

JUNIOR COMMISSIONED OFFICER STUDENT TRAINING AND EXTERN PROGRAM (JRCOSTEP) EVALUATION QUESTIONNAIRE

(To Be Completed By Preceptor or Immediate Supervisor)

JRCOSTEP OFFICER'S NAME	CATEGORY	JRCOSTEP OFFICER'S PHS SERIAL NUMBER OR SOCIAL SECURITY NUMBER
<p>1 WHY DO YOU THINK THE STUDENT APPLIED FOR JRCOSTEP?</p> <p><input type="checkbox"/> (1) to gain professional experience</p> <p><input type="checkbox"/> (2) to consider the U.S. Public Health Service for a career</p> <p><input type="checkbox"/> (3) to earn money</p> <p><input type="checkbox"/> (4) to get additional training</p> <p><input type="checkbox"/> (5) other (<i>specify</i>) _____</p> <p>2 HOW FAMILIAR WAS THE STUDENT WITH THE U.S. PUBLIC HEALTH SERVICE AT THE BEGINNING OF EMPLOYMENT?</p> <p><input type="checkbox"/> (1) no knowledge of the Service</p> <p><input type="checkbox"/> (2) some general ideas which were later proved incorrect</p> <p><input type="checkbox"/> (3) a small amount of knowledge, all basically correct, but requiring a great deal of additional information</p> <p><input type="checkbox"/> (4) a good understanding of the Service</p> <p><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?</p> <p><input type="checkbox"/> (1) tends to irritate and antagonize people</p> <p><input type="checkbox"/> (2) occasionally causes unpleasant situations</p> <p><input type="checkbox"/> (3) neither causes any clashes nor adds anything with his/her personality</p> <p><input type="checkbox"/> (4) very pleasant disposition; makes favorable impression on others</p> <p><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?</p> <p><input type="checkbox"/> (1) definitely not a teamworker; adjustments have to be or should be made to allow for working alone</p> <p><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</p> <p><input type="checkbox"/> (3) an average teamworker; has no particular difficulties in adjusting own work to that of others</p> <p><input type="checkbox"/> (4) quite cooperative and able to mesh work with others so as to accomplish a joint effort</p> <p><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?</p> <p><input type="checkbox"/> (1) appears bored with work</p> <p><input type="checkbox"/> (2) sometimes gives the impression of lack of enthusiasm</p> <p><input type="checkbox"/> (3) seems interested in present job</p> <p><input type="checkbox"/> (4) almost always engrossed in work</p> <p><input type="checkbox"/> (5) seems to find work extremely fascinating and stimulating</p>	<p>6 WHAT IS YOUR IMPRESSION OF THE STUDENT'S INITIATIVE?</p> <p><input type="checkbox"/> (1) seems to aspire to nothing higher; frequently shirks responsibility</p> <p><input type="checkbox"/> (2) somewhat lacking in drive; seems reluctant to accept delegated responsibility</p> <p><input type="checkbox"/> (3) accepts and discharges delegated duties willingly</p> <p><input type="checkbox"/> (4) is more willing and able than most to assume additional duties even beyond own grade level</p> <p><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?</p> <p><input type="checkbox"/> (1) frequently acts beyond level of training and authority; tries too many things without seeking advice</p> <p><input type="checkbox"/> (2) occasionally goes beyond level of training and authority; does not know when to seek assistance</p> <p><input type="checkbox"/> (3) usually performs tasks within capabilities; ordinarily will seek advice and help when need for help is indicated</p> <p><input type="checkbox"/> (4) is aware of capabilities and limitations; frequently seeks advice and help when necessary</p> <p><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?</p> <p><input type="checkbox"/> (1) definitely not imaginative; waits for other people to furnish the ideas</p> <p><input type="checkbox"/> (2) something of a routine worker who only infrequently contributes anything new</p> <p><input type="checkbox"/> (3) comes up with a new idea now and then</p> <p><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</p> <p><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?</p> <p><input type="checkbox"/> (1) has just about reached limit for development</p> <p><input type="checkbox"/> (2) potential for development rather limited</p> <p><input type="checkbox"/> (3) about average in development potential</p> <p><input type="checkbox"/> (4) has more than usual potential for development</p> <p><input type="checkbox"/> (5) has outstanding development potential</p> <p>10 DOES THE STUDENT SEEM CAPABLE OF LEARNING?</p> <p><input type="checkbox"/> (1) responds rather slowly and with poor understanding</p> <p><input type="checkbox"/> (2) has somewhat more difficulty than most in present grade and type of work</p> <p><input type="checkbox"/> (3) learns as quickly as most employees of this grade and type of work</p> <p><input type="checkbox"/> (4) not likely to miss the point; learns new things easily</p> <p><input type="checkbox"/> (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?**

(1) erratic in ability to reach logical conclusions

(2) has some difficulty in analyzing a variety of facts in order to arrive at sound conclusions

(3) tries to be logical in approach to problems

(4) shows ability to discriminate adequately between relevant and irrelevant details in arriving at sound conclusions

(5) almost invariably arrives at correct conclusions even in the most difficult problems

12 **HOW DOES STUDENT MEASURE UP IN WORK PRODUCTION ?**

(1) tends to be a bottleneck in getting the work out

(2) not quite as productive as most employees in this kind of job

(3) handles about the normal workload

(4) turns out more work than most

(5) handles an unusually large volume of work

13 **WHAT IS THE CALIBER OF WORK DONE BY THE STUDENT?**

(1) work frequently contains an unacceptable percentage of error or shows evidence of poor judgment

(2) doesn't seem to have quite enough concern about the quality of work

(3) quality of work is about the same as that of most employees of this experience level

(4) nearly always turns out a very good job

(5) does almost perfect work

14 **HOW WOULD YOU RATE THE STUDENT'S PERFORMANCE?**

(1) work performance is unsatisfactory

(2) work effectiveness is somewhat limited

(3) doing a good job

(4) performs very capably

(5) superior in every way

15 **WHAT DO YOU CONSIDER THE STUDENT'S POTENTIAL FOR A CAREER IN THE U.S. PUBLIC HEALTH SERVICE?**

(1) unsuitable for the Public Health Service; has one or more outstandingly undesirable characteristics, (social, emotional, professional, etc.)

(2) of doubtful suitability for the Public Health Service; tends to be lacking in desirable characteristics; shows undesirable characteristics

(3) acceptable, but not a distinguished individual; no outstanding desirable or undesirable characteristics

(4) quite satisfactory for the Public Health Service; exhibits several distinctly desirable characteristics and no pronounced undesirable characteristics

(5) highly superior individual; exhibits one or more outstanding desirable traits; other characteristics are, in general, quite favorable; no undesirable characteristics

16 **HOW OFTEN DID THE STUDENT WEAR HIS/HER UNIFORM, IF DIRECTED TO?**

(1) did not wear a uniform

(2) wore a uniform 1-2 days a week

(3) wore a uniform 3 or more days a week

17 **SHOULD THE SERVICE MAKE A SPECIAL EFFORT TO RECRUIT THIS INDIVIDUAL ON A CAREER BASIS?**

(1) no effort should be made

(2) little effort should be made

(3) routine recruitment procedures should be followed

(4) special effort should be made to recruit this person

(5) every effort should be made to recruit this person

18 **WOULD YOU REHIRE THIS INDIVIDUAL AS A JRCOSTEP OFFICER FOR EXTENDED ACTIVE DUTY?**

(1) Yes (2) No

Explain: _____

COMMENTS:

SUPERVISOR'S NAME <i>(Print or Type)</i>		CATEGORY OR DISCIPLINE		<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 <i>(specify)</i> _____
POSITION TITLE		SIGNATURE	DATE	
TO BE FILLED OUT BY JRCOSTEP OFFICER BEING REPORTED ON: <i>I have read this evaluation and had an opportunity to discuss it and retain a copy.</i> <input type="checkbox"/> I concur with this evaluation <input type="checkbox"/> I disagree with this evaluation in the following ways: _____			SIGNATURE OF JRCOSTEP OFFICER BEING REPORTED ON	DATE