

ENVIRONMENTAL HEALTH OFFICER JRCOSTEP PRECEPTOR GUIDE



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ENVIRONMENTAL HEALTH OFFICER PROFESSIONAL ADVISORY COMMITTEE

“Protecting, promoting, and advancing the health and safety of the Nation”

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WELCOME

Dear JRCOSTEP Preceptor,

The Environmental Health Officer Professional Advisory Committee (EHOPAC) Commissioned Officer Student Training and Externship Program (JRCOSTEP) Workgroup of the Marketing & Recruitment Subcommittee offers this guide to help you create a successful JRCOSTEP experience.

This guide was written by Commissioned Officers who have previously served as preceptors for JRCOSTEP students. While each JRCOSTEP experience will be different, this guide provides guidance, a checklist, and examples that can be used to help ensure both preceptors and JRCOSTEPs have the information needed for a quality JRCOSTEP experience. The hope is a successful JRCOSTEP experience may lead to a rewarding and productive career in US Public Health Service (USPHS).

INTRODUCTION

The U.S. Public Health Service (USPHS) Junior Commissioned Officer Student Training and Extern Program (JRCOSTEP) allows students to gain valuable professional experience while they pursue a college degree. JRCOSTEP participants serve in assignments, throughout the U.S. during their official school breaks. Externships typically last **31 to no more than 120 days**. Although opportunities are offered throughout the year, most JRCOSTEP participants are hired during 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 in an accredited EHO Program, former JRCOSTEP participants can choose to serve an extended active-duty assignment with any of the Agencies/Programs/Operating Divisions (OPDIVs) that accept USPHS Commissioned Officers for assignment. JRCOSTEP participants who pursue a career in USPHS receive credit toward active duty pay and retirement for time served as a JRCOSTEP. The USPHS EHO category offers continuous open enrollment for prior JRCOSTEPs.

Quality experiences, benefitting both JRCOSTEP and the USPHS, do not occur without considerable effort and planning. To better prepare for hosting a JRCOSTEP, it is recommended that preceptors review this guide as a first step. Adequate time should be devoted towards facilitating a quality JRCOSTEP experience, from the planning stages, throughout the career counseling and mentoring period, and extending beyond the JRCOSTEP's separation.

PRECEPTOR RESPONSIBILITIES

At a field location, each JRCOSTEP is assigned a preceptor, who will assign work related to the field of environmental and/or occupational health. The following checklist may provide some useful tips for preceptors before, during and after the JRCOSTEP is selected and completes his/her assignment.

BEFORE REQUESTING A COSTEP:

- ☐ Partner with fellow staff to examine your schedules. Determine if you have adequate time to work one-on-one with the JRCOSTEP at least once per week.
- ☐ Assess the ability of the organization and community to support the needs of a JRCOSTEP (e.g., office workspace, computer, available housing).
- ☐ 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.
- ☐ Identify and secure resources to provide the JRCOSTEP with an enriching, varied experience, such as a project to complete.
- ☐ Discuss your student's expectations with your agency's JRCOSTEP selection advocate.
- ☐ Submit Request for Personnel Action (PHS-1662) and JRCOSTEP Statement of Duties (PHS-6279) to the Agency Commissioned Corps Liaison (this may occur at the Area level) at least 90 days prior to the JRCOSTEP's proposed arrival.

PRIOR TO THE JRCOSTEP REPORTING FOR DUTY:

- ☐ Make initial contact with the JRCOSTEP. Provide a basic overview and orientation to ensure the JRCOSTEP knows what to expect upon arrival. Determine if the JRCOSTEP has any special interests or school requirements that can be incorporated into the work plan.
- ☐ Identify the assignment period. Encourage the JRCOSTEP to stay for the maximum time (120 days), if possible.
- ☐ Investigate and recommend housing options. Provide local rental/housing information (e.g., local available housing, college dorm contact information, local rental agency information, classified ads), as needed. Remind the JRCOSTEP that it is his/her responsibility to secure housing.
- ☐ Share expectations for professional attire and/or a copy of the local dress code to ensure he/she will bring the appropriate clothing. If uniform wear is required, provide the JRCOSTEP with appropriate information on uniform requirements for your duty station. Inform the JRCOSTEP that if a uniform is required, they will receive a **one-time only** \$250 uniform allowance (see addendum for example uniform allowance request). A uniform allowance request must be made by the JRCOSTEP within 30 days of reporting to duty.
- ☐ Advise the JRCOSTEP to plan for their first pay check. Explain pay dates to allow the JRCOSTEP to plan ahead and budget for their financial needs.

- ☐ Explain the travel reimbursement process and timeline. JRCOSTEPs are paid a flat rate based on mileage for travel to and from the duty station. JRCOSTEPs are NOT reimbursed for fuel or lodging.
- ☐ Discuss local commuting options and advantages/disadvantages of bringing a vehicle, if applicable.
 - Most duty assignments require the student to bring a personally owned vehicle (POV). If the JRCOSTEP's duties require driving, ensure that they have a valid driver's license.
- ☐ Develop a draft work plan and project outline (see addendums for examples of a work plan and project outline).
- ☐ Arrange for appropriate office space and resources to complete the work plan and project.
- ☐ Identify an alternate preceptor or other staff to work with the JRCOSTEP during any periods of the preceptor's absence.
- ☐ If possible, monitor the personnel and travel order process through the Commissioned Corps Headquarters (CCHQ) Recruitment and Assignments Branch. Verify report and release dates for the assignment.
- ☐ Explain important dates listed on personnel and travel orders (e.g., effective, report, release).
 - Ensure the JRCOSTEP understands the information on the documents. Advise the JRCOSTEP not to travel without travel orders. It is important to make copies and keep personnel orders accessible while traveling for safety reasons.

WHEN THE JRCOSTEP ARRIVES LOCALLY:

- ☐ Arrange to meet the JRCOSTEP and provide transportation as necessary.
- ☐ Complete and submit a Notice of Arrival from (PHS 2874) to:

Office of Commissioned Corps Support Services
ATTN: Compensation Branch
1101 Wootton Parkway, Plaza Level, Suite 100 Rockville, MD 20852
- ☐ Arrange for security procedures, obtain necessary IDs and log-ins, and arrange for parking.
- ☐ Introduce the JRCOSTEP to the facility and staff, including outside partner agency staff.
- ☐ Provide necessary orientations (e.g., USPHS, organizational, community):
 - Organizational culture and duties
 - Organizational chart and chain of command
 - Emergency contact procedures
 - Provide staff/emergency contact list
 - Obtain emergency contact information from JRCOSTEP
 - Emergency evacuation procedures
 - Work etiquette and cultural considerations
 - Professionalism/dress code guidelines

- Leave policy (annual and sick)
 - Sick leave is granted as needed
 - Annual leave (2.5 days accrued per month) must be taken during the time of active duty or will be forfeited
- Proper use of GSA vehicles
- Safety equipment
- Medical care and benefits
 - The JRCOSTEP and their dependents may receive health care (at no cost to the JRCOSTEP) 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
- ☐ Discuss and finalize the written work plan and project outline with the JRCOSTEP. It is important to discuss the plan, any projects, and your expectations in detail, including project timeline and progress reporting schedule.
- ☐ Assist in completing paper work required by the JRCOSTEP's school.

DURING THE JRCOSTEP:

- ☐ Hold regular meetings to discuss the JRCOSTEP performance and expectations.
- ☐ Regularly assess the JRCOSTEP's skills and adjust workload and amount of supervision accordingly.

PRIOR TO SEPARATION:

- ☐ Conduct an exit interview with the JRCOSTEP to discuss performance and assignment experience.
- ☐ Complete the official JRCOSTEP Evaluation Questionnaire (PHS-4469-1) prior to JRCOSTEP leaving duty station. Provide accurate evaluation and feedback. If the JRCOSTEP did not perform at a level expected of an Officer in the USPHS, it is advised that you do not refer the student for consideration for a commission. Be prepared to provide constructive feedback and recommendations for improvement.
- ☐ Encourage the JRCOSTEP to complete and submit the JRCOSTEP Status Report (PHS-4772). Ensure the JRCOSTEP understands that the form is not an application for future assignments.
- ☐ Ensure the JRCOSTEP writes a narrative describing their experience during their time with your agency. Sample narratives can be found online at the following: <https://www.ihs.gov/dehs/career/costep/> . Review the JRCOSTEP narrative before submitting to ensure quality of work and accuracy of information.
- ☐ Obtain feedback from the JRCOSTEP including suggestions for improving the JRCOSTEP experience at your OPDIV for future JRCOSTEPS.

- ☐ Discuss career options with the JRCOSTEP and make recommendations based on his/her individual performance, goals, and skills. Find out if they are interested in assisting with recruiting and conducting presentations about their experience for fellow classmates. Student word-of-mouth helps recruit future JRCOSTEPS.

As appropriate, provide the JRCOSTEP with USPHS informational packets, applications, and contact information to take back to their school to share with interested students.

AFTER SEPARATION:

- ☐ Consider submitting an “award nomination” or “certificate of recognition” for the JRCOSTEP if they provided exemplary service.
- ☐ Maintain contact with the JRCOSTEP concerning potential USPHS job opportunities.

PRECEPTOR CHECKLIST

Prior to Arrival

Activity	Completion Date
Determine community and organizational ability to support a JRCOSTEP.	
Complete Request for Personnel Action (PHS-1662) and JRCOSTEP Statement of Duties (PHS-6279) and send to CC Liaison (may occur at Area level) at least 90 days prior to the JRCOSTEP's proposed arrival.	
Collaborate with staff to develop meaningful project ideas for the JRCOSTEP.	
Identify the JRCOSTEP's assignment period.	
Identify office space and resources for JRCOSTEP	
Investigate and recommend housing and commuting options.	
Make initial contact with JRCOSTEP	
Discuss local dress code with JRCOSTEP; assist JRCOSTEP to apply for uniform allowance, if applicable.	
Explain pay dates and travel reimbursement process/timeline with JRCOSTEP.	
Develop a draft work plan for JRCOSTEP.	
Discuss sick and annual leave policy with JRCOSTEP.	
Monitor personnel and travel order process with DCCPR; verify report and release dates.	
Explain important dates listed on personnel and travel orders (e.g., effective, report, release).	

After Arrival

Activity	Completion Date
Provide JRCOSTEP orientation (e.g., USPHS, organizational, community); introduce JRCOSTEP to key staff and stakeholders.	
Obtain emergency contact information for JRCOSTEP.	
Establish work schedule/hours.	
Assist JRCOSTEP with completion of Entry On Duty (EOD) and travel reimbursement paperwork.	
Assist JRCOSTEP in getting identification cards, including a CAC, and log-ins, if applicable.	
Discuss and formalize JRCOSTEP work plan; set specific completion dates for tasks/projects.	
Hold regular meetings to discuss JRCOSTEP performance and expectations.	

Prior to Separation

Activity	Completion Date
Conduct exit interview with JRCOSTEP to discuss performance, assignment experience, and career options.	
Complete JRCOSTEP evaluation (PHS-4469-1); provide accurate evaluation and feedback prior to JRCOSTEP leaving duty station.	
Encourage JRCOSTEP to complete the JRCOSTEP Status Report (PHS-4772).	
Ensure JRCOSTEP completes a narrative describing their experiences during their time with the USPHS.	
Review the JRCOSTEP Narrative to ensure quality of work and accuracy of information.	

KEY CONTACTS & RESOURCES

JRCOSTEP Support & Recruitment

Name	Title	Phone	Email
LT Andrea Ratliff	Recruitment Specialist	(240) 453-6086	andrea.ratliff@hhs.gov
Cyndia Harroway	Human Resources Specialist-JRCOSTEP	(240) 453-6061	cyndia.harroway@hhs.gov
Vacant	Chief, Student and Training Program	N/A	N/A
CAPT Davonda Roberts	Chief, Call to Active Duty (CAD)	(240) 453-6000	davonda.roberts@hhs.gov

EHOPAC Marketing and Recruitment Subcommittee Co-Chairs

Name	Phone	Email
CDR Andrew Kupper	(954) 356-6662	jnq2@cdc.gov
CDR David Bales	(405) 951-3878	david.bales@ihs.gov

EHOPAC JRCOSTEP Workgroup Co-Chairs

Name	Phone	Email
LTJG Garrett Steiner	(715) 490-1498	garrett.steiner@ihs.gov
LCDR Erin Kincaid	(404) 498-5166	wyj8@cdc.gov

KEY RESOURCES

Resource	Contact Info
Commissioned Corps Help Desk	(888) 225-3302 Submit an email via usphs.gov/contact-us
DCCPR JRCOSTEP Forms	https://dcp.psc.gov/ccmis/forms/FORMS_costep_m.aspx
DCCPR Medical Affairs Branch	http://dcp.psc.gov/ccmis/DCCPR_medical_affairs_m.aspx
JRCOSTEP Narratives	http://www.ihs.gov/dehs/career/costep/ https://dcp.psc.gov/osg/eho/resources.aspx#marketingAndRecruitmen

DEPARTMENT OF HEALTH AND HUMAN SERVICES
PUBLIC HEALTH SERVICE COMMISSIONED CORPS

**JUNIOR COMMISSIONED OFFICER STUDENT TRAINING AND EXTERN PROGRAM (JRCOSTEP)
STATEMENT OF DUTIES**

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	
2. BRANCH		SECTION	
3. DUTY STATION ADDRESS AND PHONE NUMBER			
4. DATES OF ASSIGNMENT		Start	End
5. ASSIGNMENT SETTING			
6. JRCOSTEP RESPONSIBILITIES			
7. TRAINING TO BE RECEIVED ON THE JOB			
8. JRCOSTEP PRECEPTOR <i>(Name, Title, Address, E-mail Address, and Phone Number)</i>			
9. MINIMUM QUALIFICATIONS FOR JRCOSTEP			
10. CATEGORIES <i>(Mark all applicable categories)</i> <div style="display: flex; flex-wrap: wrap; padding: 5px;"> <div style="width: 16.6%;"><input type="checkbox"/> Medical</div> <div style="width: 16.6%;"><input type="checkbox"/> Dental</div> <div style="width: 16.6%;"><input type="checkbox"/> Nurse</div> <div style="width: 16.6%;"><input type="checkbox"/> Engineer</div> <div style="width: 16.6%;"><input type="checkbox"/> Scientist</div> <div style="width: 16.6%;"><input type="checkbox"/> Environmental Health</div> <div style="width: 16.6%;"><input type="checkbox"/> Veterinary</div> <div style="width: 16.6%;"><input type="checkbox"/> Pharmacy</div> <div style="width: 16.6%;"><input type="checkbox"/> Dietetics</div> <div style="width: 16.6%;"><input type="checkbox"/> Therapy</div> <div style="width: 16.6%;"><input type="checkbox"/> Health Services <i>(Specify)</i> _____</div> </div>			
11. OPDIV / STAFFDIV / NON-HHS ORGANIZATION REPRESENTATIVE	Signature		Date
	Name and Title <i>(Please type or print)</i>		
12. OCCO JRCOSTEP REPRESENTATIVE	Signature		Date

**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.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service Commissioned Corps

**SAMPLE MEMORANDUM
TO REQUEST PAYMENT OF A UNIFORM ALLOWANCE**

FROM	DATE	SUBJECT
		Request for Uniform Allowance

Deliver to: Commissioned Corps Headquarters
ATTN: Financial Services Division
1101 Wootton Parkway, Suite 300
Rockville, MD 20852

In a memorandum dated April 6, 1987, the Surgeon General has directed me to own and wear the appropriate Public Health Service (PHS) Commissioned Corps uniform. Under the provisions in Instruction 612.03 "Uniform and Equipment Allowance" of the Commissioned Corps Issuance System (CCIS), I hereby apply for the uniform and equipment allowance in the amount of \$250.00.

I certify that I have not at any time previously received a PHS Commissioned Corps uniform allowance under the provisions of 37 U.S.C. 415 (c). I understand that making a false statement or claim against the U.S. Government is punishable by a fine of not more than \$10,000 or imprisonment for not more than 5 years or both (Act of June 25, 1948, 18 U.S.C. 287, 1001).

SIGNATURE	TEMPORARY GRADE	SOCIAL SECURITY NUMBER (SSN)
		

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 Commissioned Officer Student Training and Extern Program (JRCOSTEP) would be expected to perform while stationed at the Phoenix Area Office during the summer of 2005. 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 infrastructures and hospital and clinic preparedness at PIMC, Whiteriver, San Carlos, Hopi, Parker, Yuma, Salt River, Cibecue, Bylas, Peach Springs, and Supai.
- ☐ Enter data collected from the emergency preparedness assessments in a Microsoft Access database. This database will provide reporting functions on emergency preparedness infrastructure information collected including a summary of equipment, communications, tribal/community support, county and state support.
- ☐ Assist with implementing quality assurance protocols 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 standard operating procedures (SOP)

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: The JRCOSTEP will utilize the State of California's raw injury data to update the California Area Indian Health Service "Injury Atlas" for 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 Service (IHS) 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 funding to target programs to address specific health problems.

Objectives:

1. Demonstrate the ability to collect, manage, analyze and interpret large epidemiologic datasets.
2. Use Access 2010 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 IHS staff in determining program priorities.

Tracking:

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

Expected Outcomes: The expected outcome of this project is that the information gathered in this database will provide agency staff with important information about morbidity and mortality trends and staff can use these data to develop science-based interventions to reduce injuries and illnesses among this population.

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

<p>11. IS STUDENT ABLE TO THINK CLEARLY AND ARRIVE AT LOGICAL CONCLUSIONS?</p> <p>(1) erratic in ability to reach logical conclusions</p> <p>(2) has some difficulty in analyzing a variety of facts in order to arrive at sound conclusions</p> <p>(3) tries to be logical in approach to problems</p> <p>(4) shows ability to discriminate adequately between relevant and irrelevant details in arriving at sound conclusions</p> <p>(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>(1) tends to be a bottleneck in getting the work out</p> <p>(2) not quite as productive as most employees in this kind of job</p> <p>(3) handles about the normal workload</p> <p>(4) turns out more work than most</p> <p>(5) handles an unusually large volume of work</p> <p>13. WHAT IS THE CALIBER OF WORK DONE BY THE STUDENT?</p> <p>(1) work frequently contains an unacceptable percentage of errors or shows evidence of poor judgment</p> <p>(2) doesn't seem to have quite enough concern about the quality of work</p> <p>(3) quality of work is about the same as that of most employees of this experience level</p> <p>(4) nearly always turns out a very good job</p> <p>(5) does almost perfect work</p> <p>14. HOW WOULD YOU RATE THE STUDENT'S PERFORMANCE?</p> <p>(1) work performance is unsatisfactory</p> <p>(2) work effectiveness is somewhat limited</p> <p>(3) doing a good job</p> <p>(4) performs very capably</p> <p>(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>(1) unsuitable for the Corps; has one or more outstandingly undesirable characteristics, (social, emotional, professional, etc.)</p> <p>(2) of doubtful suitability for the Corps; tends to be lacking in desirable characteristics; shows undesirable characteristics</p> <p>(3) acceptable, but not a distinguished individual; no outstanding desirable or undesirable characteristics</p> <p>(4) quite satisfactory for the Corps; exhibits several distinctly desirable characteristics and no pronounced undesirable characteristics</p> <p>(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>(1) did not wear a uniform</p> <p>(2) wore a uniform 1-2 days a week</p> <p>(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 CAREER BASIS?</p> <p>(1) no effort should be made</p> <p>(2) little effort should be made</p> <p>(3) routine recruitment procedures should be followed</p> <p>(4) special effort should be made to recruit this person</p> <p>(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>(1) Yes (2) No</p> <p>Explain: _____</p>		
<p>COMMENTS</p>		<p>Return completed form to:</p> <p>Office of Commissioned Corps Operations</p> <p>ATTN: JRCOSTEP Coordinator</p> <p>1101 Wootton Parkway, Plaza Level, Suite 100</p> <p>Rockville, MD 20852</p>	
SUPERVISOR'S NAME (Print or type)	CATEGORY OR DISCIPLINE	E-MAIL ADDRESS	(1) PHS Commissioned Officer
POSITION TITLE	SIGNATURE	DATE	(2) Federal Civil Service
			(3) State Government
			(4) Other (specify) _____
<p>TO BE FILLED OUT BY JRCOSTEP OFFICER BEING REPORTED ON</p> <p>I have read this evaluation and had an opportunity to discuss it and retain a copy.</p> <p>I concur with this evaluation. I disagree with this evaluation in the following ways: _____</p>			<p>SIGNATURE OF JRCOSTEP OFFICER BEING REPORTED ON</p>
			DATE

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: _____ Degree(s) received or J. 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 item(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.

ENS Seneca Toms
JRCOSTEP Summer 2020
East Carolina University
Rhineland District Office
Rhineland, Wisconsin



My name is Seneca Toms and I am graduate student working on a Master of Science degree in Environmental Health (MSEH) at East Carolina University. This summer I had the honor of serving as a US. Public Health Service Commissioned Corps Officer as part of the Junior Commissioned Officer Student Training Externship Program (JRCOSTEP). My duty station was with the Indian Health Service, Bemidji Area, Division of Environmental Health Services, Rhineland District Office, located in Rhineland, WI. The office provides environmental health services in support of tribes primarily in Wisconsin and the Upper Peninsula of Michigan.

I heard about JRCOSTEP and the great opportunities the program has to offer, so after returning to school to pursue my MSEH degree, I decided to apply. I submitted my application and was contacted a few months later by CAPT Timothy Duffy, Director, Division of Environmental Health Services, Bemidji Area. Several months later, I was offered and accepted an assignment. My preceptor throughout the summer was Barry Hugo, RS, an Environmental Health Specialist. Mr. Hugo was an incredible resource with a wealth of knowledge which he was always willing to share.

Over the summer, I learned about and conducted a wide variety of environmental health work, including: conducting surveys of retail food establishments; safety surveys; surveys of water and solid waste facilities; vector surveillance; and respirator fit testing. I also earned the ServSafe food protection manager and instructor certifications, and contributed to guidance for schools, Head Start and preschools programs for responding to a COVID-19 outbreak.



I conducted surveys primarily at restaurants, schools, casinos, bars, and convenience stores. During the surveys, I identified food and general safety violations and communicated them to the establishment's management in person and in written reports. I also had the opportunity to accompany LTJG Garrett Steiner (a former JRCOSTEP officer himself) to conduct a survey of an Aquaponics facility (a combination of hydroponic and aquaculture). The Rhineland District Office staff provided excellent training on conducting surveys, and before long I was given the go ahead to take the lead on conducting surveys and writing reports on my own.

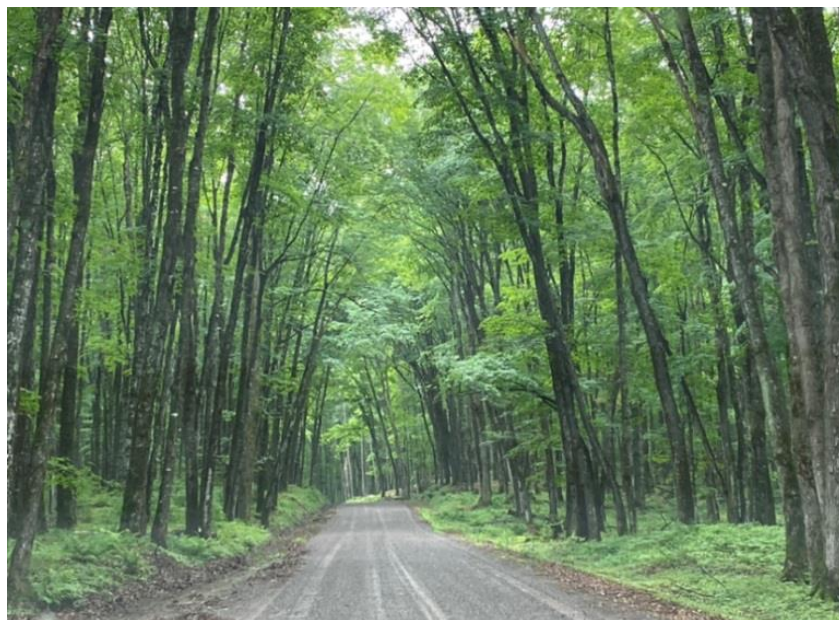


I conducted mosquito surveillance using Centers for Disease Control and Prevention (CDC) light traps and gravid traps. After collecting the mosquitoes, I identified and counted the different types and conducted tests to see if any of the mosquitoes carried diseases such as West Nile, Saint Louis Encephalitis, or Eastern Equine Encephalitis viruses. I also conducted tick dragging to collect ticks, which we then identified. We were primarily looking for deer ticks and any found are sent off to the CDC to test for Lyme disease. Conducting vector surveillance was really neat because it allowed me to apply what I learned in my college

studies and gain extensive experience with vector surveillance.

My JRCOSTEP experience occurred during the COVID-19 pandemic. In addition to the general environmental health activities, I got the opportunity to learn about and work on activities related to the pandemic including an action plan guidance document for tribal schools, childcare, and Head Start programs to use in responding to suspected or confirmed cases of COVID-19.

This summer was extremely fulfilling in many ways. I applied what I learned in my college classes while helping protect the public. I worked with an incredible group of individuals in the Rhinelander District office. I was also given ample leave time and was able to explore all the beauty of northern Wisconsin and the Upper Peninsula of Michigan. Last but not least, while wearing the Commissioned Corps uniform is not required for JRCOSTEP officers, I requested to wear it to gain a more overall esprit de corps experience. Wearing the uniform made me feel a sense of honor to know I was working as part of a group that has a long history of protecting and promoting public health.



RECOMMENDED JRCOSTEP TRAINING OPPORTUNITIES

RESPONDER E-LEARN 2.0

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. JRCOSTEPs are encouraged to use this learning tool.

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

To access Responder e-Learn:

- Go to the Responder e-Learn website at: <https://respondere-learn.hhs.gov/login/index.php>
- 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 REDDOG website user ID; however, it is just as easy to remember.
 - Your Web-training Username is the first three letters of your Last Name 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, John Doe 12345 would be doe12345
 - Note that all letters must be typed in LOWER CASE.
- If have need additional help with technical support, please contact: NDMSHelpdesk@hhs.gov or 1-888-202-3327

ADDITIONAL TRAINING WEBSITES:

Centers for Disease Control and Prevention (CDC), Environmental Health Services

<http://www.cdc.gov/nceh/ehs/activities/training.htm>

1. Environmental Health Training in Emergency Response (EHTER)
2. Environmental Public Health Online Courses (EPHOC)

Federal Emergency Management Agency (FEMA), Emergency Preparedness

<http://training.fema.gov/nims/>

1. ICS-100: Introduction to Incident Command System

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).

2. ICS-200: 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.

3. IS-700.A: National Incident Management System (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.

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.