locally:

- Arrange to meet the JRCOSTEP and provide transportation as necessary.
- Arrange for security procedures, obtain necessary IDs, arrange for parking, and set work hours.
- Introduce JRCOSTEP to facility and staff, including outside partner agency staff.
- Define the chain of command and clarify emergency contact procedure.
- Share information to help keep the JRCOSTEP out of trouble; proper use of Government vehicle, parts of town to avoid, etc). Discuss basic work etiquette and cultural considerations.
- Discuss project in detail including project timeline and progress reporting schedule.
- Finalized a written work plan with JRCOSTEP.
- Assist in completing paper work required by the JRCOSTEP's school.
- Verify leave dates. Review annual leave with JRCOSTEP. Requests for annual leave must be approved by the leave granting official on form PHS-1345, "Request and Authority for Leave of Absence."
- Assess JRCOSTEP's skills and adjust workload and amount of supervision accordingly.

Separation Process:

- Complete the official evaluation (form PHS 4469-1) with the JRCOSTEP. Encourage them to complete and send the JRCOSTEP Status Report (form PHS 4772). Make sure the JRCOSTEP understands that the form is not an application for future assignments.
- Obtain feedback from the JRCOSTEP on how to make a JRCOSTEP experience at your program better for future JRCOSTEPS.
- Discuss career options with the JRCOSTEP and make recommendations based on their performance, goals, and skills. Find out if the student is interested in assisting with recruiting and conducting presentations about their experience for their classmates. Student word-of-mouth helps recruit future JRCOSTEPS! As appropriate, provide the JRCOSTEP with PHS informational packets, applications, and contact information to take back to their school and share with interested students.
- Consider submitting an "award nomination" or "certificate of recognition" for the JRCOSTEP if they provided exemplary service.

PRECEPTOR CHECKLIST

Time Period	Activity	Completion Date
Prior to Arrival	Contact staff and develop meaningful project ideas for the JRCOSTEP.	
	Develop a draft work plan for student.	
	Complete 1662 and Scope of Work (PHS-6279) and send to CO liaison.	
	Investigate and recommend housing options.	
	Send JRCOSTEP a copy of the local dress code	
	Assist JRCOSTEP with travel arrangements and cut a travel order	
	Remind JRCOSTEP not to travel without written personnel orders and to make multiple copies of the travel orders.	
	Remind JRCOSTEP to plan for their first pay check.	
	Discuss sick and annual leave policy.	
	Verify arrival and departure dates.	
After Arrival	Provide an orientation packet: <ul style="list-style-type: none"> ○ Organizational chart and chain of command ○ Staff/emergency contact list ○ Leave slips ○ Policy on use of GSA vehicles for official purpose ○ Professionalism /dress code guideline – see HHS U course resources ○ Safety equipment ○ Written assignments, scope of work 	
	Outline Chain of Command	
	Set work schedule.	
	Obtain emergency contact information for JRCOSTEP.	
	Introduce JRCOSTEP to key staff, the facility, etc.	
	Formalize JRCOSTEP work plan. Set specific completion dates for tasks.	
	Discuss medical care and benefits.	
	Assist JRCOSTEP in getting a PHS identification card.	
Separation	Complete the JRCOSTEP Evaluation PHS-4469-1.	
	Conduct an exit interview.	
	Counsel the JRCOSTEP concerning a career with the PHS.	

Key Contacts

CCPM Pamphlet No. 64, May 2003
INFORMATION ON JUNIOR COMMISSIONED OFFICER STUDENT
TRAINING AND EXTERN PROGRAM (JRCOSTEP)
http://dcp.psc.gov/PDF_docs/64_JRCOSTEP_May_2003.pdf

COSTEP Support - Recruitment

LT Velisa Jackson, Recruiting Specialist - JRCOSTEP
Phone: 240-453-6082 / Email: Velisa.Jackson-Stephens@hhs.gov

Mr. Steve Hand, HR Specialist – JRCOSTEP
Phone: 240-453-6072 or Email: Steven.Hand@hhs.gov
HelpDesk: OCCOHelpDesk@hhs.gov

Commissioned Corps Resource Directory 05/03/10

http://dcp.psc.gov/PDF_docs/CurrentResourceDirectory.pdf

Office of Commissioned Corps Operations (OCCO)
<http://dcp.psc.gov/OCCO.aspx>

Commissioned Corps Help Desks
<http://dcp.psc.gov/CHELP.aspx>

SURGEON GENERAL'S POLICY ADVISORY COUNCIL REPRESENTATIVES
AND COMMISSIONED CORPS LIAISONS U.S. PUBLIC HEALTH SERVICE
04 October 2010
http://dcp.psc.gov/PDF_docs/sgpac.pdf

CHIEF PROFESSIONAL OFFICERS OFFICE OF THE SURGEON GENERAL, USPHS
23 September 2010
http://dcp.psc.gov/PDF_docs/CPO_Contact_list.pdf

CHIEF ENVIRONMENTAL HEALTH OFFICER CAPT Michael M. Welch

Phoenix Area Indian Health Service
40 N. Central Ave / Two Renaissance Square Suite 720
Phoenix, AZ 85004
Phone: (602) 364-5059 / Fax: (602) 364-5057 / Email: Michael.Welch@ihs.gov

PROFESSIONAL ADVISORY COMMITTEE CHAIRPERSONS
OFFICE OF THE SURGEON GENERAL, USPHS
23 SEP 2010

http://dcp.psc.gov/PDF_docs/PAC_Chair_contacts.pdf

ENVIRONMENTAL HEALTH Professional Advisory Committee Chair

CAPT Michael A. Noska, Chair, EHOPAC
Food and Drug Administration
Phone: 301-796-8313 / Fax: 301-847-8612 / Email: michael.noska@fda.hhs.gov

APPENDICES

JRCOSTEP Statement of Duties Form PHS-6279

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DEPARTMENT OF HEALTH AND HUMAN SERVICES
PUBLIC HEALTH SERVICE COMMISSIONED CORPS

**JUNIOR COMMISSIONED OFFICER STUDENT TRAINING AND EXTERN PROGRAM (JRCOSTEP)
STATEMENT OF DUTIES, FORM PHS-6279**

1. DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS) OPERATING DIVISION (OPDIV), STAFF DIVISION (STAFFDIV), OR NON-HHS ORGANIZATION TO WHICH ASSIGNED	BUREAU / INSTITUTE / CENTER / DIVISION
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2. BRANCH	SECTION
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3. DUTY STATION ADDRESS AND PHONE NUMBER

4. DATES OF ASSIGNMENT	Start	End
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5. ASSIGNMENT SETTING

6. JRCOSTEP RESPONSIBILITIES

7. TRAINING TO BE RECEIVED ON THE JOB

8. JRCOSTEP PRECEPTOR *(Name, Title, Address, E-mail Address, and Phone Number)*

9. MINIMUM QUALIFICATIONS FOR JRCOSTEP

10. CATEGORIES *(Mark all applicable categories)*

Medical
 Dental
 Nurse
 Engineer
 Scientist
 Environmental Health
 Veterinary
 Pharmacy
 Dietetics
 Therapy
 Health Services *(Specify)* _____

11. OPDIV / STAFFDIV / NON-HHS ORGANIZATION REPRESENTATIVE	Signature	Date
	Name and Title <i>(Please type or print)</i>	

12. OCCO JRCOSTEP REPRESENTATIVE	Signature	Date
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DEPARTMENT OF HEALTH AND HUMAN SERVICES
PUBLIC HEALTH SERVICE COMMISSIONED CORPS

INSTRUCTIONS FOR COMPLETING JRCOSTEP STATEMENT OF DUTIES, FORM PHS-6279

For information on JRCOSTEP, see INSTRUCTION 4, Subchapter CC25.2, Commissioned Corps Personnel Manual (CCPM). The CCPM is available on the Commissioned Corps Management Information System Web site -- <http://dcp.psc.gov> --click on Publications.

GENERAL

- Prepare a typed copy of form PHS-6279 for each assignment.
- Send form(s) to your OPDIV/STAFFDIV/non-HHS organization JRCOSTEP representative for review.
- The OPDIV/STAFFDIV/non-HHS organization JRCOSTEP representative will forward the form(s) to:
 - Office of Commissioned Corps Operations
 - ATTN: JRCOSTEP Coordinator
 - 1101 Wootton Parkway, Plaza Level, Suite 100
 - Rockville, MD 20852
- An approved form PHS-6279 will be:
 - a. Signed by the Office of Commissioned Corps Operations (OCCO) JRCOSTEP Coordinator; and
 - b. Distributed to:
 - (1) OPDIV/STAFFDIV/non-HHS organization JRCOSTEP representative -- 2 copies (one for immediate supervisor)
 - (2) JRCOSTEP participant in orders packet

SPECIFIC

- Items 1 - 4 Self-explanatory.
- Item 5 Describe the setting in which the student will work. Example: XYZ Medical Center serving 15,000 residents. Comprehensive health services are provided by a health team of physicians, nurses, dentists, etc. The student will work with selected cases from the hospital's outpatient load of 54,000 visits annually.
- Item 6 JRCOSTEP Responsibilities examples: (70% participant's time)
- a. Assist with physical examination of selected patients. Calculate major health hazards for each patient and assist with the development of a preventive medical program to reduce health hazards.
 - b. Collect water samples for laboratory examination and assist with analysis of same.
 - c. Assist with the nursing care of medical and surgical patients and administer authorized medications and treatments.
- Item 7 Training Activities examples: (30% participant's time)
- a. Will be introduced to epidemiology of major clinical entities of cancer.
 - b. Will participate in staff meetings and in-service education programs.
 - c. Will receive orientation on the Commissioned Corps of the United States Public Health Service (Corps).
- Item 8 Preceptor:
Identify a senior level staff member, preferably a Corps officer, who will be responsible for the conduct of the training experience and the orientation program.
- Item 9 State whether a 2nd, 3rd, or 4th year baccalaureate student is desired, or whether a student in a graduate program or a 1st, 2nd, 3rd, or 4th year medical, dental, or veterinary student is desired.
- Item 10 State discipline desired. Examples are: Physician, Engineer, Veterinarian, Therapist, Dentist, Pharmacist, Dietitian, Nurse, Environmental Health professional, Scientist, Health Record Administrator, Social Worker, Optometrist, Podiatrist, Medical Technologist, Health Educator, Physician Assistant, Hospital Administrator, Psychologist, or Physicist.
- Item 11 Self-explanatory.

EXAMPLE JRCOSTEP WORK PLAN

INTRODUCTION

The purpose of this work plan is to provide a brief outline of job duties that an individual participating in the (Junior and Regular) Officer Commissioned Officer Student Training and Extern Program (JRCOSTEP/COSTEP) would be expected to perform while stationed at the Phoenix Area Office during the summer of 2006. This work plan is flexible and may be adjusted according to the individual needs of the JRCOSTEP participant and the Phoenix Area Office.

ORIENTATION

United States Public Health Service (USPHS)
Indian Health Service (IHS)
Phoenix Area Office, OEHE
Phoenix Area Emergency Preparedness Program
Discussion of work plan

MAJOR PROJECTS

- ❖ Complete a thorough assessment and analysis of current emergency preparedness infrastructure and hospital and clinic preparedness at PIMC, Whiteriver, San Carlos, Hopi, Parker, Yuma, Salt River, Cibecue, Bylas, Peach Springs, and Supai.
- ❖ Data collected from the emergency preparedness assessments will be stored via Microsoft Access with report functions that will provide a complete summary of equipment, communications, tribal/community support, county and state support.
- ❖ Consider options to ensure assessment data is maintained current and accurate.
- ❖ Assist in Phoenix Area Pandemic Flu planning. Activities include mass vaccination, surge capacity, morgue capacity and issues related to hospital staffing.
- ❖ Finalize Area decontamination SOP started by Ms. Brown.

OTHER PROJECTS

Food Protection

- ❖ Assist in conducting food handler's training courses
- ❖ Assist in conducting food service surveys and report writing
- ❖ Conduct complaint investigations as reported to the District Office

Community Environmental Health

- ❖ Conduct educational programs on various environmental health topics as needed
- ❖ Develop educational materials on various environmental health topics as needed
- ❖ Assist in conducting environmental health surveys of residential care facilities, day cares, schools, head starts, jails, and other facilities where comprehensive surveys are needed.
- ❖ Conduct handicap accessibility assessments at various facilities.

Vector Control

- ❖ Assist the Tribal Animal Control Program on public education issues including prevention of rabies, parvovirus, distemper, mange, animal licensing requirements, enforcement of animal control ordinance, and other domestic and wild animal issues
- ❖ Assist the Tribal Animal Control Program with the planning and implementation of the spay and neuter clinic
- ❖ Assist with the annual rabies vaccination clinics
- ❖ Participate in the West Nile virus response activities as needed

EXAMPLE JRCOSTEP PROJECT OUTLINE

Student's Name:

E-mail Address:

Title of Project: Formulate a Data Atlas for Injury Information

Agency:

Duration of Internship: May 31 – Aug 4

Preceptor's Name:

Preceptor's E-mail Address:

Preceptor's Telephone Number:

Description of Internship Project: Student will utilize the State of California's raw injury data to update the California Area Indian Health Service "Injury Atlas" to include years 1999 to 2002. This atlas was previously compiled for years 1993-1998. To accomplish this project the student will obtain the necessary databases from the State of California, convert, analyze, and integrate it into useful information. The resulting atlas will be used by 33 California Indian Health Programs. The analysis presented in the atlas will be used by health programs as a resource to qualify and quantify injury problems in their respective service areas. Many of the health programs have used the information in the 1993 to 1998 atlas for programs other than injury prevention. The information contained in the atlas will be useful in applying for grants to target programs to address specific health problems.

Objectives:

1. Demonstrate the ability to collect, manage, and analyze large epidemiologic datasets.
2. Use Access 2000 and other epidemiologic statistical analysis tools to analyze and interpret data, calculating measures of injury rates and associations between injury outcomes and the factors under study.
3. Develop a model framework for the investigation of injury clusters.
4. Develop a compilation of injury prevention data "injury atlas" (1993-2002) for use by the IHS as well as California State Department of Health.

Specific Tasks of the Internship:

- Analysis of injury data to determine morbidity and mortality trends for the Indian people living in California.
- Formulation of a report to be used by Indian Health program staff in determining program priorities.

Tracking:

- Weekly Verbal Reports
- Written Reports: Due June 19th, July 19th

Expected Outcomes: The expected outcome is that injuries will be reduced through a better understanding of the problem with the use of the report that is generated.

Evaluation Component: The internship will be evaluated on the production of a quality report with appropriate conclusions and recommendations.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service Commissioned Corps

**JUNIOR COMMISSIONED OFFICER STUDENT TRAINING AND EXTERN PROGRAM
(JRCOSTEP) STATUS REPORT**

INSTRUCTIONS: Complete Items I-IV
Sign and return to: Office of Commissioned Corps Operations
ATTN: JRCOSTEP Coordinator
1101 Wootton Parkway, Plaza Level, Suite 100
Rockville, MD 20852 Phone : (240) 453-6072

If any changes occur after submission of this form, please notify the above office immediately.

I. IDENTIFICATION DATA (print clearly or type answers to Items A-K):

A. Name: _____ B. Social Security Number: _____

C. Address (Current): _____ D. E-mail address: _____

(City, State) _____ (ZIP Code): _____ Area Code and Phone Number (_____)

Address (Permanent): _____

(City, State) _____ (ZIP Code): _____ Area Code and Phone Number (_____)

E. School (Name): _____

(City, State) _____ (ZIP Code) _____

F. Currently in: Undergraduate Graduate Program

G. Category or Major: _____ H. Year in School: _____

I. Projected date of graduation: _____ J. Degree(s) received or to be received: _____

K. If you are a senior, answer these questions:

1. Are you planning to enroll in graduate study? Yes No

2. If yes, name of college: _____

3. Major area of study: _____

4. Beginning date of graduate study: _____

5. Graduate degree pursued: _____

II. Are you required to serve in any non-Department of Health and Human Services (HHS) program after graduation in return for training funds received?

Yes No

If yes, EXPLAIN:

III. APPOINTMENT REQUEST

I wish to be considered for (check appropriate items(s)):

1. A future JRCOSTEP assignment from _____ through _____

2. Senior COSTEP (Senior Year or Final Graduate) 3. Extended active duty upon graduation

Date available: _____

Future Preference:

1. HHS Operating Division, Staff Division, and/or non-HHS Organization: _____

2. Locations: _____

Note: If a new application is required you will be advised.

IV. OTHER REQUEST

I do not wish to be considered for a JRCOSTEP assignment this year.

Send me information on the following HHS Operating Division, Staff Division, and/or non-HHS Organization:

I wish to resign from JRCOSTEP and the Inactive Reserve. Terminate my commission immediately.

Signature: _____ Date: _____

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service Commissioned Corps

**PRIVACY ACT STATEMENT
(Form PHS-4772)**

General

This statement is provided to you as required by the Privacy Act of 1974 (PL 93-579). Our authority to collect this information is 42 U.S.C. 202 et seq; and Executive Order 9397, "Numbering System for Federal Accounts Relating to Individual Persons."

Principal Purposes and Routine Uses

Periodically, each JRCOSTEP officer is requested to complete this status report. The information provided will assist the Commissioned Corps of the United States Public Health Service (Corps) in determining future training assignments. The other uses which may be made of this information are described in the system notice for records system 09-40-0001, "PHS Commissioned Corps General Personnel Records," HHS/PSC/HRS. A copy of this system notice may be obtained from the office to which you submit this form.

Information Regarding Disclosure of Your Social Security Number (SSN)

Disclosure of the SSN is mandatory under provisions of the Social Security Act since Corps officers are under Social Security "covered employment" and taxes must be withheld from their salaries. The SSN is also used as an identifier throughout an officer's career. It is used primarily to identify an officer's personnel, leave, and pay records and to relate one to the other. The information gathered through the use of the number will be used only as necessary in personnel administration processes carried out in accordance with established regulations and published notices of systems of records. The use of the SSN is necessary because of the large number of present and former active, inactive, and retired officers and applicants who have identical names and birth dates, and whose identities can only be distinguished by the SSN.

Effects of Nondisclosure

Completion of this form is mandatory. Because status reporting under the JRCOSTEP is an essential element of the program, failure to complete this report may adversely affect the program. Consequently, failure to complete this form may result in curtailment of your training and termination of your commission

Department of Health and Human Services
Public Health Service Commissioned Corps

**JUNIOR COMMISSIONED OFFICER STUDENT TRAINING AND EXTERN PROGRAM (JRCOSTEP)
EVALUATION QUESTIONNAIRE, PHS FORM 4469-1
(To Be Completed By Preceptor or Immediate Supervisor)**

JRCOSTEP OFFICER'S NAME (Print or type)	CATEGORY	JRCOSTEP OFFICER'S PHS SERIAL NUMBER
<p>1. WHY DO YOU THINK THE STUDENT APPLIED FOR JRCOSTEP? <input type="checkbox"/> (1) to gain professional experience <input type="checkbox"/> (2) to consider the Commissioned Corps of the U.S. Public Health Service for a career <input type="checkbox"/> (3) to earn money <input type="checkbox"/> (4) to get additional training <input type="checkbox"/> (5) other (specify) _____</p> <p>2. HOW FAMILIAR WAS THE STUDENT WITH THE COMMISSIONED CORPS OF THE U.S. PUBLIC HEALTH SERVICE AT THE BEGINNING OF EMPLOYMENT? <input type="checkbox"/> (1) no knowledge of the Service <input type="checkbox"/> (2) some general ideas which were later proved incorrect <input type="checkbox"/> (3) a small amount of knowledge, all basically correct, but requiring a great deal of additional information <input type="checkbox"/> (4) a good understanding of the Service <input type="checkbox"/> (5) an extensive amount of knowledge requiring little or no additional information</p> <p>3. HOW WELL DOES THE STUDENT GET ALONG WITH OTHER PEOPLE? <input type="checkbox"/> (1) tends to irritate and antagonize people <input type="checkbox"/> (2) occasionally causes unpleasant situations <input type="checkbox"/> (3) neither causes any clashes nor adds anything with his/her personality <input type="checkbox"/> (4) very pleasant disposition; makes favorable impression on others <input type="checkbox"/> (5) unusually helpful and courteous; has a noticeably good effect on the work of the group</p> <p>4. HOW WELL DOES THE STUDENT WORK WITH OTHER PEOPLE? <input type="checkbox"/> (1) definitely not a teamworker; adjustments have to be or should be made to allow for working alone <input type="checkbox"/> (2) wants to do things own way more often than is desirable; can't quite accept being only one of the group <input type="checkbox"/> (3) an average teamworker; has no particular difficulties in adjusting own work to that of others <input type="checkbox"/> (4) quite cooperative and able to mesh work with others so as to accomplish a joint effort <input type="checkbox"/> (5) regarded as an excellent teamworker; has a noticeably good effect on any work group</p> <p>5. DOES THE STUDENT APPEAR TO BE INTERESTED IN OWN WORK? <input type="checkbox"/> (1) appears bored with work <input type="checkbox"/> (2) sometimes gives the impression of lack of enthusiasm <input type="checkbox"/> (3) seems interested in present job <input type="checkbox"/> (4) almost always engrossed in work <input type="checkbox"/> (5) seems to find work extremely fascinating and stimulating</p>	<p>6. WHAT IS YOUR IMPRESSION OF THE STUDENT'S INITIATIVE? <input type="checkbox"/> (1) seems to aspire to nothing higher; frequently shirks responsibility <input type="checkbox"/> (2) somewhat lacking in drive; seems reluctant to accept delegated responsibility <input type="checkbox"/> (3) accepts and discharges delegated duties willingly <input type="checkbox"/> (4) is more willing and able than most to assume additional duties even beyond own grade level <input type="checkbox"/> (5) a "self-starter" who generates work and takes on greater and greater responsibility</p> <p>7. HOW WELL DOES THE STUDENT REALIZE OWN CAPABILITIES AND LIMITATIONS? <input type="checkbox"/> (1) frequently acts beyond level of training and authority; tries too many things without seeking advice <input type="checkbox"/> (2) occasionally goes beyond level of training and authority; does not know when to seek assistance <input type="checkbox"/> (3) usually performs tasks within capabilities; ordinarily will seek advice and help when need for help is indicated <input type="checkbox"/> (4) is aware of capabilities and limitations; frequently seeks advice and help when necessary <input type="checkbox"/> (5) has excellent awareness of capabilities and limitations at present level of training; knows very well when and where to seek advice</p> <p>8. DOES THE STUDENT POSSESS ORIGINALITY? <input type="checkbox"/> (1) definitely not imaginative; waits for other people to furnish the ideas <input type="checkbox"/> (2) something of a routine worker who only infrequently contributes anything new <input type="checkbox"/> (3) comes up with a new idea now and then <input type="checkbox"/> (4) has more imagination than most employees of this grade and type of work; frequently thinks of new ways of doing things <input type="checkbox"/> (5) has lots of ideas; can almost always be counted on to provide a new approach</p> <p>9. WHAT WOULD YOU JUDGE THE STUDENT'S CAPACITY FOR DEVELOPMENT TO BE? <input type="checkbox"/> (1) has just about reached limit for development <input type="checkbox"/> (2) potential for development rather limited <input type="checkbox"/> (3) about average in development potential <input type="checkbox"/> (4) has more than usual potential for development <input type="checkbox"/> (5) has outstanding development potential</p> <p>10. DOES THE STUDENT SEEM CAPABLE OF LEARNING? <input type="checkbox"/> (1) responds rather slowly and with poor understanding <input type="checkbox"/> (2) has somewhat more difficulty than most in present grade and type of work <input type="checkbox"/> (3) learns as quickly as most employees of this grade and type of work <input type="checkbox"/> (4) not likely to miss the point; learns new things easily <input type="checkbox"/> (5) has an extraordinary ability to learn new things and to grasp ideas</p>	

<p>11. IS STUDENT ABLE TO THINK CLEARLY AND ARRIVE AT LOGICAL CONCLUSIONS?</p> <p><input type="checkbox"/> (1) erratic in ability to reach logical conclusions</p> <p><input type="checkbox"/> (2) has some difficulty in analyzing a variety of facts in order to arrive at sound conclusions</p> <p><input type="checkbox"/> (3) tries to be logical in approach to problems</p> <p><input type="checkbox"/> (4) shows ability to discriminate adequately between relevant and irrelevant details in arriving at sound conclusions</p> <p><input type="checkbox"/> (5) almost invariably arrives at correct conclusions even in the most difficult problems</p> <p>12. HOW DOES STUDENT MEASURE UP IN WORK PRODUCTION?</p> <p><input type="checkbox"/> (1) tends to be a bottleneck in getting the work out</p> <p><input type="checkbox"/> (2) not quite as productive as most employees in this kind of job</p> <p><input type="checkbox"/> (3) handles about the normal workload</p> <p><input type="checkbox"/> (4) turns out more work than most</p> <p><input type="checkbox"/> (5) handles an unusually large volume of work</p> <p>13. WHAT IS THE CALIBER OF WORK DONE BY THE STUDENT?</p> <p><input type="checkbox"/> (1) work frequently contains an unacceptable percentage of errors or shows evidence of poor judgment</p> <p><input type="checkbox"/> (2) doesn't seem to have quite enough concern about the quality of work</p> <p><input type="checkbox"/> (3) quality of work is about the same as that of most employees of this experience level</p> <p><input type="checkbox"/> (4) nearly always turns out a very good job</p> <p><input type="checkbox"/> (5) does almost perfect work</p> <p>14. HOW WOULD YOU RATE THE STUDENT'S PERFORMANCE?</p> <p><input type="checkbox"/> (1) work performance is unsatisfactory</p> <p><input type="checkbox"/> (2) work effectiveness is somewhat limited</p> <p><input type="checkbox"/> (3) doing a good job</p> <p><input type="checkbox"/> (4) performs very capably</p> <p><input type="checkbox"/> (5) superior in every way</p>	<p>15. WHAT DO YOU CONSIDER THE STUDENT'S POTENTIAL FOR A CAREER IN THE COMMISSIONED CORPS OF THE U.S. PUBLIC HEALTH SERVICE (CORPS)?</p> <p><input type="checkbox"/> (1) unsuitable for the Corps; has one or more outstandingly undesirable characteristics, (social, emotional, professional, etc.)</p> <p><input type="checkbox"/> (2) of doubtful suitability for the Corps; tends to be lacking in desirable characteristics; shows undesirable characteristics</p> <p><input type="checkbox"/> (3) acceptable, but not a distinguished individual; no outstanding desirable or undesirable characteristics</p> <p><input type="checkbox"/> (4) quite satisfactory for the Corps; exhibits several distinctly desirable characteristics and no pronounced undesirable characteristics</p> <p><input type="checkbox"/> (5) highly superior individual; exhibits one or more outstanding desirable traits; other characteristics are, in general, quite favorable; no undesirable characteristics</p> <p>16. HOW OFTEN DID THE STUDENT WEAR HIS/HER UNIFORM, IF DIRECTED TO?</p> <p><input type="checkbox"/> (1) did not wear a uniform</p> <p><input type="checkbox"/> (2) wore a uniform 1-2 days a week</p> <p><input type="checkbox"/> (3) wore a uniform 3 or more days a week</p> <p>17. SHOULD THE SERVICE MAKE A SPECIAL EFFORT TO RECRUIT THIS INDIVIDUAL ON A CAREER BASIS?</p> <p><input type="checkbox"/> (1) no effort should be made</p> <p><input type="checkbox"/> (2) little effort should be made</p> <p><input type="checkbox"/> (3) routine recruitment procedures should be followed</p> <p><input type="checkbox"/> (4) special effort should be made to recruit this person</p> <p><input type="checkbox"/> (5) every effort should be made to recruit this person</p> <p>18. WOULD YOU REHIRE THIS INDIVIDUAL AS A JRCOSTEP OFFICER FOR EXTENDED ACTIVE DUTY?</p> <p><input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No</p> <p>Explain: _____</p>
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<p>COMMENTS</p>	<p>Return completed form to: Office of Commissioned Corps Operations ATTN: JRCOSTEP Coordinator 1101 Wootton Parkway, Plaza Level, Suite 100 Rockville, MD 20852</p>
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SUPERVISOR'S NAME <i>(Print or type)</i>	CATEGORY OR DISCIPLINE	E-MAIL ADDRESS	<input type="checkbox"/> (1) PHS Commissioned Officer <input type="checkbox"/> (2) Federal Civil Service <input type="checkbox"/> (3) State Government <input type="checkbox"/> (4) Other (specify) _____
POSITION TITLE	SIGNATURE	DATE	

<p>TO BE FILLED OUT BY JRCOSTEP OFFICER BEING REPORTED ON</p> <p><i>I have read this evaluation and had an opportunity to discuss it and retain a copy.</i></p> <p><input type="checkbox"/> I concur with this evaluation. <input type="checkbox"/> I disagree with this evaluation in the following ways: _____</p> <p>_____</p>	SIGNATURE OF JRCOSTEP OFFICER BEING REPORTED ON	DATE
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JRCOSTEP HHS University On-Line Training Courses

Introduction

HHS University offers a wide range of on-line courses designed to provide training and skills development in communication, program management, leadership, and other topics. As a JrCOSTEP, you are training to become a professional. The following HHS University courses are especially recommended to help explain expectations of today's workforce and skills that are needed for good communication. The training "Standard Etiquette" should be taken soon after arriving at your duty station. "Standard Business Etiquette" describes etiquette that should be followed in the office environment. If you can only take once course, this is the one to take! The second training, "Communication Business Etiquette", will help with communication both in the office and when out in the field. Once these trainings have been taken, "Business Etiquette and Professionalism Simulation" should be taken to review learned skills.

- Search and register for the following courses:
 - Standard Business Etiquette
 - Communication Business Etiquette
 - Professionalism and Business Etiquette Simulation
- Take the trainings and associated exams. If additional tools are available in the training, make sure you review the tools before taking the session exam.

Log In Web Site:

<https://iam.hhs.gov/opensso/SimpleLogin.jsp?authlevel=2&goto=https://iam.hhs.gov:443/idm/user/login.jsp>

Log in Help (click "Need Help" tab or use link below):

<https://iam.hhs.gov/opensso/LoginHelp.jsp?goto=https://iam.hhs.gov:443/idm/user/login.jsp>

ONE-DHHS Help Desk contact information

<https://ams-portal.psc.gov/Welcome.aspx?pt=AMS>

Call 1-888-ONE-DHHS (1-888-663-3447) 7:00AM - 9:00PM Eastern Time, Monday through Friday (except federal holidays)

Email AMSHelp@hhs.gov

Training #1: Standard Business Etiquette

Course Description:

The rules of proper business etiquette are changing. In many corporations, middle management and the concept of seniority are being replaced by a flat organizational structure and intense competition. Such an environment makes the need for appropriate behavior especially crucial, particularly if you're looking to advance your career. How do you maintain your private "space" when you sit in one of a dozen cubicles? How should you address your peers and superiors, and what's the proper attire for today's corporate culture? In this course, you'll learn how to conduct yourself in the everyday business environment with poise and confidence.

Expected Duration:

3.0 Hours

Lesson Objectives:

- Fitting in: The basics of everyday etiquette
- Team players: Etiquette and your co-workers
- Etiquette and sensitive situations
- Who's in charge? Leading, following, and etiquette
- Making proper business introductions
- Shaking hands properly

Training #2: Communication Business Etiquette

Course Description:

“How’s it going?” Is this an appropriate greeting in today’s corporate workplace? How about telephone use? It is always necessary to return phone calls? If so, how soon should you do it? Is e-mail the method of choice for communicating all your ideas, or is another way better? How important is your tone of voice when dealing with a customer? All these questions are a matter of etiquette. How you communicate—in person, over the phone, electronically, and with customers—has a direct effect on how people treat you, on whether you sell your idea or product, and on how quickly you advance in your career. In this course, you’ll learn the subtleties of communication etiquette in the world of business.

Expected Duration:

2.5 Hours

Lesson Objectives:

- **Modern Communication Etiquette Challenges**
 - Recognize the importance of understanding modern communication etiquette challenges.
 - Identify typical causes of communication etiquette blunders.
 - Identify components of the CAGE decision-making model and how the model helps to determine the proper communication etiquette.
- **Functional Communication Etiquette**
 - Recognize benefits of knowing functional communication etiquette.
 - Match types of writing tools to appropriate circumstances.
 - Identify and apply key aspects of proper telephone etiquette.
 - Analyze whether modern communication tools have been used effectively in a given situation.

Training #3: Professionalism and Business Etiquette Simulation

Course Description:

In this simulation, you'll put your business etiquette skills to the test in a series of day-to-day tasks. This simulation is based on the SkillSoft Series "Professionalism and Business Etiquette" and has links to the following courses: "Standard Business Etiquette" and "Communication Business Etiquette".

Expected Duration:

0.5 Hours

Lesson Objectives:

- Applying steps to handling work space intrusions.
 - Handling intrusions in your own work space.
 - Maintaining etiquette when expressing opinions.
 - Maintaining etiquette in conflict situations.
 - Handling performance and behavior issues.
 - Dealing with professional relationships.
 - Communicating standards of behavior.
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Responder e-Learn 2.0

The JRCOSTEP is encouraged to use this learning tool.

Responder e-Learn is an integrated medical, public health, preparedness and response educational curriculum sponsored by the U.S. Department of Health and Human Services (HHS).

This curriculum will enhance the knowledge, skills, and abilities of Federal responders to improve and enhance their competency to prepare for and provide a unified response to disasters, incidents and ESF-8 missions.

The course content within Responder e-Learn is based upon capabilities needed to fulfill operational missions and anticipated response requirements. Upon completion of this curriculum, responders are better prepared to deliver public health and medical care services during disasters of any origin under multiple field conditions.

Log In Web Site:

<http://www.respondere-learn.com/>

To log on to the Commissioned Corps ONLINE training: you will need to enter your Web-training Username. This is NOT the same as your OFRD website UserID; however, it is just as easy to remember.

Your Web-training Username is the first three letters of your LastName followed by your PHS Serial Number (if you ONLY have two letters to your Last Name simply enter your last name followed by your PHS Serial Number).

For the initial sign-on your Username and Password will be the same.

For example, CDR Elenberg 12345 would be ele12345

Note that all letters must be typed in LOWER CASE.

Log In Tutorial:

<http://www.respondere-learn.com/help/>

If have need additional help with technical support, please contact usphslmssupport@inforeliance.com or Phone: 703.246.9360 ext. 1250

If you need help with content, please contact the following:

OFRD Support: OFRD-training@hhs.gov

NDMS Support: NDMSTraining@hhs.gov

TELL Support: TELL_Training@hhs.gov

Additional Training:

A. Centers for Disease Control and Prevention, National Center for Environmental Health.

1. EH Workforce Development Training

http://www.cdc.gov/nceh/ehs/Workforce_Development/Training.htm

2. Environmental Health Training in Emergency Response (EHTER) - Awareness Level

http://www.cdc.gov/nceh/ehs/Workforce_Development/EHTER.htm

B. Federal Emergency Management Agency, Emergency Preparedness

<http://training.fema.gov/IS/NIMS.asp> Courses: IS – 100.b, 200.b, 700.b and 800.b.

1. IS-100.b - Introduction to Incident Command System, ICS-100

Course Overview

ICS 100, Introduction to the Incident Command System, introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS).

Primary Audience

Persons involved with emergency planning, response or recovery efforts.

2. IS-200.b - ICS for Single Resources and Initial Action Incidents

Course Overview

ICS 200 is designed to enable personnel to operate efficiently during an incident or event within the Incident Command System (ICS). ICS-200 provides training on and resources for personnel who are likely to assume a supervisory position within the ICS.

Primary Audience

Persons involved with emergency planning, response or recovery efforts.

3. IS-700.b NIMS: An Introduction

Course Overview

This course introduces and overviews the National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents.

At the end of this course, students will be able to:

- Describe the intent of NIMS.
- Describe the key concepts and principles underlying NIMS.
- Describe the purpose of the NIMS Components including: Preparedness, Communications and Information Management, Resource Management, and Command and Management.
- Describe the purpose of the National Integration Center.

Note: This course provides a basic introduction to NIMS. It is not designed to replace Incident Command System and position-specific training.

Primary Audience

Individuals with emergency management responsibilities including prevention, preparedness, response, recovery and mitigation.

4. IS-800.B National Response Framework: An Introduction

Course Overview

The course introduces participants to the concepts and principles of the National Response Framework.

Course Objectives

At the end of this course, you will be able to describe:

- The purpose of the National Response Framework.
- The response doctrine established by the National Response Framework.
- The roles and responsibilities of entities as specified in the National Response Framework.
- The actions that support national response.
- The response organizations used for multiagency coordination.
- How planning relates to national preparedness.

You can find more information about the National Response Framework by clicking on the following link www.fema.gov/nrf

Primary Audience

This course is intended for government executives, private-sector and nongovernmental organization (NGO) leaders, and emergency management practitioners. This includes senior elected and appointed leaders, such as Federal department or agency heads, State Governors, mayors, tribal leaders, and city or county officials – those who have a responsibility to provide for effective response.