

# ENVIRONMENTAL HEALTH OFFICER

## JRCOSTEP

### PRECEPTOR GUIDE



March 2017



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).

## **EHO JRCOSTEP WORKGROUP**

The EHOPAC JRCOSTEP Workgroup facilitates the recruitment and transition of EHO student applicant externs into the USPHS JRCOSTEP. This is accomplished by acting as a liaison between applicants and the USPHS until JRCOSTEPs have been selected and make contact with their preceptor. The Workgroup also maintains contact with accredited Environmental Health, Industrial Hygiene, and Occupational Health programs throughout the United States.

## 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 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 USPHS Division of Commissioned Corps Personnel and Readiness (DCCPR). 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 Toni Hallman	Recruitment Specialist	(240) 453-6086	<a href="mailto:toni.hallman@hhs.gov">toni.hallman@hhs.gov</a>
Cyndia Harroway	Human Resources Specialist- JRCOSTEP	(240) 453-6061	<a href="mailto:cyndia.harroway@hhs.gov">cyndia.harroway@hhs.gov</a>
CDR Joy Lee	Chief, Student and Training Program	(240) 453-6000	<a href="mailto:joy.lee@hhs.gov">joy.lee@hhs.gov</a>
CDR Antoine Smith	Chief, Call to Active Duty (CAD)	(240) 453-6000	<a href="mailto:antoine.smith@hhs.gov">antoine.smith@hhs.gov</a>

### EHOPAC Marketing and Recruitment Subcommittee Co-Chairs

Name	Phone	Email
CDR Elena Vaouli	(732) 321-4465	<a href="mailto:irz5@cdc.gov">irz5@cdc.gov</a>
CDR Timothy Albright	(301) 796-5452	<a href="mailto:timothy.albright@fda.hhs.gov">timothy.albright@fda.hhs.gov</a>

### EHOPAC JRCOSTEP Workgroup Co-Chairs

Name	Phone	Email
LCDR Angela Hodge	(505) 248-4263	<a href="mailto:angela.hodge@ihs.gov">angela.hodge@ihs.gov</a>
LCDR Charles Craig	(315) 682-3167 ext.18	<a href="mailto:charles.craig@ihs.gov">charles.craig@ihs.gov</a>

### KEY RESOURCES

Resource	Contact Info
Commissioned Corps Help Desk	(888) 225-3302 <a href="mailto:cchelpdesk@psc.gov">cchelpdesk@psc.gov</a>
DCCPR JRCOSTEP Forms	<a href="https://dcp.psc.gov/ccmis/forms/FORMS_costep_m.aspx">https://dcp.psc.gov/ccmis/forms/FORMS_costep_m.aspx</a>
DCCPR Medical Affairs Branch	<a href="http://dcp.psc.gov/ccmis/DCCPR_medical_affairs_m.aspx">http://dcp.psc.gov/ccmis/DCCPR_medical_affairs_m.aspx</a>
JRCOSTEP Narratives	<a href="http://www.ihs.gov/dehs/career/costep/">http://www.ihs.gov/dehs/career/costep/</a> <a href="https://dcp.psc.gov/osg/eho/resources.aspx#marketingAndRecruitment">https://dcp.psc.gov/osg/eho/resources.aspx#marketingAndRecruitment</a>

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> <input type="checkbox"/> Medical <input type="checkbox"/> Dental <input type="checkbox"/> Nurse <input type="checkbox"/> Engineer <input type="checkbox"/> Scientist <input type="checkbox"/> Environmental Health <input type="checkbox"/> Veterinary <input type="checkbox"/> Pharmacy <input type="checkbox"/> Dietetics <input type="checkbox"/> Therapy <input type="checkbox"/> Health Services <i>(Specify)</i> _____			
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.

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

**Date:** \_\_\_\_\_

**From:** \_\_\_\_\_  
(Officer's full name, typed or printed)

**Subject:** Request for Uniform Allowance

**To:** Office of Commissioned Corps Support Services  
ATTN: Chief, Compensation Branch  
5600 Fishers Lane, Room 4-50  
Rockville, MD 20857-0001

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 3, "Uniform Allowance," Subchapter CC22.4 of the Commissioned Corps Personnel Manual (CCPM), I hereby apply for the uniform and equipment allowance in the amount of \$250.

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). Further, 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)

# 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 19<sup>th</sup> and July 19<sup>th</sup>

**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.



**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. <b>WHY DO YOU THINK THE STUDENT APPLIED FOR JRCOSTEP?</b></p> <ul style="list-style-type: none"> <li>(1) to gain professional experience</li> <li>(2) to consider the Commissioned Corps of the U.S. Public Health Service for a career</li> <li>(3) to earn money</li> <li>(4) to get additional training</li> <li>(5) other (specify) _____</li> </ul>		<p>6. WHAT IS YOUR IMPRESSION OF THE STUDENT'S INITIATIVE?</p> <ul style="list-style-type: none"> <li>(1) seems to aspire to nothing higher; frequently shirks responsibility</li> <li>(2) somewhat lacking in drive; seems reluctant to accept delegated responsibility</li> <li>(3) accepts and discharges delegated duties willingly</li> <li>(4) is more willing and able than most to assume additional duties even beyond own grade level</li> <li>(5) a "self-starter" who generates work and takes on greater and greater responsibility</li> </ul>
<p>2. <b>HOW FAMILIAR WAS THE STUDENT WITH THE COMMISSIONED CORPS OF THE U.S. PUBLIC HEALTH SERVICE AT THE BEGINNING OF EMPLOYMENT?</b></p> <ul style="list-style-type: none"> <li>(1) no knowledge of the Service</li> <li>(2) some general ideas which were later proved incorrect</li> <li>(3) a small amount of knowledge, all basically correct, but requiring a great deal of additional information</li> <li>(4) a good understanding of the Service</li> <li>(5) an extensive amount of knowledge requiring little or no additional information</li> </ul>		<p>7. HOW WELL DOES THE STUDENT REALIZE OWN CAPABILITIES AND LIMITATIONS?</p> <ul style="list-style-type: none"> <li>(1) frequently acts beyond level of training and authority; tries too many things without seeking advice</li> <li>(2) occasionally goes beyond level of training and authority; does not know when to seek assistance</li> <li>(3) usually performs tasks within capabilities; ordinarily will seek advice and help when need for help is indicated</li> <li>(4) is aware of capabilities and limitations; frequently seeks advice and help when necessary</li> <li>(5) has excellent awareness of capabilities and limitations at present level of training; knows very well when and where to seek advice</li> </ul>
<p>3. HOW WELL DOES THE STUDENT GET ALONG WITH OTHER PEOPLE?</p> <ul style="list-style-type: none"> <li>(1) tends to irritate and antagonize people</li> <li>(2) occasionally causes unpleasant situations</li> <li>(3) neither causes any clashes nor adds anything with his/her personality</li> <li>(4) very pleasant disposition; makes favorable impression on others</li> <li>(5) unusually helpful and courteous; has a noticeably good effect on the work of the group</li> </ul>		<p>8. DOES THE STUDENT POSSESS ORIGINALITY?</p> <ul style="list-style-type: none"> <li>(1) definitely not imaginative; waits for other people to furnish the ideas</li> <li>(2) something of a routine worker who only infrequently contributes anything new</li> <li>(3) comes up with a new idea now and then</li> <li>(4) has more imagination than most employees of this grade and type of work; frequently thinks of new ways of doing things</li> <li>(5) has lots of ideas; can almost always be counted on to provide a new approach</li> </ul>
<p>4. HOW WELL DOES THE STUDENT WORK WITH OTHER PEOPLE?</p> <ul style="list-style-type: none"> <li>(1) definitely not a teamworker; adjustments have to be or should be made to allow for working alone</li> <li>(2) wants to do things own way more often than is desirable; can't quite accept being only one of the group</li> <li>(3) an average teamworker; has no particular difficulties in adjusting own work to that of others</li> <li>(4) quite cooperative and able to mesh work with others so as to accomplish a joint effort</li> <li>(5) regarded as an excellent teamworker; has a noticeably good effect on any work group</li> </ul>		<p>9. WHAT WOULD YOU JUDGE THE STUDENT'S CAPACITY FOR DEVELOPMENT TO BE?</p> <ul style="list-style-type: none"> <li>(1) has just about reached limit for development</li> <li>(2) potential for development rather limited</li> <li>(3) about average in development potential</li> <li>(4) has more than usual potential for development</li> <li>(5) has outstanding development potential</li> </ul>
<p>5. DOES THE STUDENT APPEAR TO BE INTERESTED IN OWN WORK?</p> <ul style="list-style-type: none"> <li>(1) appears bored with work</li> <li>(2) sometimes gives the impression of lack of enthusiasm</li> <li>(3) seems interested in present job</li> <li>(4) almost always engrossed in work</li> <li>(5) seems to find work extremely fascinating and stimulating</li> </ul>		<p>10. DOES THE STUDENT SEEM CAPABLE OF LEARNING?</p> <ul style="list-style-type: none"> <li>(1) responds rather slowly and with poor understanding</li> <li>(2) has somewhat more difficulty than most in present grade and type of work</li> <li>(3) learns as quickly as most employees of this grade and type of work</li> <li>(4) not likely to miss the point; learns new things easily</li> <li>(5) has an extraordinary ability to learn new things and to grasp ideas</li> </ul>



<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</p> <p>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</p> <p>13. WHAT IS THE CALIBER OF WORK DONE BY THE STUDENT?          (1) work frequently contains an unacceptable percentage of errors 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</p> <p>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</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)?          (1) unsuitable for the Corps; has one or more outstandingly undesirable characteristics, (social, emotional, professional, etc.)          (2) of doubtful suitability for the Corps; 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 Corps; 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</p> <p>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</p> <p>17. SHOULD THE SERVICE MAKE A SPECIAL EFFORT TO RECRUIT THIS INDIVIDUAL ON 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</p> <p>18. WOULD YOU REHIRE THIS INDIVIDUAL AS A JRCOSTEP OFFICER FOR EXTENDED ACTIVE DUTY?          (1) Yes            (2) No          Explain: _____</p>
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COMMENTS

**Return completed form to:**  
 Office of Commissioned Corps Operations  
 ATTN: JRCOSTEP Coordinator  
 1101 Wootton Parkway, Plaza Level, Suite 100  
 Rockville, MD 20852

SUPERVISOR'S NAME <i>(Print or type)</i>	CATEGORY OR DISCIPLINE	E-MAIL ADDRESS	(1) PHS Commissioned Officer (2) Federal Civil Service (3) State Government (4) Other (specify) _____
POSITION TITLE	SIGNATURE	DATE	

<p>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>          I concur with this evaluation.      I disagree with this evaluation in the following ways: _____</p>	SIGNATURE OF JRCOSTEP OFFICER BEING REPORTED ON	DATE
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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: \_\_\_\_\_

**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)**

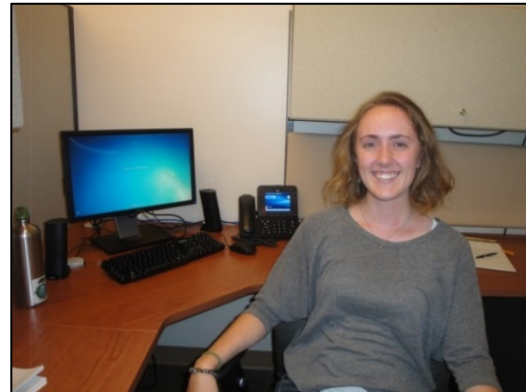
Disclosure of the SSN is mandatory under provisions of the Social Security Act since Corps officers are under Social Security "covered employment" and taxes must be withheld from their salaries. The SSN is also used as an identifier throughout an officer's career. It is used primarily to identify an 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.

## EXAMPLE JRCOSTEP NARRATIVE

**ENS Jennifer Kamm**  
**JRCOSTEP Summer Narrative**  
**Illinois State University**  
**San Carlos Service Unit**  
**San Carlos, Arizona**



1 - ENS Kamm at new duty station office

Hi, my name is Jenny Kamm! I am originally from LaGrange, Illinois which is about twenty minutes southwest of Chicago. I am currently pursuing a Bachelor's Degree in Environmental Health at Illinois State University and plan to graduate this coming December. My major requires a 9 week internship to graduate. I remember hearing about the opportunity to work for the Indian Health Service in Alaska (and other places) during my freshman year. One of the most attractive parts of the Indian Health Service COSTEP experience was the chance to experience a new landscape and a new culture. My experience has lived well past my expectations.

Even though I did not end up in Alaska, I landed the perfect duty station: the San Carlos Service Unit located ~100 miles due East of Phoenix. This was my first time in the Southwest and my first time traveling alone. I know that can be a little daunting for many COSTEPs, but I can assure you, it has been well worth the challenge. It has been absolutely thrilling to experience a climate and landscape so different from that of Illinois. Our office serves the San Carlos Apache Tribe, which covers about 1.8 million acres of land and is home to around 15,000 tribal members and non-tribal residents. I had the pleasure of working under Environmental Health Officer José Velascosoltero, my preceptor, for a three month time period in which I learned a great deal about public health, the culture around me, and myself.



2 - ENS Kamm conducting a food inspection

The internship was a perfect taste of what it is like working as an Environmental Health Officer for the Indian Health Service. I knew going into it that this experience would be unique. What makes this internship special is the wide variety of tasks to experience. Some of these tasks include food inspections, swimming pools inspections, teaching food handler classes, conducting seat-belt surveys, running annual rabies vaccination clinics, and working to prevent the spread of infectious diseases such as Rocky Mountain spotted fever (RMSF).

My favorite part of the internship has been working with the rabies vaccination clinics. One week into my internship, Jose Velascosoltero and I traveled to the Hopi Reservation to assist with their vaccination clinic. Under the supervision of the veterinarian, I learned to administer the rabies vaccine to both dogs and cats. By the end of the week I had given over 150 vaccines. I loved being outside all week long touring the communities and gaining hands-on experience.



**3 - ENS Kamm administering rabies vaccination**

One of my main responsibilities was my final project. The project is an evaluation of the strategies the Indian Health Service uses to prevent the spread of the very dangerous disease Rocky Mountain spotted fever (RMSF). The control strategies primarily target the stray dog population. So, my project was to produce the current dog population census for the reservation, noting the number of restrained dogs and the number of tick collars in use. I have found that there is a total of 1243 dogs on the reservation as of 2015, 404 of which are restrained, and 169 of which had tick collars at the time of the survey. In comparison to a similar project from 2011, conducted by the Centers for Disease Control and Prevention, the average number of dogs per home has increased slightly from 1 to 2 dogs. However, the percentage of dogs being restrained has increased from 29% in 2011 to 33% in 2015. Finally, the percentage of dogs wearing tick collars at the time of the survey has decreased from 23% in 2011 to 14% in 2015. It is rewarding to think that IHS will be able to use this information to prevent the spread of RMSF.

Overall I have felt very fortunate to have experienced such a unique, rewarding, and educational internship. I would highly suggest it to anyone who may be interested. Not only have I had the chance to learn about IHS and Environmental Health, but I have learned about the wonderfully unique culture of the San Carlos Apache Tribe. I am so thankful for this experience and will remember it fondly for the rest of my life.

# 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 userid; 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](mailto: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.