

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

Intern/Trainee

Mentor

Dates/Week of

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 establishment, 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
Ante Mortem Inspection	<p><u>Mentor to demonstrate:</u></p> <p>Safety protocols to be followed</p> <p>How to observe animals at rest and in motion</p> <p>Knowledge of unique requirements that apply to the duty station or species slaughtered.</p> <p>Performs ante mortem inspection at all applicable facilities.</p> <p>How to take official control action (suspect, condemn). <input type="checkbox"/></p> <p>Knowledge of applicable paperwork</p> <p>Demonstrate knowledge of &/or ability to properly handle:</p> <p>BSE/CNS Inspections Reportable diseases <input type="checkbox"/> Foreign Animal Diseases Suspect classification Disabled livestock</p> <p><u>Questions for mentors to ask to test knowledge:</u></p> <p>Why does FSIS conduct ante mortem inspection?</p> <p>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"> Flashlight Thermometer Watch Pen PHIS Safety equipment §309.1- §309.18 Directive 6100.1 Directive 6240.1 Directive 6100.3 Directive 6100.4 Directive 6600.1 BSE & SRM Directive 6000.1 FAD Notices FSIS Form 6150-1 APHIS Documentation 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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>Comments:</p>

Humane Handling / Poultry Good Commercial Practices	<p>Aware of the regulatory requirements for humane handling of livestock Observes handling of animals (including birds) and stunning routines Able to discuss and evaluate the significance of recording HATS data Proficient at entering HATS data into PHIS Understands official control actions and response to egregious incidents Knows DVMS and how/when to contact Understands poultry GCPs and how this differs from humane handling of livestock Understands when to document poultry a GCP NR vs MOI</p> <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"> • §313 - §313.50 • Directive 6900.2 • PHV Training • Notices • Flashlight • Pen • Note pad • U.S. Reject tag • Personal Protective Equipment • HIKE Scenarios • Directive 5000.9 • Compliance Guidelines 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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>Comments:</p>
Post mortem inspection	<p>Carcass presentation and line speed responsibilities- assure line speeds and presentation are consistent and adequate and do not interfere with proper inspection</p> <p>Inspection techniques – perform hand motions, observations, palpations, incisions</p> <p>Knows Tuberculin Reactor Procedure</p> <p>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 NFSCP); makes proper carcass dispositions</p> <p>Condemned and inedible control – understand, observe, and verify that establishment maintains control</p> <p>Inspection reports – properly fill out applicable reports</p>	<ul style="list-style-type: none"> • PHV-Entry Training • §310.1- §310.25 • Directive 6100.2 • Directive 6100.3 • §381.1- §381.524 • Notices • NPIS-Dir. 6500.1 • NSIS-Dir. 6600.1 • Stop watch • Knife • Hook • Locks • Seals • PHIS • FSIS PM • Disposition Forms 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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>Comments:</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
5000.1 methodology	<p><u>Cover all methods outlined in FSIS Directive 5000.1 from the inspector and supervisor perspective:</u></p> <p>Rules of Practice – 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</p> <p>Sanitation Performance Standards – demonstrate performance of procedures; explain how to randomly select the requirement to verify; review how to document noncompliance and how to interact with the establishment 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 Sanitation SOP (e.g., contamination/adulteration of product or product contact surface) or HACCP (contamination is food safety hazard)</p> <p>SSOP– review establishment’s Sanitation SOP; demonstrate performance of procedures; review how to document noncompliance and how to interact with the establishment when noncompliance occurs; show examples of NRs; walk through scenarios based on past experience</p> <p>HACCP – review establishment’s HACCP plan and hazard analysis; demonstrate performance of HACCP, SPS, Sanitation SOP procedures; review how to document noncompliance and how to interact with establishment when noncompliance occurs; show example NRs; walk through scenarios based on past experience</p> <p>(Continued)</p>	<ul style="list-style-type: none"> • Directive 5000.1 • Directive 5000.4 • §416.1- §416.17 • Directive 5000.6 • Reg.417.1-417.8 • IM-Training • Notices • Establishment Sanitation SOP and HACCP plan • Establishment Sanitation SOP and HACCP records • Sample NRs • Establishment E. coli written plan and records • Salmonella sampling supplies, forms, and shipping materials; • Food safety sampling supplies, forms, and shipping materials. • PHIS sample management • HACCP GUIDE • HACCP Guidelines & Policies 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of the methods in Dir. 5000.1 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 Sanitation SOP 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 LIMS-Direct.</p> <p>Reviewing generic <i>E. coli</i> records.</p> <p>Documenting noncompliance, Following the Rules of Practice when taking regulatory control actions.</p> <p>Comments:</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
5000.1 methodology (continued)	<p>Pathogen reduction (Salmonella Performance Standards; Campylobacter Performance Standards; Generic E. coli verification) – Demonstrate sampling procedure; explain when and how to sample; demonstrate how to complete sample submission documentation and submit samples; explain what is done when sample set failure occurs; show establishment generic E. coli written plan and records of establishment sampling; explain what to review in establishment records and what constitutes noncompliance</p> <p>Food safety sampling (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 LIMS-Direct for results</p>	<ul style="list-style-type: none"> • Compliance Guides Index • Directive 10250.1, Salmonella and Campylobacter Verification program • 10,000 Series: Laboratory Services • NARMS Video 		Comments:

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
Food Safety Standard for feces, ingesta, milk (red meat), feces (poultry)	<p>Poultry:</p> <p>On line duties</p> <p>Off line duties – examine 10 randomly selected carcasses prior to chiller; identify appearance of feces</p> <p>Verifying compliance with HACCP requirements</p> <p>Red meat:</p> <p>On line duties</p> <p>Off line duties – identify appearance of feces, milk, and ingesta on heads, weasand meat, cheek meat, and carcasses.</p> <p>Verifying compliance with HACCP requirements</p>	<ul style="list-style-type: none"> • Directive 6420.2 • Directive 10010.2 • Directive 5000.2 • Directive 6410.1 • Directive 6420.5 • Directive 6410.4 • Establishment HACCP plan 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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 establishment actions required when it occurs</p> <p>Comments:</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
Sampling and submission of laboratory specimens for pathology and residue	<p>Pathology (use proper terminology describing pathologies) and TB – NVSL suspect granuloma submissions – identify lesions; collect representative tissues; retain carcass/ product pending results; prepare tissue for submission; ship samples; security of samples; check for results in LIMS-Direct</p> <p>Residue – Demonstrate how to use KISTTM; 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; sample tube preparation; check for results in LIMS-Direct; explain how to be familiar with how the establishment addresses residues in their HACCP plan and/or establishment 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 establishment: complete FSIS Form 10,000.2 correctly</p>	<ul style="list-style-type: none"> • Sample kits • Seals • Shipping labels • Regulations • Directive 10230.6 • Directive 10800.1, Residue Sampling • KIS Instructions • Notices • Retain tags • LIMS-DIRECT • PHIS • 10000 Series: Laboratory Services 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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 LIMS-Direct; Entering data into PHIS.</p> <p>Comments:</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
Establishment Management Communication	<p>Understand weekly meetings held, attend at least one meeting, review NRs, discuss trends, systems and public health issues; document meetings</p> <p>Be prepared to institute needed meetings upon arrival to duty station</p>	<ul style="list-style-type: none"> Relationship principles FSIS Directive 5010.1 NRs PHIS memos 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <input type="checkbox"/></p> <p>Has achieved basic and/or awareness proficiency of communication with establishment management regarding preparing and conducting weekly meetings without significant intervention by the mentor.</p> <p>Comments:</p>
Labor Management Agreement	<p>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</p> <p>Management rights and union rights – changes from old contract to new that cause problems; no consultation; right to assign work; 10 hour/12 hour rule</p> <p>Breaks – official breaks; who is responsible for breaks; when they are given</p> <p>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</p> <p>No past practices – national bargaining; what can set up past practice; how to avoid forming a past practice; understanding supervisory chain of command</p>	<ul style="list-style-type: none"> LERD Specialist Contact LER training manual LMA-FSIS Employee Bargaining §307.4 and §307.5 Local duty rosters/schedule Copies of grievance and Directive 5090.1 Directive 4550.7 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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.</p> <p>For example, Understanding the processes and knowing who to contact with questions.</p> <p>Comments:</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
NFSCP verification	Using methods described in FSIS Directive 7000.1 – understands scheduling; demonstrates performance of various NFSCP (formerly OCP) procedures as appropriate (e.g., FPS for poultry; carcass AQL, net weights; formulation check; X % solution); show establishment labeling files; understands when and how to document noncompliance	<ul style="list-style-type: none"> • §316.1 - §316.16 • §317.1 - §317.400 • §424.21 - §424.23 • §441.10 • §442.1 - §442.5 • Directive 7000.1 • 7,000 Series: Processed Products 		High <input type="checkbox"/> Aver <input type="checkbox"/> No <input type="checkbox"/> Has achieved basic and/or awareness proficiency of OCP verification described in this section without significant intervention by the mentor. Comments:
Wellness, Health and Safety in the establishment	<p>Demonstrate safe working habits – conduct establishment tour of exits, review emergency plan; review emergency phone numbers</p> <p>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</p> <p>Safety reports – demonstrate how to complete injury reporting forms; show log of injuries; review OWCP information; share information on contact at HRD</p> <p>Workplace violence – explain policies and procedures; show red folder in government files; share information on 1-800 number to report incidents</p>	<ul style="list-style-type: none"> • Emergency posters, phone numbers, evacuation plan • Injury report • Directive 4791.1 • Directive 4791.13 • 4000 Series: Personnel (Directives 4791.1 to 4810.1) • forms • OWCP Handbook • Contact information 		High <input type="checkbox"/>Aver <input type="checkbox"/> No <input type="checkbox"/> 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. For example, Demonstrating safe working habits; accessing appropriate forms; knowing how to make appropriate contacts. Comments:

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
Water Retention Issues	Able to verify compliance to applicable directive – review establishment program, records, labeling	<ul style="list-style-type: none"> Establishment protocol Directive 6700.1 		High <input type="checkbox"/> Aver <input type="checkbox"/> No <input type="checkbox"/> Has achieved basic and/or awareness proficiency of water retention issues described in this section without significant intervention by the mentor. Comments:
Administrative	Has experience in and shows competence in completion of forms and proper distribution T&A reports (full time and WAE) – WebTA; how to check inspector's T&As; when and how to approve leave; leave balance; proper use of FMLA; who applies for what leave Staffing – process; who to contact with questions; pull patterns; District practices Appeals – format; how to respond; who to call with questions Travel vouchers in Concur; where to submit; travel authorization; who to call with questions; CONUS Understands reimbursable vs. non-reimbursable overtime 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 Official reference material; able to locate, use and apply – Index, FSIS Intranet, FSIS web site; how to locate Directives, Notices, Regulations, Interim Regulations; askFSIS, etc. Official file maintenance	<ul style="list-style-type: none"> Forms Directive 4550.7-Pay 12,000 Series: Voluntary Inspection(ROT) Resource persons names and phone numbers Government files Concur WebTA Form AD-616-Travel Voucher FSIS Website AskFSIS AskUSDA FSIS Field Supply Center(MMS) 		High <input type="checkbox"/> Aver <input type="checkbox"/> No <input type="checkbox"/> Has achieved basic and/or awareness proficiency of the administrative procedures described in this section without significant intervention by the mentor. For example, Completing forms, accessing Agency resources, and making necessary contacts to get answers to questions. Comments:

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
Administrative (continued)	<p>Computer efficiency – how to maintain files; how to locate files specifically of interest to district</p> <p>Access LIMS-Direct Pathogen Reduction and Residue Data</p> <p>Security maintenance</p> <p>Access current regulations on the internet</p> <p>Use of data – understand how to use PHIS</p> <p>OF-1164 Use Notice to complete their own; review other samples for adequacy</p> <p>Credit card use – discuss responsibilities</p>	<ul style="list-style-type: none"> • LIMS Direct • OF-1164 • Directive 3410.3 		
Human Resources Administrative Duties	<p>Awareness of practical application of:</p> <p>Performance Evaluation; knows how to use the EPMA; select elements, establish standards, monitor performance, quarterly reviews, complete AD-435E form, conduct evaluation interview</p> <p>Career counseling</p> <p>Within Grade Increase</p> <p>Merit Promotion</p> <p>Work Unit meetings – conduct one if possible</p> <p>What is contained in the inspector's personnel file</p> <p>Demonstrate in-plant application</p> <p>Show organization of files, bulletin boards</p> <p>Demonstrate use of Agency resources</p> <p>Reinforce the importance of setting performance standards and linking them to personnel actions</p>	<ul style="list-style-type: none"> • Government files • Bulletin boards • User guides • Electronic resources • OHR Portal • Forms • DR-4040-430 • EPMA Training Resources • Performance Management • EPMA Supervisory Dashboard 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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>Comments:</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
IPPS Assessments & STAR Assessments	<p>Process – Explain when and how to conduct assessments; how to give feedback; how to document and share results; review the method; frequency = IPPS - Minimum of 2 times per year; who performs and who receives the IPPS assessments</p> <p>Tools – Show how to access Supervisory Guidelines; show how to use Form and store results electronically</p>	<ul style="list-style-type: none"> • FSIS Directive 4430.3 • Fillable IPPS form • Supervisory Guideline • EPMA - OHR Portal • FSIS Intranet 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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>Comments:</p>
Team leadership	<p>Open communication with inspection team – discuss expectations of both parties orally and electronically</p> <p>Observe effective delegation of appropriate duties and supervision – discuss application in establishment setting with inspection personnel</p> <p>Discuss expanded public health assurance duties and the team concepts of working with EIAOs and other PHVs</p> <p>Problem solving observed; demonstrate inspection team's joint efforts</p>	<ul style="list-style-type: none"> • Paths to Success Desk Guide • Supervisor Help Button • Leadership Competency 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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,</p> <p>Demonstrating behaviors consistent with Agency expectations.</p> <p>Comments:</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
Export certification	<p>Knows how to complete both paper and electronic export certificates</p> <p>Review export applications for acceptability/completeness and visually inspecting product intended for export</p> <p>Determine product export eligibility using the FSIS Export Library</p> <p>Understands how to access Export Training in AgLearn</p> <p>How and when to document MOIs when refusing to sign export certificates</p>	<ul style="list-style-type: none"> • §322.1-322.5 • Poultry Exports- §381.104- §381.111 • Directive 9000.1 • Notices • Export Library • PHIS- Export Component 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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>Comments:</p>
Recalls	<p>Explain procedures – identify District Recall Officer, District Case Specialist; explain how DO manages recalls</p> <p>Understands role of PHV in recall process – explain how they may be asked to assist with effectiveness checks based on direction from DO</p> <p>Understands IPPs role in utilizing Adulterated Product Monitoring (APM) in PHIS to identify adulterated/ misbranded product</p>	<ul style="list-style-type: none"> • §418.1-§418.4 • Directive 8080.1 • Notices • APM Training 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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>Comments:</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
Professionalism	<p>Demonstrate the level of professionalism required by the Agency</p> <p>Become familiar with the Code of Ethics and Conduct</p> <p>Questions 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"> • Directive 4735.4 • Directive 4735.9 • USDA Office of Ethics 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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.</p> <p>Comments:</p>
Computer skills	<p><u>Apply computer training :</u></p> <p>FSIS Intranet Word processing Internet use FSIS Computer Helpdesk Forms HIKE scenarios E-Authentication</p> <p><u>Use of government computer:</u></p> <p>Review how to use computer tools PHIS, LIMS-Direct, EPMA Show how to send e-mails & attachments How to access NRs & Appeals Review use of government computer criteria AgLearn access and use Location of training materials online</p>	<ul style="list-style-type: none"> • PHIS • LIMS Direct • AgLearn • Outlook • CEC Digital Workplace • EPMA - OHR Portal • FSIS Intranet Site 		<p>High <input type="checkbox"/> Aver <input type="checkbox"/> No <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</p> <p>Comments:</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:

PHV Mentor Signature:

Date:

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 videos. 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 establishments 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. **All boxes on the PHV Mentor checklist should be completed, signed & dated, and returned to CFL Class Registration.** If the PHV Intern /Trainee is unable to receive hands on training for all of the procedures listed on the PHV Mentor Checklist, the PHV Mentor should discuss these procedures with the Trainee and make a note of the discussion on the checklist.
9. **Mentors should submit completed PHV Intern / Trainee Checklists to CFL.ClassRegistration@usda.gov and CC their district RMA before the end of the final week of the PHV Intern training program. If there are multiple PHV Mentors, they should either combine their responses on one checklist or submit each checklist together.**