

**PHV INTERN / TRAINEE GUIDE FOR VETERINARY MENTORS OF PROCEDURES TO DEMONSTRATE AND EVALUATE**

Intern / trainee \_\_\_\_\_ Mentor \_\_\_\_\_

Dates \_\_\_\_\_ Establishment/Species \_\_\_\_\_

*Mentors should coach the intern / trainee in the following procedures and evaluate if the intern / trainee is able to interpret and/or perform the task to achieve a basic awareness or proficiency level. If a certain procedure does not apply to the species at the mentor’s plant, make sure the intern has the opportunity to be exposed to other species and to processing operations in order to be rated on those procedures. It is not acceptable for a mentor to have the intern / trainee spend a significant time during the work day reviewing CDs or other training materials. Those are covered adequately in the CFL classroom training. The mentoring time is for demonstrating, coaching and evaluating the intern / trainee on the following important in-plant “survival skills”. The mentor ensures that the intern / trainee is aware of the resources available on-the-job to adequately address procedures and issues, that may arise, and has a basic awareness of how the regulatory framework is applied on the job.*

Procedures	Description The intern / trainee should demonstrate to the mentor that these procedures/policies are understood and/or performed	Tools	Date completed	Basic Proficiency and /or Awareness Proficiency Level
<b>Ante Mortem Inspection</b>	<p><u>Mentor to demonstrate:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safety protocols to be followed.</li> <li><input type="checkbox"/> How to observe animals at rest and in motion.</li> <li><input type="checkbox"/> Knowledge of unique requirements that apply to the duty station or species slaughtered.</li> <li><input type="checkbox"/> How to take official control action (suspect, condemn).</li> <li><input type="checkbox"/> Knowledge of applicable paperwork.</li> <li><input type="checkbox"/> Demonstrate knowledge of &amp;/or ability to properly handle:</li> <li><input type="checkbox"/> BSE/CNS Inspections <input type="checkbox"/>Reportable diseases <input type="checkbox"/>Foreign Animal Diseases <input type="checkbox"/>Suspect classification <input type="checkbox"/>Disabled livestock</li> </ul> <p><u>Questions for mentors to ask to test knowledge:</u>                      Why does FSIS conduct ante mortem inspection?                      What might be some consequences of not performing thorough ante mortem inspection? How does the PHV’s expertise contribute to the safety and security of the food supply during ante mortem inspection?</p>	<ul style="list-style-type: none"> <li>• Flashlight</li> <li>• Thermometer</li> <li>• Watch</li> <li>• Pen</li> <li>• PBIS</li> <li>• Safety equipment</li> <li>• Regulations</li> <li>• Directives</li> <li>• Notices</li> <li>• APHIS documentation</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of ante mortem inspection procedures and policies without significant intervention by the mentor.</p> <p><b>Comments:</b></p>

Procedures	Description The intern / trainee should demonstrate to the mentor that these procedures/policies are understood and/or performed	Tools	Date completed	Basic Proficiency and /or Awareness Proficiency Level
<b>Humane Handling</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Aware of the regulatory requirements for humane handling of livestock.</li> <li><input type="checkbox"/> Performs antemortem inspection at all applicable facilities.</li> <li><input type="checkbox"/> Observes handling of animals (including birds) and stunning routines.</li> <li><input type="checkbox"/> Able to discuss and evaluate the significance of recording HAT data.</li> <li><input type="checkbox"/> Proficient at entering HAT data into eADRS.</li> <li><input type="checkbox"/> Understands official control actions and response to egregious incidents.</li> <li><input type="checkbox"/> Knows DVMS and how/when to contact.</li> <li><input type="checkbox"/> Understands poultry GCPs and how this differs from humane handling of livestock.</li> </ul> <p><u>Questions</u> Why are we charged with the responsibility of ensuring humane handling? Why is it important?</p>	<ul style="list-style-type: none"> <li>• Regulations</li> <li>• Directives</li> <li>• Notices</li> <li>• Flashlight</li> <li>• Pen</li> <li>• Note pad</li> <li>• U.S. Reject tag</li> <li>• Work safety equipment</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of humane handling and slaughter including poultry inspection procedures and policies without significant intervention by the mentor.</p> <p><b>Comments:</b></p>
<b>Postmortem inspection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Carcass presentation and line speed responsibilities- assure line speeds and presentation are consistent and adequate and do not interfere with proper inspection.</li> <li><input type="checkbox"/> Inspection techniques – perform hand motions, observations, palpations, incisions.</li> <li><input type="checkbox"/> Knows Tuberculin Reactor procedure.</li> <li><input type="checkbox"/> Carcass dispositions – recognize normal; uses public health focused thought process to diagnose abnormal conditions and diseases (acute vs chronic; localized vs systemic; impacts public health vs OCP); makes proper carcass dispositions.</li> <li><input type="checkbox"/> Condemned and inedible control – understand, observe, and verify that establishment maintains control.</li> <li><input type="checkbox"/> Inspection reports – properly fill out applicable reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Regulations</li> <li>• Directives</li> <li>• Notices</li> <li>• Guidelines (NELS, SIS, etc.)</li> <li>• Stop watch</li> <li>• Knife</li> <li>• Hook</li> <li>• Locks</li> <li>• Seals</li> <li>• EADR Forms</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of postmortem inspection procedures and policies without significant intervention by the mentor.</p> <p><b>Comments:</b></p>

Procedures	Description The intern / trainee should demonstrate to the mentor that these procedures/policies are understood and/or performed	Tools	Date completed	Basic Proficiency and /or Awareness Proficiency Level
<p><b>5000.1 Rev 3 methodology</b></p>	<p>Cover all methods outlined in FSIS Directive 5000.1 Rev. 3 from the inspector and supervisor perspective:</p> <ul style="list-style-type: none"> <li>□ <b>Rules of Practice</b> – explain regulatory control actions; show tags and explain how they are used; show copies of NOIEs in the government file; walk through scenarios based on past experience.</li> <li>□ <b>Sanitation Performance Standards</b> – demonstrate performance of procedures; explain how to randomly select the requirement to verify; review how to document noncompliance and how to interact with the plant when noncompliance occurs; show examples of NRs in the government file; walk through scenarios based on past experience; explain how to determine if the noncompliance found is SSOP (e.g., contamination/adulteration of product or product contact surface) or HACCP (contamination is food safety concern).</li> <li>□ <b>SSOP</b> – review establishment’s SSOP; demonstrate performance of procedures; review how to document noncompliance and how to interact with the plant when noncompliance occurs; show examples of NRs; walk through scenarios based on past experience.</li> <li>□ <b>HACCP</b> – review establishment’s HACCP plan and hazard analysis; demonstrate performance of procedures; explain that when noncompliance is found when performing 01 procedure to follow up by performing 02 procedure; explain how 01 and 02 procedures are different; review how to document noncompliance and how to interact with plant when noncompliance occurs; show example NRs; walk through scenarios based on past experience.</li> </ul> <p><i>(Continued)</i></p>	<ul style="list-style-type: none"> <li>• Regulations</li> <li>• Directives</li> <li>• Notices</li> <li>• Establishment SSOP and HACCP plan</li> <li>• Establishment SSOP and HACCP records</li> <li>• Sample NRs</li> <li>• Establishment E. coli written plan and records</li> <li>• Salmonella sampling supplies, forms, and shipping materials;</li> <li>• Food safety sampling supplies, forms, and shipping materials.</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of the methods in Dir. 5000.1 Rev. 3 described here without significant intervention by the mentor. For example, has basic proficiency and/or awareness proficiency of:</p> <p>Performing the HACCP, SPS, and SSOP duties without intervention .from the mentor.</p> <p>Preparing and submitting <i>Salmonella</i> and food safety samples correctly; completing forms accurately; making proper disposition of carcasses; retrieving results from LEARN.</p> <p>Reviewing generic <i>E. coli</i> records.</p> <p>Documenting noncompliance, Following the Rules of Practice when taking regulatory control actions.</p>

Procedures	Description The intern / trainee should demonstrate to the mentor that these procedures/policies are understood and/or performed	Tools	Date completed	Basic Proficiency and /or Awareness Proficiency Level
<p><b>5000.1 Rev. 3 methodology (continued)</b></p>	<ul style="list-style-type: none"> <li data-bbox="409 358 1125 602"> <input type="checkbox"/> <b>Pathogen reduction</b> (Salmonella Performance Standards; Generic E. coli verification) – Demonstrate sampling procedure; explain when and how to sample; demonstrate how to complete forms and submit samples; explain what is done when sample set failure occurs; show plant generic E. coli written plan and records of plant sampling; explain what to review in plant records and what constitutes noncompliance.           </li> <li data-bbox="409 634 1125 878"> <input type="checkbox"/> <b>Food safety sampling</b> (E. coli O157:H7, Listeria) – Demonstrate sampling techniques; explain why sampling is done; explain what products are sampled; explain how OPHS determines what products to sample; show how to check records of in plant testing based on instructions in Directive 5000.2; explain what constitutes noncompliance and how to document noncompliance; show how to submit samples and how to check LEARN for results.           </li> </ul>			<p><b>Comments:</b></p>

Procedures	Description The intern / trainee should demonstrate to the mentor that these procedures/policies are understood and/or performed	Tools	Date completed	Basic Proficiency and /or Awareness Proficiency Level
<p><b>Food Safety Standard for feces, ingesta, milk (red meat), feces (poultry)</b></p>	<p><b>Poultry:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On line duties.</li> <li><input type="checkbox"/> Off line duties –examine 10 randomly selected carcasses prior to chiller; identify appearance of feces.</li> <li><input type="checkbox"/> Verifying compliance with HACCP requirements.</li> </ul> <p><b>Red meat:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On line duties.</li> <li><input type="checkbox"/> Off line duties – identify appearance of feces, milk, and ingesta on heads, weasand meat, cheek meat, and carcasses.</li> <li><input type="checkbox"/> Verifying compliance with HACCP requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• FSIS Directive 6420.4</li> <li>• Establishment HACCP plan</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of the Food Safety Standard for feces, ingesta, milk (red meat) and feces (poultry) described in this section without significant intervention by the mentor.</p> <p>For example, Identifying contamination; Knowing locations to perform procedures; Understanding plant actions required when it occurs</p> <p><b>Comments:</b></p>

Procedures	Description The intern / trainee should demonstrate to the mentor that these procedures/policies are understood and/or performed	Tools	Date completed	Basic Proficiency and /or Awareness Proficiency Level
<p><b>Sampling and submission of laboratory specimens for pathology and residue</b></p>	<p><input type="checkbox"/> <b>Pathology</b> (use proper terminology describing pathologies) and <b>TB</b> – NVSL suspect granuloma submissions – identify lesions; collect representative tissues; retain carcass/product pending results; prepare tissue for submission; prepare forms; ship samples; security of samples; check for results in LEARN.</p> <p><input type="checkbox"/> <b>Residue</b> – Demonstrate how to use FAST; request supplies; location for collecting sample; collect tissue samples; complete forms; make proper disposition of animals; directed/headquarters generated; timing of samples; submission of lab forms; shipping samples; agar plate preparation; check for results in LEARN; explain how to be familiar with how the establishment addresses residues in their HACCP plan and/or plant procedures; identify animals during ante mortem and post mortem inspection that exhibit conditions and symptoms that may warrant collection of samples for residue; explain how to segregate the animals and/or have the carcasses railed out or hung back for disposition; read and interpret the test results; gather the initial producer information from the plant: complete FSIS Form 10,000.2 correctly.</p>	<ul style="list-style-type: none"> <li>• Sample kits</li> <li>• Seals</li> <li>• Shipping labels</li> <li>• Regulations</li> <li>• Directives</li> <li>• Notices</li> <li>• Retain tags</li> <li>• LEARN</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency for sampling and submission of laboratory specimens for pathology and residues described in this section without significant intervention by the mentor.</p> <p>For example:                      Preparing and submitting samples correctly;                      Completing forms ;                      Making proper disposition of carcasses;                      Retrieving results from LEARN.</p> <p><b>Comments:</b></p>

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<p><b>Plant Management Communication</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand weekly meetings held, attend at least one meeting, review NRs, discuss trends, systems and public health issues; document meetings.</li> <li><input type="checkbox"/> Be prepared to institute needed meetings upon arrival to duty station.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship principles</li> <li>• NRs</li> <li>• PBIS data</li> <li>• memos</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of communication regarding preparing and conducting weekly meetings without significant intervention by the mentor.</p> <p><b>Comments:</b></p>
<p><b>Labor Management Agreement</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment rosters/scheduling – know who prepares; know how to read it; where to find it; what to do for staffing shortages; resource people and tools.</li> <li><input type="checkbox"/> Management rights and union rights – changes from old contract to new that cause problems; no consultation; right to assign work; 10MR/12 rule.</li> <li><input type="checkbox"/> Breaks – official breaks; who is responsible for breaks; when they are given.</li> <li><input type="checkbox"/> Grievances – understand they are part of the process; don’t panic; don’t take it personally; what to tell bargaining unit employee about continuing to work and filing grievance later.</li> <li><input type="checkbox"/> No past practices – national bargaining; what can set up past practice; how to avoid forming a past practice; understanding supervisory chain of command.</li> </ul>	<ul style="list-style-type: none"> <li>• LER specialist contact</li> <li>• LER training manual</li> <li>• Contract</li> <li>• Local duty rosters/schedule</li> <li>• Copies of grievance and response</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of the Labor Management Agreement described in this section without significant intervention by the mentor. For example, Understanding the processes and knowing who to contact with questions.</p> <p><b>Comments:</b></p>

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<b>OCP verification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using methods described in FSIS Directive 7000.1 – understands scheduling; demonstrates performance of various OCP procedures as appropriate (e.g., FPS for poultry; carcass AQL, net weights; formulation check; X % solution; show plant labeling files; understands when and how to document noncompliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Regulations</li> <li>• Directive 7000.1</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of OCP verification described in this section without significant intervention by the mentor.</p> <p><b>Comments:</b></p>
<b>Wellness, Health and Safety in the plant</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate safe working habits – conduct plant tour of exits, review emergency plan; review emergency phone numbers.</li> <li><input type="checkbox"/> Use of personal protective equipment (including lockout/tag out) – review proper use of knives; verify they have all PPE; demonstrate lockout/tag out procedures; show location of first aid kit.</li> <li><input type="checkbox"/> Safety reports – demonstrate how to complete injury reporting forms; show log of injuries; review OWCP information; share information on contact at HRD.</li> <li><input type="checkbox"/> Workplace violence – explain policies and procedures; show red folder in government files; share information on 1-800 number to report incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency posters, phone numbers, evacuation plan;</li> <li>• Directive 4791;</li> <li>• Injury report forms;</li> <li>• OWCP Handbook;</li> <li>• Contact information</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of Wellness, health and safety in the establishment as described in this section without significant intervention by the mentor.</p> <p>For example, Demonstrating safe working habits; accessing appropriate forms; knowing how to make appropriate contacts.</p> <p><b>Comments:</b></p>



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<b>Water Retention Issues</b>	<input type="checkbox"/> Able to verify compliance to applicable directive – review plant program, records, labeling.	<ul style="list-style-type: none"> <li>• Plant protocol</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>Low</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of water retention issues described in this section without significant intervention by the mentor.</p> <p><b>Comments:</b></p>
<b>Administrative</b>	<input type="checkbox"/> Has experience in and shows competence in completion of forms and proper distribution. <input type="checkbox"/> T&A reports (full time and WAE) – how to check inspector’s T&As; when and how to approve leave; leave balance; proper use of FMLA, FFLA; who applies for what leave. <input type="checkbox"/> Staffing – process; who to contact with questions; pull patterns; District practices. <input type="checkbox"/> Appeals – format; how to respond; who to call with questions. <input type="checkbox"/> Travel vouchers – where to submit; travel authorization; who to call with questions; CONUS. <input type="checkbox"/> FSIS form 5110 – 1. <input type="checkbox"/> Supply requisitions – show forms; how to place order; when to place order by fax, email, mail, in case of emergency; how to handle accountable items. <input type="checkbox"/> Official reference material; able to locate, use and apply – PCDiags, Index, Outlook, FSIS web site; how to locate Directives, Notices, Regulations, Interim Regulations, etc.	<ul style="list-style-type: none"> <li>• Forms</li> <li>• Directives</li> <li>• Resource persons names and phone numbers</li> <li>• Government files</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of the administrative procedures described in this section without significant intervention by the mentor.</p> <p>For example,            Completing forms, accessing Agency resources, making necessary contacts to get answers to questions.</p> <p><b>Comments:</b></p>

Procedures	Description The intern / trainee should demonstrate to the mentor that these procedures/policies are understood and/or performed	Tools	Date completed	Basic Proficiency and /or Awareness Proficiency Level
<b>Administrative (continued)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Official file maintenance.</li> <li><input type="checkbox"/> Computer efficiency – how to maintain files; how to locate files specifically of interest to district (e.g., Outlook folders).</li> <li><input type="checkbox"/> Access LEARN Pathogen Reduction and Residue Data Security maintenance.</li> <li><input type="checkbox"/> Access current regulations on PCDials and the internet.</li> <li><input type="checkbox"/> Use of data – understand how to use PBIS, e-ADRS.</li> <li><input type="checkbox"/> SF1164 – Use Notice to complete their own; review other samples for adequacy.</li> <li><input type="checkbox"/> Credit card use – discuss responsibilities.</li> </ul>			
<b>Human Resources Administrative Duties</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness of practical application of:</li> <li><input type="checkbox"/> Performance evaluation; select elements, establish standards, monitor performance, complete FSIS form 4430-5, conduct evaluation interview.</li> <li><input type="checkbox"/> Career counseling</li> <li><input type="checkbox"/> Within-grade increase.</li> <li><input type="checkbox"/> EEO/civil rights.</li> <li><input type="checkbox"/> Merit promotion.</li> <li><input type="checkbox"/> Work Unit meetings – conduct one if possible.</li> <li><input type="checkbox"/> What is contained in the inspector’s personnel file.</li> <li><input type="checkbox"/> Demonstrate in-plant application.</li> <li><input type="checkbox"/> Show organization of files, bulletin boards.</li> <li><input type="checkbox"/> Demonstrate use of Agency resources.</li> <li><input type="checkbox"/> Reinforce the importance of setting performance standards and linking them to personnel actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Government files</li> <li>• Bulletin boards</li> <li>• User guides</li> <li>• Electronic resources</li> <li>• Forms</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of the human resources administrative duties described in this section without significant intervention by the mentor.</p> <p>For example, Understanding how to access resources, using forms, maintaining personnel files.</p> <p><b>Comments:</b></p>

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<b>IPPS Assessments</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Process</b> – Explain when and how to conduct assessments; how to give feedback; how to document and share results; review the method; frequency = Minimum of 2 times per year; who performs and who receives the IPPS assessments.</li> <li><input type="checkbox"/> <b>Tools</b> – Show how to access Supervisory Guidelines; show how to use Form 4430-.8 and store results electronically.</li> </ul>	<ul style="list-style-type: none"> <li>• FSIS Directive 4430.3; Rev. 1</li> <li>• Form 4430-8</li> <li>• Supervisory Guideline and CFR</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of the IPPS assessments described in this section without significant intervention by the mentor.</p> <p><b>Comments:</b></p>
<b>Team leadership</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Open communication with inspection team – discuss expectations of both parties orally and electronically.</li> <li><input type="checkbox"/> Observe effective delegation of appropriate duties and supervision – discuss application in plant setting with inspection personnel.</li> <li><input type="checkbox"/> Discuss expanded public health assurance duties and the team concepts of working with EIAOs and other PHVs.</li> <li><input type="checkbox"/> Problem solving observed; demonstrate inspection team’s joint efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• New EIAO-trained PHV GS 12 position description (or latest draft).</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of leading a team as described in this section without significant intervention by the mentor.</p> <p>For example, Demonstrating behaviors consistent with Agency expectations.</p> <p><b>Comments:</b></p>

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<b>Export certification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Certificate preparation</li> <li><input type="checkbox"/> Product examination</li> <li><input type="checkbox"/> Requirement determination</li> <li><input type="checkbox"/> Export Training- AgLearn</li> </ul>	<ul style="list-style-type: none"> <li>• Regulations</li> <li>• Directives (9000.1)</li> <li>• Notices</li> <li>• Export Library</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of export certification procedures described in this section without significant intervention by the mentor.</p> <p><b>Comments:</b></p>
<b>Recalls</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain procedures – identify District Recall Officer, District Case Specialist; explain how DO manages recalls.</li> <li><input type="checkbox"/> Understand role of VPHO in recall process – explain how they may be asked to assist with effectiveness checks based on direction from DO.</li> </ul>	<ul style="list-style-type: none"> <li>• Regulations</li> <li>• Directives (8080.1)</li> <li>• Notices</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of the recall procedures described in this section without significant intervention by the mentor.</p> <p><b>Comments:</b></p>

Procedures	Description The intern / trainee should demonstrate to the mentor that these procedures/policies are understood and/or performed	Tools	Date completed	Basic Proficiency and /or Awareness Proficiency Level
<b>Professionalism</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate the level of professionalism required by the Agency.</li> <li><input type="checkbox"/> Become familiar with the Code of Ethics and Conduct.</li> </ul> <p><u>Questions</u> How does professionalism of my direct reports and of me impact my ability to enforce regulations and improve public health?</p>	<ul style="list-style-type: none"> <li>• Handbook of Professionalism</li> <li>• IKE scenarios</li> <li>• Directive 4735.3</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of professionalism described in this section without significant intervention by the mentor.</p> <p>For example, Demonstrating behaviors consistent with Agency expectations. <b>Comments:</b></p>
<b>Computer skills</b>	<p><u>Apply FAIM training :</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Outlook Public Folders.</li> <li><input type="checkbox"/> Word processing; internet use.</li> <li><input type="checkbox"/> FAIM Help.</li> <li><input type="checkbox"/> Forms library;.</li> <li><input type="checkbox"/> IKE &amp; HIKE scenarios.</li> <li><input type="checkbox"/> Demonstrate how to synchronize routinely.</li> </ul> <p><u>Use of government computer:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review how to use computer tools PBIS, eADRS, LEARN.</li> <li><input type="checkbox"/> PC Dials;.</li> <li><input type="checkbox"/> Show how to send e-mails &amp; attachments.</li> <li><input type="checkbox"/> How to access NR's &amp; Appeals.</li> <li><input type="checkbox"/> Review use of government computer criteria.</li> <li><input type="checkbox"/> AgLearn access and use.</li> <li><input type="checkbox"/> Location of training materials online.</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• LEARN</li> <li>• eADRS</li> <li>• PC Dials</li> <li>• Outlook</li> <li>• Public Folders</li> </ul>		<p><b>High</b> <input type="checkbox"/> <b>Aver</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of the computer skills described in this section without significant intervention by the mentor.</p> <p>For example, Demonstrating skills consistent with Agency expectations. <b>Comments:</b></p>

**Mentor's Final recommendation:** I have directly observed and also have received indirect feedback (written and/or oral) regarding this intern / trainee and have taken all of this into consideration to the best of my ability. I have concluded that:

- This PHV has achieved basic proficiency and/or awareness proficiency of all of the procedures detailed in this checklist.
- This PHV has NOT achieved basic proficiency and /or awareness proficiency of all of the procedures detailed in this checklist.

The Frontline Supervisor and/or the District Manager of this PHV have been made aware of those procedures NOT meeting basic and /or awareness proficiency.     YES     NO

Explanation/Comments:

### **Mentor Guidelines for Using the PHV Intern Checklist**

1. The PHV Intern / Trainee Checklist should be used by the mentors as a guide outlining the major areas of responsibility facing the intern in his/her first position of authority in an FSIS establishment (IIC, PHV, relief PHV, etc).
2. Interns / Trainees should primarily work with mentors -- not spend a significant amount of time reading regulations or viewing informational CDs. Reference materials should be used to supplement hands-on mentoring.
3. Interns should understand and be able to perform daily operational procedures ("survival skills") that are accomplished at the mentoring facility. Mentors should cover checklist items either by intern shadowing, or through discussions and/or demonstrations.
4. Mentors should arrange alternate species training experience for interns to at least introduce those additional species. (For example: If the mentoring facility is a cattle only operation, the mentor should arrange one day visits to swine and poultry plants for the intern, if possible).
5. If processing operations are not performed at the mentoring facility, the mentor should arrange processing training for the intern / trainee at a nearby facility, when possible.
6. If the PHV has been with the Agency for two or more years, the PHV should be assigned to you to receive one week of alternate species mentoring. If this is not the case, please discuss this with the DM and perhaps an alternate mentor can be scheduled, even if it is in another District.
7. Prior to the arrival of all PHVs', mentors should verify the assignment with the District Office. Clarify that it meets the guidelines provided herein.
8. Mentors should submit completed PHV Intern / Trainee Checklists to CFL no later than one week after completion of intern training. Submit either by fax or mail to:

**Louise Hsu**  
**USDA, FSIS, OOEET, CFL, Distance Learning Branch**  
**1400 Independence Ave. S.W.**  
**Room 2915 South Building**  
**Washington, DC 20250**  
**Phone (202) 205-4546**  
**Fax (202) 720-0236**  
**Email: [louise.hsu@fsis.usda.gov](mailto:louise.hsu@fsis.usda.gov)**

Please send an email to Ms. Louise Hsu to alert her that the completed checklist had been faxed or mailed.

