

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

(To Be Completed By Preceptor or Immediate Supervisor)

JRCOSTEP OFFICER'S NAME (Print or type)	CATEGORY	JRCOSTEP OFFICER'S PHS SERIAL NUMBER
<p>1. WHY DO YOU THINK THE STUDENT APPLIED FOR JRCOSTEP?</p> <p><input type="checkbox"/> (1) to gain professional experience</p> <p><input type="checkbox"/> (2) to consider the Commissioned Corps of 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 (specify) _____</p> <p>2. HOW FAMILIAR WAS THE STUDENT WITH THE COMMISSIONED CORPS OF THE U.S. PUBLIC HEALTH SERVICE AT THE BEGINNING OF EMPLOYMENT?</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 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 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

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 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

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

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 (Print or type)	CATEGORY OR DISCIPLINE	E-MAIL ADDRESS	<input type="checkbox"/> (1) PHS Commissioned Officer <input type="checkbox"/> (2) Federal Civil Service <input type="checkbox"/> (3) State Government <input type="checkbox"/> (4) Other (specify) _____
POSITION TITLE	SIGNATURE		

TO BE FILLED OUT BY JRCOSTEP OFFICER BEING REPORTED ON I have read this evaluation and had an opportunity to discuss it and retain a copy. <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
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