

Guide for Completion of the Trainee Evaluation Form

Assessment and evaluation of the trainee's performance depends on accurate and reliable measurement of key performance indicators or competencies for an entry level Public Health Inspector.

Critical or systems thinking, procedural knowledge, attitude and practical application of skills require a sophisticated measurement scheme.

By identifying competencies or performance criteria, rubrics classify and organize performance observations with respect to different skill levels, and behaviors.

Purpose and Use of Rubrics

Measuring a performance, a work outcome, or a learning skill can prove to be challenging without the appropriate measurement tool. Rubrics are tools that can help evaluators come to similar conclusions about development of higher-level conceptual knowledge, performance skills, and attitudes.

The practicum coordinator and mentor need to evaluate the trainee on their skill and ability to apply their conceptual knowledge in the field of Environmental Public Health. The assessment of the skills and abilities is complex, and requires a consistent application of a subjective evaluation.

The rubric is designed to help the practicum coordinator complete the Trainee Evaluation Form (Appendix I).

The Evaluation form uses four categories, use the following interpretation for reach category as follows;

Satisfactory: Consistently meets expectations of an entry level Public Health Inspector **61%** of the time or more. **Score (2)**

Borderline: Sometimes meets expectations of an entry level Public Health Inspector 51% to 60% of the time. **Score (1)**

Unsatisfactory: Frequently does not meet the expectations of an entry level Public Health Inspector 50% of the time or less. **Score (0)**

Not Applicable; Trainee not exposed to the category of work and can not be assessed. **Not counted or Scored**

The Final Standing is interpreted as:

Satisfactory Standing: Trainee achieved a **score 51% or greater in all sections and overall. Scoring 52 or more out of 102, and scoring 51 % or more on every section.**

Unsatisfactory Standing: Student achieved a **score 50% or less in any section or overall. Scoring 51 or less out of 102 overall all, or 50% or less on any section.**

Section 1			
Was the trainee able to complete site inspections, facility evaluations and assessments, and other assigned duties independently?	Satisfactory: Consistently meets expectations (61% or more of the time) (Score 2)	Borderline; Sometimes meets expectations (51-60% of the time) (Score 1)	Unsatisfactory; Frequently does not meet expectations (50% or less of the time) (Score 0)
1. Ability to organize a work schedule	Trainee can organize and prioritize work independently	Trainee can organize work but not set appropriate priorities independently	Trainee can not organize and prioritize work independently
2. Ability to complete work on time	Trainee usually completes work on time	Trainee Sometimes completes work on time	Trainee frequently does not complete work on time
3. Ability to carry out inspections	Trainee can conduct an inspection independently and determine an appropriate hazard rating	Trainee can conduct an inspection independently and need some encouragement to determine the correct hazard rating	Trainee can not conduct an inspection independently or determine an appropriate hazard rating
4. Ability to work under pressure	Trainee can usually work under pressure (function at an expected level 70% of the time or more)	Trainee sometimes works under pressure at an acceptable level (60% of the time or more)	Trainee does not function at an expected level under pressure.
5. Ability to work independently	Trainee can work independently at the expected level	Trainee sometimes works independently at the expected level	Trainee frequently does not work independently at the expected level
Section 2			
Did the trainee carry out the investigative field activities needed to analyze and assess environmental health concerns?	Satisfactory	Borderline	Unsatisfactory
1. Ability to assess actual or potential health hazards?	Trainee consistently is able to assess actual or potential health hazards	Trainee sometimes able to assess actual or potential health hazards	Trainee not able to assess actual or potential health hazards
2. Demonstrated academic knowledge?	Trainee is able to define, assess and understand basic public health sciences	Trainee sometimes is able to define, assess and understand basic public health sciences	Trainee frequently is not able to define, assess and understand basic public health sciences
3. Ability to solve problems?	Trainee can usually diagnose and solve basic environmental public health problems	Trainee can sometimes diagnose and solve basic environmental public health problems	Trainee can not diagnose and solve basic environmental public health problems
4. Ability to utilize equipment correctly?	Trainee can operate public health inspection equipment required for inspections	Trainee sometimes able to operate public health inspection equipment required for inspections	Trainee can not operate basic public health inspection equipment required for inspections
5. Ability to handle equipment safely?	Trainee can skillfully operate public health inspection equipment in a safe manner	Trainee able to operate public health inspection equipment in a safe manner	Trainee frequently does not operate basic public health inspection equipment in a safe or skillful manner

6. Thoroughness of Inspections?	Trainee is able to conduct an inspection, identify critical and non-critical hazards and recommend control measures	Trainee is able to conduct an inspection, and sometimes able to identify critical and non-critical hazards and recommend control measures	Trainee is not able conduct an inspection independently or identify critical and non-critical hazards and recommend control measures
--	---	---	--

Section 3

Has the trainee utilized appropriate reporting methods?	Satisfactory	Borderline	Unsatisfactory
1. Ability to use and complete agency forms?	Trainee consistently uses and completes the appropriate forms correctly	Trainee usually uses and completes the appropriate forms correctly	Trainee rarely uses or completes the required agency forms correctly
2. Ability to record details of inspection accurately?	Trainee consistently records the details of the inspection in an orderly, legible, and accurate way	Trainee usually records the details of the inspection in an orderly, legible, and accurate way	Trainee frequently does not record all the details of the inspection in an orderly, legible, and accurate way
3. Ability to utilize agency's environmental health information systems for day-to-day activities?	Trainee consistently and competently utilizes the information system	Trainee sometimes operates and utilizes the information system	Trainee does not competently utilize the information system

Section 4

Has the trainee demonstrated an ability to work within the culture of the organization?	Satisfactory	Borderline	Unsatisfactory
1. Attendance	Trainee consistently arrives prepared for work on scheduled days	Trainee sometimes arrives late and unprepared to work	Frequently late or unaccounted for and unprepared to work
2. Punctuality	Usually punctual and on task	Sometimes punctual and on task	Often not punctual and off task
3. Appearance on duty	Usually dressed in a professional manner appropriate for the days work	Sometimes dressed in a professional manner	Frequently dress inappropriate or unprofessional
4. Attitude to job	Enthusiastic, seldom needs encouragement	Sometimes needs encouragement	Not enthusiastic, frequently needs encouragement
5. Attitude toward supervision	Usually maintains positive attitude in the face of constructive criticism.	Sometimes maintains a positive attitude in the face of constructive criticism.	Defensive and has a negative attitude when receiving constructive criticism.
6. Relationships with staff and allied workers	Usually courteous and works in a professional manner with all staff	Sometimes courteous and usually works in a professional manner with other staff	Frequently disrespectful to staff

7. Ability to follow agency procedures	Consistently follows policy and procedures.	Sometimes follows policies and procedures.	Frequently fails to follow policies and procedures.
8. Ability to function within a working group	Usually functions at the best of their ability, accepts responsibility and completes assign tasks competently and willingly.	Sometimes functions at the best of their ability, accepts responsibility and typically completes assigned tasks competently and willingly.	Frequently not functioning at the expected level, averts responsibility, and fails to complete tasks on time.
Section 4.1			
Did the trainee communicate professionally with clients?	Satisfactory	Borderline	Unsatisfactory
1. Written communications	Usually writes coherently and legibly on inspection reports, forms and other written records.	Sometimes writes coherently and legibly on inspection reports, forms and other written records.	Frequently does not write coherently or legibly on inspection reports, forms or other written records.
2. Verbal communications	Usually communicates in a clear and concise manner when communicating with the public	Sometimes communicates in a clear and concise manner when communicating with the public.	Frequently communication is not clear or concise, mentor frequently needs to intervene.
Did the trainee communicate professionally with members of the organization?	Satisfactory	Borderline	Unsatisfactory
1. Written communications	Usually writes coherently and legibly on reports, forms and other written communication records.	Sometimes writes coherently and legibly on reports, forms and other written communication records.	Frequently does not write coherently or legibly on reports, forms or other written communication records.
2. Verbal communications	Usually communicates in a clear and concise manner when communicating with staff.	Sometimes communicates in a clear and concise manner when communicating with staff.	Frequently communication is not clear or concise, mentor frequently needs to intervene.
Section 4.2			
Did the trainee employ appropriate interpersonal skills in dealing with clients and members of the organization?	Satisfactory	Borderline	Unsatisfactory
1. Manner toward the public	Usually acted in a professional, courteous and respectful manner when dealing with the public.	Sometimes acted in a professional, courteous and respectful manner when dealing with the public.	Frequently acts unprofessionally and is disrespectful to the public.
2. Manner toward the staff and allied workers	Usually acted in a professional, courteous and respectful manner when dealing with staff.	Sometimes acted in a professional, courteous and respectful manner when dealing with staff.	Frequently acted unprofessionally and was disrespectful to staff.

Section 5.0

Is the trainee able to conduct inspections and/or investigations equivalent to an entry-level PHI?

Potable Water Quality	Satisfactory	Borderline	Unsatisfactory
1. Public drinking water	Usually proficient identifying, interpreting, and applying public health laws, policies, and guidelines related to Public Drinking water	Sometimes proficient identifying, interpreting, and applying public health laws, policies, and guidelines related to Public Drinking water	Frequently has difficulty identifying, interpreting, or applying public health laws, policies, and guidelines related to Public Drinking water
2. Private drinking water	Usually proficient identifying, interpreting, and applying public health laws, policies, and guidelines related to Private drinking water	Sometimes proficient identifying, interpreting, and applying public health laws, policies, and guidelines related to Private drinking water	Frequently has difficulty identifying, interpreting, and applying public health laws, policies, and guidelines related to Private drinking water
Food Safety	Satisfactory	Borderline	Unsatisfactory
1. Review of plans/blueprints	Usually proficient in reading plans, interpreting and applying public health laws, policies, and guidelines related to food service establishments	Sometimes proficient in reading plans, interpreting and applying public health laws, policies, and guidelines related to food service establishments	Frequently lacking the ability to read plans, interpret and applying public health laws, policies, and guidelines related to food service establishments
2. Inspections	Usually proficient in identifying hazards and violations. Proficient in communicating the results of the inspection to the operator.	Sometimes proficient in identifying hazards and violations. Proficient in communicating the results of the inspection to the operator.	Frequently has difficulty in identifying hazards and violations. Needs encouragement to communicate the results of the inspection to the operator clearly or factually.
Communicable Disease	Satisfactory	Borderline	Unsatisfactory
1. Investigations	Proficient in collecting case history information and effective at informing the case in prevention strategies. Knowledgeable of most enteric pathogens and effective control measures.	Sometimes proficient in collecting case history information and effective at informing the case in prevention strategies. Knowledgeable of some enteric pathogens and effective control measures.	Frequently has difficulty in collecting case history information and effective at informing the case in prevention strategies. Unaware of most enteric pathogens and effective control measures.
Recreational Water	Satisfactory	Borderline	Unsatisfactory
1. Review of plans/blueprints	Usually proficient in reading plans, and interpreting and applying public health laws, policies, and guidelines related to recreational water facilities.	Sometimes proficient in reading plans, and interpreting and applying public health laws, policies, and guidelines related to recreational water facilities.	Frequently has difficulty reading plans, interpreting and applying public health laws, policies, and guidelines related to recreational water facilities.
2. Inspections	Usually proficient in identifying hazards and violations. Proficient in communicating the results of inspection to the operator.	Sometimes proficient in identifying hazards and violations. Usually proficient in communicating the results of inspection to the operator.	Frequently has difficulty identifying hazards and violations. Needs encouragement in communicating the results of inspection to the operator.

Waste Management	Satisfactory	Borderline	Unsatisfactory
1. Review of sewage disposal plans/blueprints	Usually proficient in reading plans, interpreting and applying public health laws, policies, and guidelines related to sewage systems.	Sometimes proficient in reading plans, interpreting and applying public health laws, policies, and guidelines related to food service establishments sewage systems.	Frequently lacking the ability to read plans, interpret and applying public health laws, policies, and guidelines related to food service establishments sewage systems.
2. Sewage disposal inspections	Proficient identifying malfunctioning sewage systems or environmental impacts to existing sewage systems and effective control measures. Proficient in communicating the results of inspection to the home owner, etc.	Sometimes proficient identifying malfunctioning sewage systems or environmental impacts to existing sewage systems and effective control measures. Sometimes proficient in communicating the results of inspection to the home owner, etc.	Frequently has difficulty identifying malfunctioning sewerage systems or environmental impacts to existing sewerage systems and effective control measures. Needs encouragement communicating the results of inspection to the home owner, etc.
3. Solid waste disposal	Knowledgeable of various types of waste management facilities, environmental impacts and health risks. Aware to knowledgeable of setback distances, health concerns and monitoring techniques.	Has some knowledge of various types of waste management facilities, environmental impacts and health risks. Aware of setback distances, health concerns and monitoring techniques.	Frequently has difficulty identifying environmental impacts or health risks associated with waste management facilities. Has difficulty identifying setback distances, health concerns and monitoring techniques.
Community Environment and Sanitation	Satisfactory	Borderline	Unsatisfactory
1. Pest management	Knowledgeable of various types of pests and health risks. Knowledgeable of monitoring techniques, treatment options and integrated pest management.	Incomplete knowledge of various types of pests and health risks. Aware of monitoring techniques, treatment options and integrated pest management.	Frequently has difficulty identifying pests and health risks. Lacks knowledge of monitoring techniques, treatment options and integrated pest management.
2. Nuisances	Knowledgeable of what defines a health nuisance and can describe various types of nuisances. Knowledgeable of the criteria for the existence of a health nuisance and can identify abatements options, and the legislation which regulates health nuisances.	Aware of what defines a health nuisance, and can describe various types of nuisances. Aware of the criteria for the existence of a health nuisance, abatements options, and legislation which regulates health nuisances	Frequently has difficulty defining a health nuisance, and describing types of nuisances. Sometimes has difficulty explaining the criteria for the existence of a health nuisance, abatements options, or legislation which regulates health nuisances.
3. General sanitation	Knowledgeable of what constitutes a health hazard, can describe and identify abatements options, and the legislation which regulates general sanitation complaints.	Incomplete knowledge of what constitutes a health hazard can describe various and identify abatements options, and the legislation which regulates general sanitation complaints.	Frequently has difficulty identifying a health hazard and abatements options, and the legislation which regulates general sanitation complaints.

4. Housing	Knowledgeable of housing problems that have an impact on health Usually proficient in interpreting and applying public health laws, policies, and guidelines related to housing issues.	Incomplete knowledge of housing problems that have an impact on health. Sometimes proficient in interpreting and applying public health laws, policies, and guidelines related to housing issues.	Frequently has difficulty defining types of housing problems that have an impact on health. Frequently lacking the ability to interpret and applying public health laws, policies, and guidelines related to housing issues.
5. Noise	Knowledgeable of how noise impacts health, can identify the agencies who may be involved with noise complaints and their roles. Can identify the health standards that may be used for noise complaints and can identify abatements options, and the legislation used to control noise problems.	Incomplete knowledge of how noise impacts health, aware of other agencies may be involved with noise complaints. Incomplete knowledge of the health standards that may be used for noise complaints and aware of abatements options and the legislation used to control noise problems.	Frequently has difficulty defining how noise impacts health, or the agencies who may be involved with noise complaints and their roles. Has difficulty identifying the health standards that may be used for noise complaints and abatements options, or the legislation used to control noise problems.
6. Indoor Air Quality (including tobacco enforcement)	Knowledgeable of types and sources of indoor air quality contaminants in private dwellings, public places and in a workplace. Knowledgeable of the protocol for IAQ investigations and types of surveys conducted. Knowledgeable of IAQ testing equipment and limitations of the equipment and can identify abatements options, and the relevant legislation.	Incomplete knowledge of types and sources of indoor air quality contaminants in private dwellings, public places and in a workplace. Incomplete knowledge of the protocol for IAQ investigations and types of surveys conducted. Incomplete knowledge of IAQ testing equipment and can identify abatements options, and the relevant legislation.	Frequently has difficulty defining a types and sources of indoor air quality contaminants in private dwellings, public places and in a workplace. Has difficulty identifying the protocol for IAQ investigations, testing equipment and abatements options, or the relevant legislation.
7. Outdoor Air Quality (including complaints and referrals from other agencies)	Knowledgeable of the health risks associated with outdoor air quality, types of contaminants, and what information should be assesses to determine hazard identification and health risk. Aware of the roles of the other agencies involved in monitoring and can identify abatements options, and the relevant legislation.	Incomplete knowledge of the health risks associated with outdoor air quality, types of contaminants, and what information should be assesses to determine hazard identification and health risk. Incomplete knowledge of the roles of the other agencies involved in monitoring and can identify abatements options, and the relevant legislation.	Frequently has difficulty defining health risks associated with outdoor air quality, types of contaminants, and what information should be assesses to determine hazard identification and health risk. Unaware of the roles of the other agencies involved in monitoring and abatements options, and the relevant legislation.
Public Institutions	Satisfactory	Borderline	Unsatisfactory
1. Schools	Knowledgeable of the primary health risks of workers and students in school settings. Can identify the health standards that may be used in school inspections and can identify abatements options, and the legislation used to correct problems.	Incomplete knowledge of the primary health risks of workers and students in school settings. Sometimes needs encouragement to identify the health standards that may be used in school inspections and can identify abatements options, and the legislation used to correct problems.	Has difficulty identifying the primary health risks of workers and students in school settings. Needs encouragement to identify the health standards that may be used in school inspections and can identify abatements options, and the legislation used to correct problems.

2. Child Care Facilities	Knowledgeable of the types of facilities, and PHI involvement, health concerns, disease spread, and legislation that regulates these facilities.	Incomplete knowledge of the types of facilities, and PHI involvement, health concerns, disease spread, and legislation that regulates these facilities.	Has difficulty defining the types of facilities, and PHI involvement, health concerns, disease spread, and legislation that regulates these facilities.
3. Adult Care Facilities	Knowledgeable of the types of facilities, and PHI involvement and health concerns, Knowledgeable of disease spread, injury prevention and legislation that regulates these types of facilities.	Incomplete knowledge of the types of facilities, and PHI involvement and health concerns. Incomplete knowledge of disease spread, injury prevention and legislation that regulates these facilities.	Has difficulty defining the types of facilities, and PHI involvement, health concerns, disease spread, and legislation that regulates these facilities.
4. Industrial or Summer Camps	Knowledgeable of the types of facilities, and PHI involvement. Knowledgeable of health risk of workers in industrial camps and summer camps and environmental issues of these types of camps. Knowledgeable of the applicable legislation that regulates these facilities.	Incomplete knowledge of the types of facilities, and PHI involvement. Incomplete knowledge of the health risk of workers in industrial camps and summer camps and environmental issues of these types of camps. Incomplete knowledge of the applicable legislation that regulates these facilities.	Has difficulty defining the types of facilities, and PHI involvement. Needs encouragement to identify the health concerns and legislation that regulates these facilities.
Land Use	Satisfactory	Borderline	Unsatisfactory
1. subdivisions, community plans, rezoning applications and referrals from other agencies	Knowledgeable of the factors of public health significance in land use planning and agencies involved. Knowledgeable of the public health and environmental impacts that must be considered for subdivision development and community planning. Knowledgeable of other agency roles and applicable legislation.	Incomplete knowledge of the factors of public health significance in land use planning and agencies involved. Incomplete knowledge of the public health and environmental impacts that must be considered for subdivision development and community planning. Incomplete knowledge of other agency roles and applicable legislation.	Has difficulty identifying the factors of public health significance in land use planning and agencies involved. Needs encouragement identifying the public health and environmental impacts that must be considered for subdivision development and community planning. Has difficulty recognizing other agency roles and applicable legislation.
Personal Services Facilities	Knowledgeable of the different types of personal service facilities, related health concerns and applicable legislation or standards. Knowledgeable of the disinfection and sterilization procedures for the equipment.	Incomplete knowledge of the different types of personal service facilities, related health concerns and applicable legislation or standards. Incomplete knowledge of the disinfection and sterilization procedures for the equipment.	Has difficulty identifying the different types of personal service facilities, related health concerns and applicable legislation or standards. Has difficulty identifying the disinfection and sterilization procedures for the equipment.