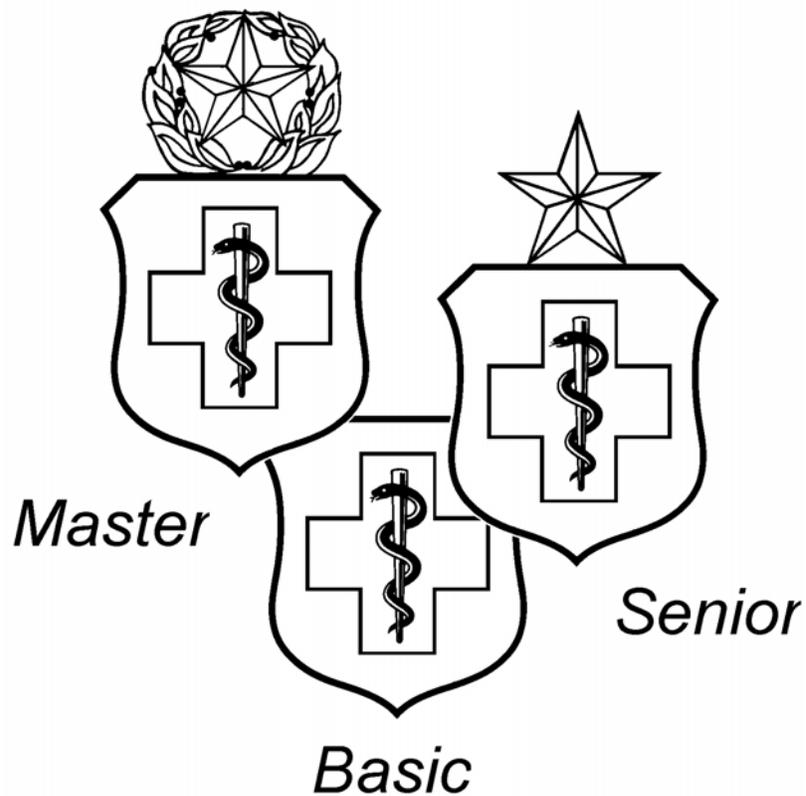


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Parts I and II  
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AFSC 4C0X1  
MENTAL HEALTH SERVICE SPECIALTY  
CAREER FIELD EDUCATION AND TRAINING PLAN



**CAREER FIELD EDUCATION AND TRAINING PLAN  
MENTAL HEALTH SERVICE SPECIALTY**

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**AFSC 4C0X1  
MENTAL HEALTH SERVICE SPECIALTY  
CAREER FIELD EDUCATION AND TRAINING PLAN**

**PART I**

**Preface**

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for the mental health service specialty. The CFETP provides supervisors, trainers, and trainees with a clear career path to success.

2. The CFETP consists of two parts. Supervisors and training managers will use both parts to plan, monitor, manage, and control training within the career field.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how to use the plan. Section B identifies the 4C0X1 career field progression, duties, responsibilities, training strategies, and career field paths. Section C associates each level with specialty qualifications (knowledge, education, training, and other). Section D indicates resource constraints. Examples of constraints include funding, training manpower, equipment, and facilities. Section E identifies guidance for transition training. Transition training is required when two career fields merge.

2.2. Part II includes six sections. Section A identifies the Specialty Training Standard (STS). The STS identifies job performance requirements, core tasks, wartime requirements, 3-, 5-, and 7-level formal or CDC requirements, and the proficiency levels applicable to these courses. Section B contains a listing of course objectives used in formal training courses. Section C identifies available Qualification Training Packages (QTPs) that have been developed and are mandatory for use to support OJT. These packages are indexed in AFIND 8, Numerical Index of Specialized Educational Training Publications. Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses. Section E identifies MAJCOM unique training requirements. Supervisors will use this to determine additional training required for the associated qualification needs. Section F explains the approved method of documenting training, as well as information pertaining to specific training programs.

3. The guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career. Supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

**ABBREVIATIONS/TERMS EXPLAINED**

**Advanced Training (AT).** A formal course which provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills/knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

**Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS).** A comprehensive task list that describes a particular job type or duty position. Supervisors use these to

document task qualifications. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

**Allocation Curves.** The relation of hours of training in different training settings to the degree of proficiency which can be achieved on specified performance requirements.

**Career Field Education and Training Plan (CFETP).** A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

**Career Training Guide (CTG).** A document that uses Task Modules (TMs) in lieu of tasks to define performance and training requirements for a career field.

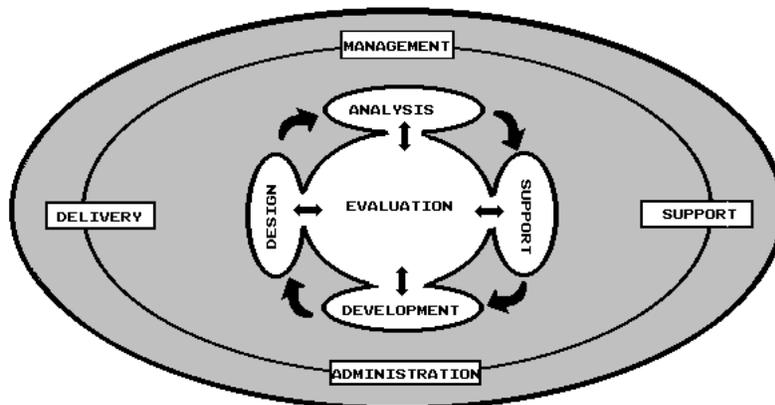
**Continuation Training.** Additional training exceeding requirements with emphasis on present or future duty assignments.

**Core Task.** A task Air Force Career Field Managers (AFCFM) identify as a minimum qualification requirement within an Air Force specialty or duty position.

**Course Objective List (COL).** A publication, derived from initial/advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3-/7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with AFI 36-2201, Developing, Managing and Conducting Military Training Programs.

**Enlisted Specialty Training (EST).** A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade airmen in each skill level of a specialty.

**Instructional System Development (ISD).** A deliberate and orderly, but flexible process for planning, developing, implementing, and managing instructional systems. It ensures personnel are taught in a cost efficient way the knowledge, skills, and attitudes essential for successful job performance. (See the figure on the following page.)



**AF ISD MODEL**

The Air Force ISD model graphically illustrates the process. Evaluation is the foundation of this process. ISD is a continuous process with the flexibility to enter and reenter various phases as needed to develop, update or revise instruction. All ISD activities take place within and are dependent upon system functions. Teamwork is required between personnel performing system functions and those designing, developing, and implementing instructional systems. All ISD activities and system functions focus on continuous quality improvements in the system.

**Initial Skills Training.** A formal resident course that results in award of the entry level.

**Occupational Survey Report (OSR).** A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

**On-the-Job Training (OJT).** Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

**Optimal Training.** The ideal combination of training settings resulting in the highest levels of proficiency on specified performance requirements within the minimum time possible.

**Qualification Training (QT).** Actual hands-on task performance training designed to qualify an individual in a specific duty position. This portion of the dual channel on-the-job training program occurs both during and after the upgrade training process. It is designed to provide the performance skills required to do the job.

**Qualification Training Package (QTP).** An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media. QTPs establish performance standards and are designed to standardize skills verification and validation of task competency.

**Representative Sites.** Typical organizational units having similar missions, weapon systems or equipment, or a set of jobs, used as a basis for estimating average training capacities and costs within the Training Impact Decision System (TIDES).

**Resource Constraints.** Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

**Skills Training.** A formal course that results in the award of a skill level.

**Specialty Training.** A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade airmen in the award of a skill level.

**Specialty Training Standard (STS).** An Air Force publication that describes skills and knowledge that airman in a particular Air Force specialty needs on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirements for an Air Force specialty code that the formal schools teach.

**Standard.** An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

**Task Module (TM).** A group of tasks performed within an Air Force specialty that are performed together and that require common knowledge, skills, and abilities. Codes and statements are used to identify TMs.

**Total Force.** All collective Air Force components (active, reserve, guard, and civilian elements) of the United States Air Force.

**Training Capacity.** The capability of a training setting to provide training on specified requirements, based on the availability of resources.

**Training Impact Decision System (TIDES).** A computer-based decision support technology being designed to assist Air Force Career Field Managers in making critical judgments relevant to what training should be provided personnel within career fields, when training should be provided (at what career points), and where training should be conducted (training setting).

**Training Planning Team (TPT).** Comprised of the same personnel as a U&TW, however TPTs are more intimately involved in training development and the range of issues are greater than is normal in the U&TW forum.

**Training Requirements Analysis.** A detailed analysis of tasks for a particular AFS to be included in the training decision process.

**Training Setting.** The type of forum in which training is provided (formal resident school, on-the-job, field training, mobile training team, self-study etc.).

**Upgrade Training (UGT).** Mandatory training that leads to attainment of higher level of proficiency.

**Utilization and Training Pattern.** A depiction of the training provided to and the jobs performed by personnel throughout their tenure within a career field or Air Force specialty. There are two types of patterns: 1) Current pattern, which is based on the training provided to incumbents and the jobs to which they have been and are assigned; and 2) Alternate pattern, which considers proposed changes in manpower, personnel, and training policies.

**Utilization and Training Workshop (U&TW).** A forum of MAJCOM Air Force Specialty Code (AFSC) functional managers, Subject Matter Experts (SMEs), and AETC training personnel that determines career ladder training requirements.

### **Section A - General Information**

**1. Purpose.** This CFETP provides information necessary for Air Force Career Field Managers (AFCFMs), MAJCOM functional managers (MFM), commanders, training managers, supervisors, trainers and trainees to plan, develop, manage, and conduct an effective career field training program. This plan outlines the training that individuals in the 4C0X1 specialty must receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced, and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. This training is conducted by AETC at the 882 Training Group. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion for award

of 3-, 5-, 7-, 9-skill levels. Qualification training is actual hands-on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes:

1.1. It serves as a management tool to plan, manage, conduct, and evaluate a career field training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.

1.2. The CFETP identifies task and knowledge training requirements for each skill level in the specialty and recommends education and training throughout each phase of the airman's career.

1.3. Lists training courses available in the specialty, identifies sources of training, and the training delivery method.

1.4. Identifies major resource constraints that impact full implementation of the desired career field training process.

**2. Use of the CFETP.** The plan will be used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

2.1. AETC training personnel will develop/revise formal resident, non-resident, field and exportable training based on requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. MAJCOM-developed training to support this AFSC must be identified for inclusion into plan.

2.3. Individuals will complete the mandatory training requirements specified in this plan. The list of courses in Part II will be used as a reference to support training.

**3. Coordination and Approval.** The AFCFM is the approval authority. MAJCOM representatives and AETC training personnel will identify and coordinate career field training requirements. The AETC training manager for this specialty will initiate an annual review of this document by AETC and MFMs to ensure currency and accuracy. Using the list of courses in Part II, they will eliminate duplicate training.

## **Section B - Career Progression and Information**

### **1. Specialty Descriptions.**

#### **1.1. Mental Health Service Superintendent/Chief Enlisted Manager (CEM).**

1.1.1. Specialty Summary. Manages all administrative and professional mental health activities. Supervises education and training development activities such as planning and organizing in-service training.

1.1.2. Duties and Responsibilities.

1.1.2.1. Plans and organizes mental health service activities. Supervises and manages mental health resources. Plans and organizes in-service training. Assists with specialized treatment and rehabilitation of mental health patients. Participates in patient care conferences. Coordinates and maintains liaison with other agencies regarding specified care, manpower standards, budgets and educational requirements. Plans, organizes and coordinates on educational programs (using on and off-base facilities) to provide maximum opportunities for individuals to achieve educational goals. Determines equipment and maintenance requirements, personnel requirements and prepares budget drafts or financial requirements. Develops inspection schedules, organizational charts and establishes policies and operating instructions. Plans safety and security programs. Drafts or revises job descriptions. Plans diverse programs such as a patient complaint system or quality control programs. The CEM also assigns work, prioritizes assignments and prepares emergency or disaster plans.

1.1.2.2. Directs mental health service activities. Schedules temporary duty, leave, and passes. Assigns personnel to duty positions and counsels them on personal or military related matters. Establishes priorities based on knowledge of interchangeable skills among assigned enlisted personnel. Conducts career broadening utilization and placement of mental health enlisted personnel. Resolves administrative problems related to clinic operation. Evaluates subordinates work and advises superiors of capabilities of enlisted personnel. Provides oversight of preparation and maintenance of records and reports. Directs data compilation for professional reports. Receives and interprets communications, publications and directives. Reviews procedures and administrative requirements to prevent duplication and to free personnel for more direct service with patients.

1.1.2.3. Inspects and evaluates mental health service activities. Conducts staff assistance visits. Evaluates alert or disaster preparedness procedures, duty performance standards and suggestions. Evaluates assessments, performance standards, inspection reports or procedures. Evaluates individuals for promotion, reclassification and duty performance. Initiates unsatisfactory personnel reports. Participates in process improvement programs, and USAF Graduate Evaluation program. Inspects mental health service facilities and equipment, and investigates mental health service accidents or incidents. Serves on boards or committees, and writes EPRs and special awards. Reviews or endorses civilian performance ratings or supervisory appraisals, and enlisted performance reports (EPR).

1.1.2.4. Performs mental health service functions. Directs maintenance of administrative files, work areas, and facilities. Implements cost reduction programs, mobility procedures, quality control programs, and patient relations programs. Implements safety, security and self-inspection programs. Orients newly assigned personnel, initiates personnel action requests and maintains civilian time cards. Interprets policies, directives or procedures for personnel. Participates in staff and unit meetings and resolves mental health service technical problems. Supervises civilian employees, mental health service apprentices, journeymen, craftsmen, and military personnel with AFSCs other than 4C0X1. Evaluates projects, and the effectiveness of study materials. Provides consulting and technical assistance on specified care, treatment and administrative matters. Conducts inspections, evaluates findings and recommends measures to correct deficiencies. Maintains status board. Evaluates Readiness and Safety Programs. Compiles and prepares medical and administrative reports.

## **1.2. Mental Health Service Apprentice/Journeyman/Craftsman.**

1.2.1. Specialty Summary. Supports mental health services in psychiatry, psychology, social work, family advocacy and substance abuse prevention and rehabilitation. Supports mental health staff with planning, developing and implementing comprehensive treatment plans. Conducts intake interviews and risk assessments. Performs specified mental health treatments to include reporting observations, documenting patient and staff activities and planning and organizing in-service training.

### 1.2.2. Duties and Responsibilities.

1.2.2.1. Assists in specialized treatment of mental health patients. Performs basic assessment procedures including standardized psychological testing, clinical interviewing, substance abuse evaluations, mental status examinations and psychological and other mental health assessments. Assists professional staff with identifying mental health diagnosis, treatments, patient education, and disposition planning.

1.2.2.2. Participates in patient care conference. Observes, monitors, records and reports on patient's progress. Conducts or assists in conducting group and individual counseling, therapeutic community, and other related milieu activities. Institutes precautionary measures to prevent patient injury, suicide, or elopement.

1.2.2.3. Performs general and special mental health procedures. Assists patients with nutritional, hygiene, and comfort measures. Obtains and records vital signs. Performs chaperone and escort duties. Assists providers with medication administrations. Identifies and reports side effects and behavioral changes in patients taking medications. Maintains therapeutic relationships and supports treatment goals. Performs aeromedical evacuation procedures.

1.2.2.4. Performs and supervises mental health service activities. Coordinates with other agencies regarding specialized care, treatment and administrative functions. Contacts military or community agencies to obtain collateral information. Explains and interprets mental health service functions and mission to patients and others. Assists in or arranges for patient referral to public and private community agencies. Compiles and prepares medical and administrative reports. Conducts briefings. Coordinates mental health activities with other functional areas. Assists with utilization of enlisted personnel based on knowledge of interchangeable skills. Reviews procedures and administrative requirements within specialty services to prevent duplication of efforts and to free personnel for more direct service work with patients.

1.2.2.5. Participates in training activities. Conducts in-service training. Establishes, maintains and evaluates specific mental health, substance abuse, and family advocacy training programs. Schedules recurring training and conducts task evaluations. Evaluates individual training needs, procures training aids or training materials, maintains reference files, and conducts medical ethics training. Conducts Enlisted Specialty Training (EST), such as upgrade training or qualification training. Directs the maintenance of facilities or work areas. Evaluates mental health service performance standards. Counsels trainees on training progress. Resolves mental health service technical problems. Conducts or participates in crisis intervention with patients. Operates biofeedback training equipment. Conducts and evaluates training. Participates in supportive group therapy. Counsels patients regarding drug and alcohol abuse and treatment. Performs manual restraints and applies mechanical restraints.

1.2.2.6. Performs combat and disaster casualty care procedures. Supervises and assists with care of individuals experiencing acute/post traumatic stress reaction and combat or battle fatigue. Supports the Mental Health Rapid Response and Augmentation Teams as required. Observe patients for remarkable side effects, complications, or therapeutic reactions to medications and records observations. Assists with conducting Critical Incident Stress debriefings during war, peacetime disasters, traumatic situations or simulated training exercises.

1.2.2.7. Observes and records patient conversations in the treatment facility. Obtains pertinent patient information by contacting commanders, other healthcare providers and community social service agencies. Evaluates unit emergency or disaster plans. Escort patients to appointments or to other medical facilities.

1.2.2.8. Operates and maintains data automation equipment. Performs routine cleaning and maintenance of computer software and hardware. Requisitions data automation supplies and revises data automation needs in accordance with current technology and availability. Maintains status and listing of computer operators and equipment.

1.2.2.9. Inspects mental health service equipment and maintain supply stock levels. Determines equipment, and supply requirements. Monitors equipment and advises supervisors on equipment, and supply purchases. Inventories mental health service supplies and annotates the shopping guide. Maintains activity issue lists, backorder lists, and supply stock levels. Identifies and reports fraud, waste and abuse in accordance with written directives. Writes justification letters for equipment and supplies. Turns in supplies, maintains issue turn-in lists, and completes DD Form 1348-6 (DOD single line item requisition system document or equivalent forms). Completes AF Form 9 to request for purchase computerized supply data, reviews DD Form 1348-6, drafts correspondence or messages, and coordinates mental health service activities with other agencies or organizations. Inventories mental health service equipment using custodian equipment listing. Completes AF Form 601 (equipment action request) and tracks equipment purchases.

1.2.2.10. Performs general managerial procedures. Performs and ensures preventive maintenance is conducted on mental health service equipment. Advise supervisors on the status of mental health service operations. Participates in staff or unit meetings. Destroys or retires outdated records and reports. Maintains workload data. Locates and interprets information on mental health service performances and technical procedures. Develops organizational charts and implements safety programs. Writes, reviews, or endorses enlisted performance reports. Establishes and reviews mental health service policies and operating instructions. Coordinates mental health service activities with other agencies or organizations, plans and prioritizes work assignments, and practices or administers cardiopulmonary resuscitation. Counsels personnel on military-related matters, plans quality control programs, and locates or interprets information on mental health service treatment programs and procedures. Schedules temporary duties, leaves, or passes.

1.2.2.11. Performs related administrative procedures. Receives and conducts telephonic, written, and person-to-person communications. Prepares, maintains and disposes of mental health, substance abuse, and family advocacy treatment records. Receives patients, and schedules patient appointments. Collects administrative and statistical data for reports. Conducts inspections, compiles documents, and reports findings, with recommendations. Prepares requests for medical records and requests for release of information. Maintains publication libraries, establishes supply requirement, and maintains patient appointment logs. Drafts budget requirements and writes special awards.

**2. Skills and Career Progression.** Training and timely progression from the apprentice to the superintendent skill level plays an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training do his part to plan, manage, and conduct an effective training program. The guidance provided in this portion of the CFETP outlines what each individual should receive in training at appropriate points in their career. The following narrative and the AFSC 4C0X1 career field flowchart identify the training career path. It defines the training required for an individual's career.

**2.1. Apprentice (3) Level.** Initial skills training in this specialty consist of the task and knowledge training provided in the 3-skill level resident course (J3ABR4C031 002, PDS Code CID) located at Sheppard AFB TX. The decision to train specific tasks and knowledge items in the initial skills course is based on a review of occupational survey report (OSR) data, training requirements analysis (TRA) data, and 4C0X1 subject-matter expert (SME) input. Task and knowledge training requirements are identified in the specialty training standard, at Part II, Section 4B. Individuals must complete the initial skills course to be awarded AFSC 4C031.

**2.2. Journeyman (5) Level.** Upgrade to the 5-skill level in this specialty consists of: (1) Completing all STS core tasks for the assigned duty position, (2) Completing all core tasks specified by an asterisk (\*) in column 2 of the STS (*Exception: 11.1, QTP Volume 1 – Alcohol and Drug Abuse Counselor Certification*) (3) Completing 15 months of upgrade training (9 months for retrainees) (4) Completing the Career Development Course (4C051) (5) Obtaining the rank of SrA and (6) Recommendation of supervisors and meet all other requirements as outlined in AFI 36-2101, Military Personnel Classification Policy. Please refer to AFI 36-2201, Developing, Managing and Conducting Training for further information. Once upgraded to the 5-skill level, a journeyman will maintain proficiency by completing all continuation training required or specified by command or local policies. Individuals will use their CDCs to prepare for testing and promotion under the Weighted Airman Promotion System (WAPS). They are also encouraged to continue their education toward a CCAF degree in Mental Health Services. Journeyman will continue to obtain the necessary education for national certification for substance abuse counseling. Journeymen are eligible for application and selection as an instructor for the Mental Health Service Apprentice course. Additional qualification training may become necessary when personnel transfer to another duty position, when a new piece of equipment is introduced, when new techniques or procedures are introduced, or when a need for increased training occurs.

**2.3. Craftsman (7) Level.** Upgrade to the 7-skill level in this specialty consists of: (1) Completing the 7-level CDC, (2) Completing all STS core tasks for the assigned duty position, (3) Completing all core tasks specified by an asterisk (\*) in column 2 of the STS, (4) 12 months OJT (6 months for retrainees) and (5) Completing all QTP's and (6) Selection to SSgt. A Mental Health Service Craftsman can be expected to fill various supervisory and management positions within mental health services. Craftsman should take courses or obtain added knowledge on management of resources and personnel. Continued academic education through CCAF and higher degree programs is encouraged. Craftsman will continue to obtain the necessary education and experience required to complete the Case Presentation, Oral and Written Exam for substance abuse counselor certification.

**2.4. Superintendent (9) Level.** To be awarded AFSC 4C091, an individual must be an E8 or E8 selectee, complete the Senior NCO Academy, and any other requirements specified in AFI 36-2101, Classifying Military Personnel (Officer and Airmen). A 9-level can be expected to fill positions such as Superintendent of the Mental Health Flight, superintendent of any one of the medical squadrons, or

superintendent of a group. Additional training in the areas of budget, manpower, resources, and personnel management should be pursued through continuing education. Additional education and course work outside the AFSC are also recommended.

**3. Training Decisions.** The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the 4C0X1 career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The following training decisions were made during the AFSC 4C0X1 Utilization and Training Workshop, (U&TW) held June 2002 at Sheppard AFB TX.

3.1. Initial Skills Training. The Mental Health Service Apprentice Course was revised to meet new training requirements identified in the 2001 4C0X1 Job Survey and Occupational Survey Report. The initial skills course provides airmen the needed education, motivation and training necessary to become 3-level apprentices.

3.2. Five Level Upgrade Requirements. The 4C051 CDC will be rewritten to meet new training requirements and update technology and regulatory information. Knowledge for upgrade training to the 5-level will expand on subject and task knowledge from initial skills training. Completion of the CDC is mandatory for upgrade to the 5-skill level.

3.3. Seven Level Upgrade Requirements. Individuals must complete the Mental Health Craftsman CDC and QTPs, which provide the education and training skills necessary to become a craftsman.

3.4. Substance Abuse Certification Course. Individuals will become CADAC (Certified Alcohol and Drug Abuse Counselor) trained through a two-week formal resident course at Sheppard AFB. Training for this course is outlined in column A of the STS.

3.5. Qualification Training Packages (QTPs). The 383 TRS will maintain QTPs to support upgrade training. QTPs will be indexed in the AF Publications Electronic Master Catalog of Training Documents along with the CFETP. The QTP's were reviewed for currency and accuracy. No changes were recommended. Volume 1 – 12 Core Functions must be accomplished as a prerequisite to attending the Substance Abuse Certification Course. Supervisors should initiate training with this QTP early in their subordinate's career due to the length and nature of this particular training. Volume 2 – Family Member Relocation Clearance and Volume 3 – Safety and Health Procedures QTP's must be accomplished prior to award of the 5-level and 7-level.

3.6. Proficiency Training. Any additional knowledge and skill requirements that were not taught through initial skills or upgrade training are assigned to continuation training. The purpose of continuation training is to provide additional training exceeding the minimum upgrade training requirements with emphasis on present and future duty positions. Individual mental health service managers must develop a continuation training program that ensures individuals in the mental health service career field receive the necessary training at the appropriate point in their career. The training program will identify both mandatory and optional training requirements.

**4. Community College of the Air Force (CCAF).** Enrollment in CCAF automatically occurs upon completion of basic military training. Off-duty education is a personal choice but highly encouraged.

CCAF provides the opportunity to obtain an Associate in Mental Health Services. In addition to the associate degree program CCAF offers the following:

4.1. Occupational Instructor Certificate. Upon completion of instructor qualification training, CCAF instructors who possess an associate degree or higher may be nominated by their commander for certification as an Occupational Instructor.

4.2. Trade Skill Certification. When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational skill specialty. The Community College of the Air Force uses a competency based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman/Supervisor, or Master Craftsman or Manager. All are included within the CCAF transcript.

4.3. Degree Requirements: Upon completion of basic military training and assignment to this Air Force Specialty (AFS) field, active duty, ANG, and AFRES enlisted members are placed in the degree program designed for their career field. The journeyman (5) level must be held at the time of program completion and the following requirements must be met:

<b><u>Subject/Courses</u></b>	<b><u>Semester Hours</u></b>
Technical Education	24
Leadership, Management, and Military Studies	6
Physical Education	4
General Education	15
Program Elective	15
<i>Technical Education: Leadership, Management, and Military Studies or General Education</i>	
<b><u>Total Requirements</u></b>	<b><u>64</u></b>

4.3.1. Technical Education (24 Semester Hours): A minimum of 12 semester hours of Technical Core subjects/courses must be applied and the remaining semester hours applied from Technical Core/Technical Elective subjects/courses. Requests to substitute subject/courses must be approved in advance by the Services Branch at CCAF. Students should check with their education counselors who can advise them regarding specific degree requirements.

<b><u>Technical Core</u></b>	
<b><u>Subject Courses</u></b>	<b><u>Semester Hours</u></b>
Abnormal Psychology	3
CCAF Internship	18
Drug and Alcohol Abuse	6
Guidance and Counseling	9
Human Biology	4
Human Growth/Lifespan Development	6
Human Relations	3
International Certification Reciprocity Consortium/Alcohol and	
Other Drug Abuse Certification	6
Interpersonal Communication	3
Mental Health Care	24
Psychology of Adjustment	3

## Technical Electives

<u>Subject Courses</u>	<u>Maximum Semester Hours</u>
Computer Science	6
Emergency Medicine	3
Enlisted Professional Military Education	6
General Biology	4
General Chemistry	4
General Psychology	3
Human Anatomy and Physiology	4
Medical Readiness	3
Nursing (Mental Health Related)	6

4.3.2. Leadership, Management, and Military Studies (6 Semester Hours): Professional military education and/or management courses. The preferred method of completing Leadership, Management, and Military Studies is through attendance of Airman Leadership School, Air Force NCO Academy, and/or Air Force Senior NCO Academy. However, civilian courses that emphasize fundamentals of managing human or material resources may also be applicable.

4.3.3. Physical Education (4 Semester Hours): This requirement is satisfied by completion of basic military training.

4.3.4. General Education (15 Semester Hours): Applicable courses must meet the criteria for application of courses to the general education requirement and be in agreement with the following definitions of applicable general education subjects/courses:

<u>Subject Courses</u>	<u>Semester Hours</u>
Oral Communication (Speech)	3
Written Communication (English Composition)	3
Mathematics	3
<i>Intermediate algebra or a college-level mathematics course is required if an acceptable mathematics course is applied as a Technical or Program Elective, a natural science course meeting General Education Requirement (GER) application criteria may be applied as a general education requirement.</i>	
Social Science	3
<i>Anthropology, Archeology, Economics, Geography, Government, History, Political Science, Psychology, Sociology</i>	
Humanities	3
<i>Fine Arts (History, Criticism, and Appreciation), Foreign Language, Literature, Philosophy, Religion.</i>	

4.3.5. Program Elective (15 Semester Hours): The Program Elective requirement is satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting General Education requirements application criteria. Six semester hours of CCAF degree-applicable technical credit otherwise not applicable to this program. Career Field Path Charts depicting this specialty's career path are presented on the next three pages. The career path outlines when training is required for each skill level and function within this specialty. The manpower authorization chart presents the 1996 demographics by grade. The enlisted education and training path presents education and training requirements, average sew on time for stripes, and a chart representing earliest date of rank and high year of tenure dates for ranks SrA and above.

**5. Career Field Path.** The career field path outlines when training is required for each skill level and function within this specialty. The manpower authorization chart presents the 2002 demographics by grade. The enlisted education and training path presents education and training requirements, average sew on time for stripes, and a chart representing earliest date of rank and high year of tenure dates for ranks SrA and above.

5.1. Manpower Table.

**MANPOWER AUTHORIZATION (FY 02)**

RANK	AUTHORIZED
CMSGT	4
SMSGT	9
MSGT	62
TSGT	132
SSGT	209
SRA	168
AMN	84
TOTAL	668

## 5.2. Enlisted Career Path.

Table 1.2. Enlisted Career Path	GRADE REQUIREMENTS			
Education and Training Requirements	Rank	Avg Sew-On	Earliest Sew-On	High Year Of Tenure (HYT)
Basic Military Training school				
Apprentice Technical School (3-Skill Level)	Amn A1C	6 mos 16 mos		
Upgrade To Journeyman (5-Skill Level) - Minimum 15 months in upgrade training (9 for retrainees) - Complete appropriate CDC (4C051) - Sew-on SrA for award of the 5-skill level	SrA	3 yrs	28 mos	10 yrs
Airman Leadership School (ALS) - Must be a SrA with 48 months time in service or be a SSgt select - Resident graduation is a prerequisite for SSgt sew-on (Active Duty Only)	Trainer - ALS graduate - Possess the same AFSC at a higher skill level than the trainee, and be certified to train others - Must attend formal OJT Trainer Training and be appointed by Commander			
Upgrade To Craftsman - (7-Skill Level) - Minimum rank of SSgt - 12 months OJT (6 months for retrainees) - Complete appropriate CDC (4C071)	SSgt	7.5 yrs	3 yrs	20 yrs
	Certifier - Possess at least a 7-skill level in the same AFSC, if possible but not required - Attend formal OJT Certifier Course and appointed by Commander - Be a person other than the trainer			
Noncommissioned Officer Academy (NCOA) - Must be a TSgt or TSgt Selectee - Resident graduation is a prerequisite for MSgt sew-on (Active Duty Only)	TSgt MSgt	12.5 yrs 16 yrs	5 yrs 8 yrs	22 yrs 24 yrs
USAF Senior NCO Academy (SNCOA) - Must be a SMSgt or SMSgt Selectee - Resident graduation is a prerequisite for CMSgt sew-on (Active Duty Only)	SMSgt	19.2 yrs	11 yrs	26 yrs
Upgrade To Superintendent (9-Skill Level) - Minimum rank of SMSgt - Must be a resident graduate of SNCOA (Active Duty Only)	CMSgt	21.5 yrs	14 yrs	30 yrs

### **Section C - Skill Level Training Requirements**

**1. Purpose.** Skill level training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award and retention of each skill level. The specific task and knowledge training requirements are identified in Part II, STS, Sections A and B of this CFETP.

## **2. Specialty Qualifications.**

2.1. Knowledge. Knowledge of these subjects are mandatory: Psychiatry, psychology, social work, family advocacy standards; procedures; nursing principles; medical nursing and mental health terminology; personality development; psychopathology; adjustment mechanism; substance abuse pathology; 12 core functions for substance abuse counselor certification; combat and natural disaster casualty care; Critical Incident Stress Management (CISM) debriefings; crisis interventions; communication processes; specialized mental health treatment techniques; anatomy and physiology; deviant and unacceptable behavior; normal and abnormal behavior; principles of interpersonal relationships; counseling and interviewing techniques; diagnostic nomenclature; medical and mental health ethics; psychopharmacology; administering and scoring psychological tests; principles of milieu therapy, medical and clinical records administration; and documentation; personnel; unit and clinic management; budgeting, and acquisition of supplies.

2.2. Education. For entry into this specialty, completion of high school is mandatory. Completion of college courses in psychology, social or behavioral sciences such as psychology, counseling, substance abuse treatment, sociology, and marriage and family is desirable.

2.3. Training. For award of AFSC 4C031, completion of the mental health service apprentice course is mandatory.

2.4. Experience. The following experience is mandatory for award of the AFSC indicated.

2.4.1. 4C051. Qualification in and possession of AFSC 4C031. Also, experience administering, scoring, and reporting psychological test results; interviewing patients to obtain biopsychosocial history, personal information; and assisting professional staff to carry out prescribed treatment plan.

2.4.2. 4C071. Qualification in and possession of AFSC 4C051. Also, experience conducting briefings, performing or supervising psychological test administration; and interviewing, and assisting in patient treatment, or substance abuse prevention and counseling.

2.4.3. 4C091. Qualified in and possess AFSC 4C071. Also, experience managing mental health service activities.

2.4.4. Other. The following are mandatory as indicated:

2.4.4.1. For entry into this specialty, see Attachment 39 (AFI 36-2108) for Other entry requirements.

2.4.4.2. For entry, award and retention of this AFSC, absence of any speech impediment, and ability to read aloud and speak distinctly.

2.4.2.3. For entry, award and retention of these AFSC's, no record of emotional instability, personality disorder, or unresolved mental health problems.

2.5. Training Sources and Resources. Completion of the Mental Health Service Apprentice, (3-level) Course at Sheppard AFB, TX satisfies the knowledge and training requirements specified in the specialty qualification section (above) for award of the 3-skill level.

2.6. Implementation. Entry into upgrade training is initiated when an individual graduates from the 4C0X1 Apprentice Course at Sheppard AFB, TX. There will be no by-pass specialist or local OJT to the 3-skill level in this AFS. Individuals retraining into the 4C0X1 AFS will be screened in accordance with specialty qualifications standards in AFMAN 36-2108, Paragraph 3e, 1 and 2. Resident training is mandatory for 3-level upgrade. After graduation, job qualification training starts when an individual is assigned to his or her first duty station. Thereafter, it is initiated anytime an individual is assigned duties he or she is not qualified to perform.

## **2.7. Journeyman Level Training:**

2.7.1. Specialty Qualification. Qualified and possess AFSC 4C031. Must be capable of administering, scoring, and reporting psychological test results; interviewing patients to obtain personal history information; and assisting professional staff with carrying out prescribed treatments.

2.7.2. Knowledge. In addition to the knowledge required for a 3-level, knowledge in the following subjects is mandatory: psychiatry, psychology, social work, family advocacy procedures, Exceptional Family Member Program (EFMP), Alcohol and Drug Abuse Prevention and Treatment Program (ADAPT) medical, nursing and mental health terminology, supply management; budget; safety and health hazards, professional and ethical conduct, personality development; psychopathology, adjustment mechanism, combat and disaster casualty care, communication process, specialized treatment techniques, anatomy and physiology, normal and abnormal behavior, principles of interpersonal relationships, counseling and interviewing techniques, diagnostic nomenclature, psychopharmacology, triage and crisis intervention, medical records administration, documentation and files, and record maintenance.

2.7.3. Education. To assume the grade of SSgt, individuals must be graduates of the Airman Leadership School. Completion of advanced mental health courses or college courses in psychology, psychiatry, social work, substance abuse and domestic/family violence is desirable. Obtaining a CCAF degree is encouraged. Individuals applying for resident course instructor duty must possess an associate degree or higher or be within one year of completion to be considered for this duty position.

2.7.4. Training. Completion of the following requirements are mandatory for award of the 5-skill level AFSC: (a) CDC 4C051, (b) be certified on all STS core tasks for the assigned duty position and on all core tasks specified by an asterisk (\*) in column 2 of STS, (c) Volume 2 and Volume 3 QTP's.

2.7.5. Experience. Prior qualification as a Mental Health Services Apprentice is mandatory. Experience is also mandatory in administering, scoring and reporting psychological test results; obtaining and recording vital signs; and interviewing patients to obtain personal history information.

2.7.6. Other. No record of unethical conduct/behavior, emotional instability, personality disorder, or unresolved mental health problem is mandatory for entry, award, and retention of this AFSC.

2.7.7. Training Sources and Resources. Completion of CDCs 4C051, satisfies the knowledge requirements specified in the specialty qualification section (above) for award of the 5-skill level. The STS identifies all the core tasks required for qualification. A list of training courses is in Part II Section C of this CFEPT. A qualified trainer must provide upgrade and qualification training.

2.7.8. Implementation. The 5-skill level is awarded when: (1) an individual possesses the 3-skill level, (2) completed 15 months in 5-level UGT (9 months for retrainees), (3) complete required 4C051 CDCs and all STS core tasks specified in column 2 of all STS attachments for the assigned duty position and, (4) be recommended by their supervisor in accordance with AFI 36-2101, Military Personnel Classification policy. Qualification training is initiated anytime an individual is assigned duties they are not qualified to perform.

## **2.8. Craftsman Level Training:**

2.8.1. Specialty Qualifications. All 4C051 qualifications apply to the 4C071 requirements.

2.8.2. Knowledge. The 7-level craftsman should possess an increased knowledge of the following subjects: psychiatry, psychology, social work, family advocacy, substance abuse treatment; counseling and interviewing; diagnostic nomenclature; psychopharmacology; administering and scoring psychological tests; medical ethics; medical records administration; nursing theories; milieu therapy; personnel utilization; unit and clinic management; budgeting and acquiring medical supplies and equipment.

2.8.3. Education. To assume the grade of MSgt, individuals must be graduates of the NCO Academy.

2.8.4. Training. Completion of the following training requirements is mandatory for the award of the 7-skill level AFSC: (1) 7-level CDC (2) all STS core tasks for the assigned duty position, (3) all core tasks specified by an asterisk (\*) in Column 2 of the STS, and (4) Volume 2 and Volume 3 QTPs. (5) Minimum of 12 months of OJT (6 months for retrainees). Continuation training is available locally and should be used based on the individual's particular training needs.

2.8.5. Experience. Prior qualification as a Mental Health Service Journeyman is mandatory. Minimum of 12 months of OJT and assumption of the rank of SSgt or higher is required for awarding of the 7-skill level. Experience in performing mental health supervisory functions, patient care, substance abuse prevention and treatment; interviewing and crisis intervention skills; recording vital signs, and applying mechanical and manual restraints are mandatory.

2.8.6. Other. Obtain the rank of SSgt.

2.8.7. Training Sources and Resources. Completion of the Mental Health Service Craftsman CDC satisfies the knowledge requirements specified in the specialty qualification section (above) for award of the 7-skill level. The STS identifies all the core tasks required for qualification. Upgrade and qualification training is provided locally by a qualified trainer using the same criteria as indicated for the mental health service journeyman.

2.8.8. Implementation. Entry into upgrade training is initiated when an individual possesses the 5-skill level and has been selected for promotion to the grade of SSgt. Retrainees who satisfy this rank requirement may enter into upgrade training immediately upon obtaining the 5-skill level. All time requirements for retrainees may be waived by the 4C0X1 Career Field Manager up to their previously held AFSC's skill level. Qualification training is initiated anytime an individual is assigned duties they are not qualified to perform. Volume 2 and Volume 3 QTPs and the Mental Health Service Craftsman CDC must be completed prior to the awarding of the 7-skill level.

## **2.9. Superintendent Level Training.**

2.9.1. Specialty Qualifications. Possession of AFSC 4C071 is mandatory.

2.9.2. Knowledge. Medical service organization and function, overall administrative, logistical managerial and technical Mental Health Service activities. Knowledge is also mandatory of personnel management and utilization, human relations techniques, medical regulations and directives, medical ethics and process improvement.

2.9.3. Education. Completion of the in-residence Senior NCO Academy (active duty only) is mandatory for award of the 4C091 AFSC. To assume the rank of CMSgt individuals must be graduates of the SNCOA. Completion of CCAF and undergraduate school in a related field is highly encouraged.

2.9.4. Training. Completion of the duty position training requirements is mandatory for award of the 4C091 AFSC.

2.9.5. Experience. Experience in directing mental health service functions such as education and training programs is mandatory.

2.9.6. Other. Obtain rank of SMSgt. No record of unethical conduct/behavior, emotional instability, personality disorder, or other unresolved mental health problem is mandatory for entry, award, and retention of this AFSC.

2.9.7. Training Sources and Resources. The STS identifies all the core tasks required for qualification in the individual's duty position. Upgrade and qualification training are provided by qualified trainers.

2.9.8. Implementation. Entry into upgrade training is initiated when an individual possesses the 7-skill level and is a SMSgt selectee or higher. Qualification training is initiated anytime an individual is assigned duties they are not qualified to perform. QTPs will be used concurrently to obtain necessary duty position qualifications.

### **Section D - Resource Constraints**

**1. Purpose.** This section identifies known resource constraints that preclude optimal/desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

#### **2. Three Level (Apprentice) Training:**

2.1.1. Constraints. None. The initial skills course, J3ABR4C031-002, currently exists.

#### **3. Five Level (Journeyman) Training:**

3.1.1. Constraints. None.

**4. Seven-Level (Craftsman) Training:**

4.1.1. Constraints. None.

**Section E- Transitional Training Guide**

There is currently no transition training requirements. This area is reserved.

**BY ORDER OF THE SECRETARY OF THE AIR FORCE**

**OFFICIAL**

**GEORGE P. TAYLOR, JR.  
Major General, USAF, MC, CFS  
Surgeon General**

## Part II

### Preface

This portion of the CFETP provides a comprehensive listing of training courses and standards available to support career field training requirements. There are five sections to Part II: Specialty Training Standard (STS), Course Objective List, OJT Support Material, Training Course Index, and MAJCOM unique requirements.

### Section A – Specialty Training Standard

1. Implementation. This STS will be used for technical training provided by AETC for J3ABR4C031-003 in Mar 04. Additionally, the 5-level CDC will be available in Jun 04. The 7-level CDC will be available in Jun 03.

2. Purpose. As prescribed in AFI 36-2201, this STS:

2.1 Lists in column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge and technical references (TR) necessary for airman to perform duties in the 3-, 5-, and 7-skill level. Column 2 (Core/Wartime Tasks) identifies by asterisk (\*) specialty wide core training requirements. Tasks identified in Column 2 with a “W” are trained in the resident wartime course.

2.2. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification/completion date. (As a minimum, use the following column designators: Tng Comp, Certifier Initials).

2.3. Shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task/knowledge and career knowledge provided by the correspondence course. See CADRE/AFSC/CDC listing maintained by the Unit Training Manager (UTM) for current CDC listings.

2.4. Qualitative Requirements. Page 22 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

2.5. The STS becomes a job qualification standard (JQS) for on the job training (OJT) when placed in AF Form 623, On-The-Job Training Record, and is used according to AFI 36-2201. When used as a JQS, the following apply:

2.5.1. Documentation. Document and certify completion of training. Identify duty position requirements by circling the subparagraph number next to the task statement. As a minimum complete the following columns in Part 2 of CFETP: Training Completed, Trainee Initials, Trainer Initials, and Certifier Initials (if applicable). An AFJQS may be used in lieu of Part II of the CFETP on upon the approval of the AFCFM. **NOTE: The AFCFM may supplement these minimum documentation procedures as needed or as deemed necessary for their career field.**

2.5.1.1. CFETP Transcribing Procedures. Use the new CFETP to identify and certify all past and current qualifications. For those core and critical tasks previously certified and required in the current duty position, evaluate current qualifications and, when verified, re-certify using current date as

completion and enter trainee's initials and supervisor's initials. For previous certification on tasks not required in the current duty position, carry forward only the previous date of completion. Use standard certification procedures to re-certify if and when these tasks become a duty position requirement. For non-core and non-critical tasks previously certified and required in the current duty position, re-certify using current date as completion date and enter trainee's and trainer's initials.

2.5.1.2. De-certification and Re-certification. When it is determined that an airman is no longer qualified to perform a task that they were previously certified to perform, the supervisor erases the previous certification or deletes previous certification when using an automated system. Appropriate remarks are entered on the AF Form 623A, On-The-Job Training Record Continuation Sheet, stating the reason for de-certification. The individual is re-certified (if required) either by erasing the old entries and writing in the new or by using correction fluid (if the entries were made in ink) over the previously certified entry.

2.5.2. Training Standard. Tasks are trained and qualified to the go/no go level. Go means the individual can perform the task without assistance and meets local demands for accuracy, timeliness, and correct use of procedures.

2.5.3. Guidance: For additional guidance, refer to AFI 36-2201, Developing, Managing and Conducting Training.

2.6. Weighted Airman Promotion System (WAPS) guide. Specialty Knowledge Tests (SKT) are developed at the USAF Occupational Measurement Squadron by senior NCO's with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. WAPS are not applicable to the Air National Guard.

3. Recommendations. Report unsatisfactory performance of individual course graduates to 882d TRG/TGEQT, 939 Missile Rd, Sheppard AFB, TX. 76311-2245. Reference specific STS items. A Customer Service Information Line has been installed for the supervisor's convenience to identify graduates who may have received over or under training on task/knowledge items listed in this training standard. For a quick response to problems, call our 24-hour Customer Service Information Line, DSN 736-2385.

**BY ORDER OF THE SECRETARY OF THE AIR FORCE**

**OFFICIAL**

**GEORGE P. TAYLOR, JR.**  
**Major General, USAF, MC, CFS**  
**Surgeon General**

This Block Is For Identification Purposes Only

<b>Trainee Printed Name (Last, First, MI)</b>	<b>Initials (Written)</b>	<b>SSAN</b>
<b>Printed Name of Certifying Official and Written Initials</b>		
N/I	N/I	

**QUALITATIVE REQUIREMENTS**

<b>Proficiency Code Key</b>		
	Scale Value	Definition: The individual:
<b>Task Performance Levels</b>	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check for completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (High Proficient)
<b>Task Knowledge Levels</b>	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step-by-step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
<b>**Subject Knowledge Levels</b>	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)

\* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task.

\*\*A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.

- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.

X – This mark is used alone in course columns to show that training is required but not given due to limitations in resources.

**NOTE:** All tasks and knowledge items shown with a proficiency code are trained during war-time.

1. Tasks, Knowledge And Technical References 4C0X1 STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
		A	B	C	D	E	A Supplemental Training	B 3 Skill Level	C 5 Skill Level	D 7 Skill Level
		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
<b>1. Common Mental Health Career Field Experience</b>										
1.1. 4C0X1 Specialty TR: AFI 36-2108, 4C0X1 CFETP										
1.1.1. Duties and responsibilities						-	A	-	-	
1.1.2. Mission						-	A	-	-	
1.1.3. Function						-	A	-	-	
1.2. USAF Medical Service TR: AFD 44-1, AFI 44-102										
1.2.1. Mission						-	A	-	-	
1.2.2. Organization						-	A	-	-	
1.2.3. Function						-	A	-	-	
1.3. Adhere to Mental Health Standards of Practice TR: AFI 44-109, Issues and Ethics in the Helping Professions	<b>*W</b>									
1.3.1. Professional standards of ethics						C	A	B	-	
1.3.2. Relationships with patients and staff						C	A	B	-	
1.3.3. Adhere to legal directives						C	A	B	-	
1.3.4. Adhere to rules governing patient confidentiality						C	A	B	-	
1.3.5. Safeguard patient rights						C	A	B	-	
1.4. Medical Logistics TR: AFMAN 23-110, AFIs 41-209, 41-214										
1.4.1. Maintain medical equipment account						-	-	-	-	
1.4.2. Maintain supply account						-	-	-	-	
<b>2. Medical Fundamentals</b>										
2.1. Medical Terminology TR: Taber's Cyclopedic Medical Dictionary						-	A	-	-	
2.2. Use acceptable medical abbreviations TR: Mosby's Textbook for Nursing Assistants						-	A	-	-	
2.3. Human Anatomy						-	A	-	-	
2.4. Physiological measurements										

1. Tasks, Knowledge And Technical References 4C0X1 STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
		A	B	C	D	E	A Supplemental Training	B 3 Skill Level	C 5 Skill Level	D 7 Skill Level
		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
TR: Mosby's Textbook For Nursing Assistants										
2.4.1. Obtain and record vital signs	*W						-	2b	-	-
2.4.2. Measure and record body weight and height							-	-	-	-
2.4.3. Measure and record intake and output							-	-	-	-
2.5. Preventing Infection TR: Mosby's Textbook for Nursing Assistants, Chap. 9	*									
2.5.1. Aseptic Measures							-	A	B	-
2.5.2. Use correct hand washing procedures							-	2b	-	-
2.6. Perform Basic Cardiac Life Support TR: BLS for Healthcare Providers (AHA)	*W						-	2b	-	-
2.7. Inspect and Maintain Crash Carts – Local policy							-	-	-	-
2.8. Safety and Health TR: AFOSHSTD 91-8										
2.8.1. Utilize internal and external duress systems							-	-	-	-
2.8.2. Adhere to general safety practices governing inpatient units or clinic treatment areas							-	A	B	-
2.8.3. Adhere to general safety practices governing the management of potentially violent patients							-	A	B	-
<b>3. Fundamentals of Mental Health</b>										
3.1. Theories of personality development TR: Personality Theories: Development, Growth and Diversity	*W						-	A	B	-
3.2. Abnormal Psychology TR: Abnormal Psychology and Modern Life, DSM (current)	*W									
3.2.1. Psychopathology							-	A	B	-
3.2.2. Preliminary diagnostic impression							-	A	B	-
3.3. Multiaxial assessment										

1. Tasks, Knowledge And Technical References 4C0XI STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
		A	B	C	D	E	A Supplemental Training	B 3 Skill Level	C 5 Skill Level	D 7 Skill Level
		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
3.3.1. Use the DSM							-	A	A	-
3.3.2. ICD-9 Codes							-	A	-	-
3.4. Dual diagnosis TR: Dual Disorders: Counseling Clients with Chemical Dependency and Mental Illness							-	A	B	C
3.4.1 Mental Disorders	<b>*W</b>									
3.4.1.1. Disorders Usually First Diagnosed in Infancy, Childhood or Adolescence							-	A	A	-
3.4.1.2. Delirium, Dementia and Amnestic and Other Cognitive Disorders							-	A	A	-
3.4.1.3. Mental Disorders Due to a General Medical Condition							-	A	A	-
3.4.1.4. Substance-Related Disorders							-	A	B	B
3.4.1.5. Schizophrenia and Other Psychotic Disorders							-	A	B	B
3.4.1.6. Mood Disorders							-	A	B	B
3.4.1.7. Anxiety Disorders							-	A	B	B
3.4.1.8. Somatoform Disorders							-	A	A	-
3.4.1.9. Factitious Disorders							-	A	A	-
3.4.1.10. Dissociative Disorders							-	A	A	-
3.4.1.11. Sexual and Gender Identity Disorder							-	A	A	-
3.4.1.12. Eating Disorders							-	A	B	B
3.4.1.13. Sleep Disorders							-	A	B	-
3.4.1.14. Impulse Control Disorders Not Elsewhere Classified							-	A	A	-
3.4.1.15. Adjustment Disorders							-	A	B	B
3.4.1.16. Personality Disorders							-	A	B	B
3.4.1.17. Other Conditions that May Be a Focus of Clinical Attention							-	A	A	-
3.4.1.18. Additional Codes							-	A	A	-
3.5. Cultural competence in counseling TR: Cultural Diversity: A Primer for the Human Services										
3.5.1. Ethnic/Race Issues							B	A	B	B

1. Tasks, Knowledge And Technical References 4C0XI STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
		A	B	C	D	E	A Supplemental Training	B 3 Skill Level	C 5 Skill Level	D 7 Skill Level
		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
3.5.2. Age Issues							B	A	B	B
3.5.3. Gender Issues							B	A	B	B
3.5.4. Skills of the culturally competent counselor	*						-	A	B	B
3.6. Psychopharmacology TR: Principles and Practice of Psychiatric Nursing, 8 <sup>th</sup> Ed.; Unit 4, Chap 28, pp 572-605	<b>*W</b>									
3.6.1. Identify major classes of drugs							-	A	B	-
3.6.2. Indications							-	A	B	-
3.6.3. Desired effects							-	A	B	-
3.6.4. Side effects							-	A	B	-
3.7. Administrative Management										
3.7.1. Screen records for:	<b>*W</b>									
3.7.1.1. Personnel Reliability Program TR: AFI 36-2104, Nuclear Weapons Personnel Reliability Program							-	A	-	-
3.7.1.2. Security Clearances TR: AFI 31-501, Personnel Security Program Management							-	A	-	-
3.7.1.3. Mobility TR: AFI 48-123, Medical Examinations and Standards, A2.12, A2.13.1 – A2.13.7; AFI 41-106, Medical Readiness Planning and Training, 1.5.18							-	A	-	-
3.7.2. Enter data into Suicide Event Surveillance System (SESS)							-	A	-	-
3.7.3. Commander Directed Mental Health Evaluations TR: AFI 44-109, Mental Health and Military Law	<b>*W</b>						-	A	-	-
3.7.4. Ambulatory Data System							-	-	-	-
3.7.5. Composite Healthcare Computer System (CHCS)							-	-	-	-
3.7.6. Joint Commission on Accreditation of Healthcare Organizations TR: Comprehensive Accreditation Manual for Behavioral Healthcare Hospitals							B	-	-	B
3.7.7. Hospital Services Inspections							B	-	-	B

1. Tasks, Knowledge And Technical References 4C0X1 STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
		A	B	C	D	E	A Supplemental Training	B 3 Skill Level	C 5 Skill Level	D 7 Skill Level
		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
TR: Health Services Inspection Guide, <a href="http://www.4afia.sais.mil/Medical-Operations/sg-index.htm">www.4afia.sais.mil/Medical - Operations/sg-index.htm</a>										
3.7.8. Operations Security (OPSEC) TR: AFI 10-1101, Operations Security							-	A	-	-
<b>4. Patient Evaluation</b>										
4.1. Conduct patient interview TR: The Psychiatric Interview; Clinical Interviewing, 2 <sup>nd</sup> Ed.; Global Criteria: The 12 Core Functions of the Substance Abuse Counselor; ASAM PPC-2; AFI 44-121, Alcohol and Drug Abuse Prevention and Treatment Program, AFI 36-810, Substance Abuse Control, Motivational Interviewing, 2 <sup>nd</sup> Ed.; Addiction Counseling Competencies: The Knowledge Skills and Attitudes of Professional Practice; Loosening the Grip: A Handbook of Alcohol Information	*									
4.1.1. Interviewing techniques	<b>W</b>						-	A	B	B
4.1.2. Create a therapeutic alliance and build rapport							B	A	B	B
4.1.3. Motivational Interviewing							-	A	B	B
<b>4.1.4 Screening</b>										
4.1.4.1. Patient Placement Criteria	<b>W</b>						-	A	B	B
4.1.4.2. Evaluate psychological, social and physiological signs and symptoms of alcohol and other drug use and abuse										
4.1.4.2.1. Disease Model of Addiction							B	A	B	B
4.1.4.2.2. Biopsychosocial Model of Addictions							B	A	B	B
4.1.4.2.3. The Pharmacology of Abused Drugs							B	A	B	B
4.1.4.2.4. The Pharmacology of Alcohol Use							B	A	B	B

1. Tasks, Knowledge And Technical References 4C0XI STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
		A	B	C	D	E	A Supplemental Training	B 3 Skill Level	C 5 Skill Level	D 7 Skill Level
		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
4.1.4.2.5. Chemically Dependent Families							A	A	B	B
4.1.4.3. Determine eligibility and appropriateness for services							B	A	B	B
4.1.4.4. Identify coexisting conditions	<b>W</b>						B	A	B	B
<b>4.1.5. Intake</b>										
4.1.5.1. Admission forms							B	A	B	B
4.1.5.2. Consent for treatment							B	A	B	B
4.1.5.3. Release of information							B	A	B	B
<b>4.1.6. Orientation</b>										
4.1.6.1. Overview of program rules, goals, objectives and operations							B	A	B	B
4.1.6.2. Overview of patient rights and obligations							B	A	B	B
<b>4.1.7. Assessment</b>										
4.1.7.1. Gather relevant history from patient, records, or collateral sources	<b>W</b>						B	2b	B	B
4.1.7.2. Explore social history	<b>W</b>						-	2b	B	B
4.1.7.3. Explore substance use history	<b>W</b>						-	2b	B	B
4.1.7.4. Conduct a mental status examination	<b>W</b>						-	2b	B	B
4.1.7.5. Identify patient strengths and weaknesses							C	A	B	B
4.1.7.6. Identify and prioritize patient problems and needs							B	A	B	B
4.1.7.7. Administer, record and score psychological tests TR: Current Manual for each										
4.1.7.7.1. Beck Anxiety Inventory							-	A	B	-
4.1.7.7.2. Beck Depression Inventory							-	A	B	-
4.1.7.7.3. Beck Suicide Scale							-	A	B	-
4.1.7.7.4. Millon Clinical Multiaxial Inventory (MCMI)							-	2b	B	-
4.1.7.7.5. Minnesota Multiphasic Personality Inventory (MMPI)							-	2b	B	-
4.1.7.7.6. Shipley Institute of Living Scale (SILS)							-	2b	B	-

1. Tasks, Knowledge And Technical References 4C0XI STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
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		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
4.1.7.7.7. Wechsler Adult Intelligence Scale (WAIS-III)							-	A	B	-
4.1.7.7.8. Substance Use Assessment Tool							C	A	B	-
4.1.7.7.9. AUDIT							-	A	B	
<b>4.1.8. Treatment Planning</b>										
4.1.8.1. Develop a written treatment plan	<b>W</b>						-	2b	B	-
4.1.8.2. Explain assessment results							B	A	B	B
4.1.8.3. Establish long and short term goals							2b	A	B	B
4.1.8.4. Assist patient in developing a relapse prevention plan							-	A	B	B
4.1.8.5. Termination/discharge planning							-	A	B	B
4.1.8.6. Identify treatment methods and resources							2b	-	-	-
<b>4.1.9. Counseling TR: Theory and Practice of Counseling Psychotherapy; Group Techniques, Groups: Process and Practice</b>										
4.1.9.1. Conduct counseling	<b>W</b>						-	2b	B	B
4.1.9.2. Cognitive Therapy							-	A	B	B
4.1.9.3. Rational Emotive Therapy							-	A	B	B
4.1.9.4. Rational Behavioral Therapy							-	A	B	B
4.1.9.5. Reality Therapy							-	A	B	B
4.1.9.6. Transactional Analysis							-	A	B	B
4.1.9.7. Gestalt Therapy							-	A	B	B
4.1.9.8. Strategic Family Therapy TR: Principles and Practices of Psychiatric Nursing, 8 <sup>th</sup> Ed., pp 705-707							-	A	B	B
4.1.9.9. Behavior Therapy							-	A	B	B
4.1.9.10. Client-Centered Therapy							-	A	B	B
4.1.9.11. Select a counseling theory							B	-	-	-
4.1.9.12. Implement a treatment plan							B	-	-	-
<b>4.1.9.13. Conduct group therapy</b>										
4.1.9.13.1. Therapeutic groups							-	A	B	B

1. Tasks, Knowledge And Technical References 4C0X1 STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
		A	B	C	D	E	A Supplemental Training	B 3 Skill Level	C 5 Skill Level	D 7 Skill Level
		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
4.1.9.13.2. Psychoeducational groups	<b>W</b>						-	2b	B	B
<b>4.1.10. Case management</b>										
4.1.10.1. Act as liaison between mental health services, base, unit or civilian agencies							B	A	B	B
4.1.10.2. Coordinate multidisciplinary activities							B	A	B	B
<b>4.1.11. Crisis Intervention TR: Principles and Practice of Psychiatric Nursing, Unit 4, Chap 31, pp 635-657</b>	<b>W</b>									
4.1.11.1. Respond to the suicidal patient	*						-	A	B	-
4.1.11.2. Respond to the homicidal patient	*						-	A	B	-
4.1.11.3. Initiate verbal intervention	*						-	2b	B	-
4.1.11.4. Place patient in seclusion							-	2b	B	-
4.1.11.5. Use release techniques	*						-	2b	B	-
4.1.11.6. Apply mechanical restraints							-	2b	B	-
4.1.11.7. Apply manual restraints							-	2b	B	-
4.1.11.8. Recognize elements of a crisis	*						C	A	B	B
<b>4.1.12. Client education TR: AFI 44-121, Alcohol and Drug Abuse Prevention and Treatment (ADAPT) Program, Introduction to Addictive Behaviors, Substance Abuse Counseling: Theory and Practice, Chemical Dependency: A Family Affair, Loosening the Grip: A Handbook of Alcohol Information, 6<sup>th</sup> Ed., AFPAM 44-160, The Air Force Suicide Prevention Program</b>										
4.1.12.1. Conduct briefings	<b>*W</b>						-	2b	B	-
4.1.12.2. First Duty Station							-	A	B	-
4.1.12.3. Newcomers Orientation							-	A	B	-
4.1.12.4. Overseas Orientation							-	A	B	-
4.1.12.5. Substance Awareness Seminar							B	A	B	-
4.1.12.6. Suicide Prevention							-	A	B	-

1. Tasks, Knowledge And Technical References 4C0XI STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
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		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
4.1.12.7. Stress Management							-	A	B	-
4.1.12.8. Anger Management							-	A	B	-
4.1.12.9. Key Personnel Briefing							-	A	B	-
4.1.12.10. Workplace Violence							-	A	B	-
<b>4.1.13. Referral</b>										
4.1.13.1 Integrated Delivery System – Community Action Information Board							-	A	B	B
4.1.13.2. Identify and match referral needs	W						C	2b	B	B
4.1.13.3. Explain rationale for referral	W						B	2b	B	B
<b>4.1.14. Reports and Record Keeping</b> TR: AFI 44-121, Alcohol and Drug Abuse Prevention and Treatment (ADAPT) Program, Clinical Interviewing 2 <sup>nd</sup> Ed. (pg 54-55), AFI 41-210, AFI 36-210										
4.1.14.1. Narrative method of documentation	W						-	A	-	-
4.1.14.2. SOAP method of documentation	W						B	2b	-	-
4.1.14.3. Records maintenance							B	A	B	-
<b>4.1.15. Consultation</b>										
4.1.15.1 Staff a case	*						C	A	B	-
4.1.5.2. Identify appropriate consultation resources							B	A	B	-
4.1.5.3. Explain rationale for consultation to patient							B	A	B	-
<b>5. Alcohol and Drug Abuse Prevention and Treatment (ADAPT) Program</b> TR: AFI 44-121, AFI 44-120, AFI 36-810										
5.1. Demand Reduction Program										
5.1.1. Brief designated urinalysis collection observers on responsibilities							-	-	-	-
5.1.2. Ensure integrity of chain of custody							-	-	-	-
5.1.3. Collect and ship specimens							-	-	-	-
5.2. ADAPT	*									

1. Tasks, Knowledge And Technical References 4C0X1 STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
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		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
5.2.1. Treatment Team (TT) Meetings							-	A	B	-
5.2.2. Non-clinical services for substance abuse							-	A	B	-
5.2.3. Clinical services for substance abuse							-	A	B	-
5.2.4. Detoxification	W						-	A	B	-
5.2.5. Evaluate and make treatment recommendations for eligible civilian employees							-	A	B	B
5.3. AF Substance Abuse Counselor Certification Program	*									
5.3.1. Written case presentation							2c	A	A	b
5.3.2. Oral presentation							2c	A	A	b
5.3.3. Written exam (ICRC)							2c	A	A	b
<b>6. Air Force Family Advocacy Program (FAP), Family Advocacy Program Standards, Current; AFI 40-301</b>										
6.1. FAP Maltreatment Program										
6.1.1. FAP maltreatment program administration										
6.1.1.1. Maintain FAP maltreatment referral log							-	A	-	-
6.1.1.2. Maintain FAP records							-	A	-	-
6.1.1.3. Assign case numbers							-	A	-	-
6.1.1.4. Document DD Form 2486 and AF Form 2583							-	A	-	-
6.1.1.5. Complete intake forms							-	A	-	-
6.1.1.6. Family Maltreatment Case Management Team (FMCMT)							-	A	-	-
6.1.1.7. Child Sexual Maltreatment Response Team (CSMRT)							-	A	-	-
6.1.1.8. High Risk for Violence Response Team (HRVRT)							-	A	-	-
6.1.2. Family maltreatment interventions										
6.1.2.1. Dynamics of abuse and neglect							-	A	B	-
6.1.2.2. Determine victim safety							-	A	B	-

1. Tasks, Knowledge And Technical References 4C0X1 STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
		A	B	C	D	E	A Supplemental Training	B 3 Skill Level	C 5 Skill Level	D 7 Skill Level
		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
6.1.2.3. Identify resources to aid both victims and offenders							-	A	B	-
6.2. Exceptional Family Member Program	*									
6.2.1. Exceptional Needs Assessment							-	A	B	-
6.2.2. Identify categories of specialized treatment [General Medical Services (GMS), Medically-Related Services (MRS), Special Education Services (SES), or Early Intervention Services (EIS)]							-	A	B	-
6.2.3. Q-code initiation or removal							-	A	-	-
6.2.4. Family Member Relocation Clearance (FMRC)							-	A	-	-
6.2.5. Facility Determination Inquiries							-	A	-	-
6.2.6. EFMP reassignments and deferments							-	A	-	-
6.3. Family Advocacy Prevention Program										
6.3.1. Participate in planning and delivering prevention programs							-	A	B	-
<b>7. Mental Health Readiness Mission TR: Critical Incident Stress Management, 2<sup>nd</sup> Ed.; AFMS CONOPS for MHRRT/MHAT</b>	<b>*W</b>									
7.1 Initial Medical Readiness training is provided by the Basic Medical Readiness course conducted by 381 TRS, Sheppard AFB, TX. This training is documented on AETC Form 156. Continuation training is the responsibility of each medical facility. TR: AFI 41-106										
7.2. Critical Incident Stress Management (CISM)										
7.2.1. Participate in Pre-Exposure Preparation							-	A	B	-
7.2.2. Demobilizations							-	A	B	-
7.2.3. Group informational briefing							-	A	B	-

1. Tasks, Knowledge And Technical References 4C0XI STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
		A	B	C	D	E	A Supplemental Training	B 3 Skill Level	C 5 Skill Level	D 7 Skill Level
		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
7.2.4. Critical Incident Stress Debriefing (CISD)							-	A	B	-
7.2.5. Defusing							-	A	B	-
7.2.6 Team Debriefing							-	A	B	-
7.3. Mental Health Rapid Response Team (MHRRT) (UTC:FFGKV)										
7.3.1. MHRRT mission							-	A	B	-
7.4. Mental Health Augmentation Team (MHAT) (UTC:FFGKU)										
7.4.1. MHAT mission							-	A	B	-
7.5. Combat Stress Facility										
7.5.1. Intervention for combat stress							-	A	B	-
<b>8. Aeromedical Evacuation</b> TR: AFPD 41-3, AFI 41-301, 41-302, AFDIR 31-317	<b>*W</b>									
8.1. Aeromedical terminology							-	A	A	-
8.2. Patient transfer							-	A	A	-
<b>9. Supervision</b>										
9.1. Orient new personnel TR: AFI 36-2103							-	-	-	-
9.2. Assign personnel to work area TR: AFI 36-2247							-	-	-	-
9.3. Establish/supervise work assignments TR: AFIs 36-2201, 44-102, AFPAM 36-2241							-	-	-	-
9.4. Evaluate performance of subordinates and complete rating forms TR: AFPD 36-24, AFI 36-2403							-	-	-	-
9.5. Utilize Qualification Training Package (QTP) to evaluate training							-	-	-	-
9.6. Interpret policies, directives, or procedures for subordinates							-	-	-	-
9.7. Counsel personnel and resolve individual problems TR: AFPAM 36-2241							-	-	-	-
9.8. Clinical Supervision TR: AFI 11-119, Clinical Performance Improvement							-	-	-	B

1. Tasks, Knowledge And Technical References 4C0XI STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
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		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
9.10. Act as patient advocate							-	-	-	B
<b>10. On-the-Job-Training (OJT)</b> <b>TR: AFI 36-2201, 36-2245, 36-2247</b>										
10.1. Evaluate personnel to determine need for training							-	-	-	-
10.2. Plan and supervise OJT							-	-	-	-
10.3. Preparation of 6-Part Training Folder							-	-	-	-
10.4. Prepare job qualification standards							-	-	-	-
10.5. Conduct training							-	-	-	-
10.6. Counsel trainees on their progress							-	-	-	-
10.7. Monitor effectiveness of training							-	-	-	-
<b>11. Qualification Training Packages (QTP)</b>										
11.1. Volume 1-12 Core Functions							-	-	-	-
11.2. Volume 2-Family Member Relocation Clearance	*						-	-	-	-
11.3. Volume 3- Safety and Health Procedures	*						-	-	-	-
<b>12. Managed Care</b>										
12.1. TRICARE/DoD Managed Care										
12.1.1. Evolution of Military Medicine							-	-	-	-
12.1.2. Terminology							-	-	-	-
12.1.3. Organizational Structure							-	-	-	-
12.1.4. Operations:										
12.1.4.1. Financial Management/Capitation	*						-	-	A	A
12.1.4.2. Regulatory/Accreditation Requirements	*						-	-	A	A
12.1.5. Ethical/Legal Issues Related to Managed Care	*						-	-	A	A
12.2. Health Care Systems										
12.2.1. Components of Military Health System (MHS)							-	-	-	-
12.2.2. Health Care Benefits Options							-	-	-	-

1. Tasks, Knowledge And Technical References 4C0XI STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
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		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
12.2.3. Marketing AFMS							-	-	-	-
12.3. Primary Care Management (PCM) Concept:										
12.3.1. Primary Care Provider/Manager/Team Responsibilities							-	A	-	-
12.3.2. Beneficiary Responsibilities							-	-	-	-
12.3.3. Primary Care Optimization							-	A	-	-
12.3.4. Population Health							-	A	A	-
12.3.5. Behavioral Health Optimization							-	A	A	-
12.4. Best Value Health Care (Quality Management and Utilization Management, QM/UM model) (Link w/ Goal 3)							-	-	-	-
12.5. Information Systems:										
12.5.1. Defense Enrollment and Eligibility Reporting System (DEERS)							-	-	-	-
12.5.2. Air Force Performance Measurement Tool (AFPMT)							-	-	-	-
12.5.3. Advanced Technologies (i.e. telemedicine)							-	-	-	-
<b>13. Customer Service TR: Delivering Know Your Socks Off Service, Revised Ed.; Anderson &amp; Zemke</b>										
13.1. AFMS Customer Service Standards							-	-	-	-
13.2. Identification of Key AFMS Customers							-	-	-	-
13.3. Customer Relationship Programs							-	-	-	-
13.4. Attributes of Good Customer Service:										
13.4.1. Determining Customer Needs and Expectations							-	A	-	-
13.4.2. Practice Customer Care Basics:										
13.4.2.1. Listening Techniques							-	A	-	-
13.4.2.2. Face-to-Face Contact							-	A	-	-

1. Tasks, Knowledge And Technical References 4C0X1 STS	2. Core/War-Time Tasks	3. Certification For OJT					4. Proficiency Codes			
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		Training Started	Training Completed	Trainee's Initials	Trainer's Initials	Certifiers Initials	Course	Course	CDC	CDC
13.4.2.3. Telephone Etiquette							-	A	-	-
13.4.2.4. Initiating Appropriate Response in Dealing with Difficult Customers							-	A	-	-
13.5. Evaluating Customer Services:										
13.5.1. Developing Mechanisms to Solicit Customer Feedback							-	-	-	-
13.5.2. Evaluating Measures of Customer Satisfaction							-	-	-	-
13.5.3. Establishing Processes to Design and/or Improve Products and Services							-	-	-	-
13.6. Complaint/Conflict Resolution							-	A	-	-
13.7. Reinforcing Good Customer Service:										
13.7.1. Providing Feedback/Rewards and Recognition for Good Customer Service							-	-	-	-
13.7.2. Implementing Education and Counseling to Improve Customer Service							-	-	-	-

## TRAINING REFERENCES (TR) SOURCE SUMMARY STS 4C0X1

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Corey, Gerald; Corey, Marianne Schneider; Issues and Ethics in the Helping Professions, 5<sup>th</sup> Ed.; Wadsworth Publishing; 1997

Gladding, Samuel T.; Counseling: A Comprehensive Profession, 4<sup>th</sup> Ed.; Prentice Hall; 1999

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Corey, Gerald E. Group Process and Practices, 4<sup>th</sup> Ed. Brooks/Cole Publishing Company, 1992.

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AFPD 36-24 Military Evaluations, current.

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## QUALITATIVE REQUIREMENTS

### Section B - Course Objective List

1. Note: The course objectives list available from the 383 TRS/XUFD, 939 Missile Road, Suite 3, Sheppard AFB, Texas, 73611-2263. These are the training objectives used to teach the resident 3-level course.

### Section C - Support Materials

1. Qualification Training Packages (QTP)

Course Number	Course Title
QTP 4C0X1-1	12 Core Functions (1 Volume 12 Modules)
QTP 4C0X1-2	Family Member Relocation Clearance (1 Volume 1 Module)
QTP 4C0X1-3	Safety and Health Procedures (1 Volume 1 Module)

### Section D - Training Course Index

1. List all mandatory Air Force in-residence, field, ECI, and exportable courses used to support training for the specialty. This list will help individuals identify resources available to support training requirements. Courses under revision or development may also be listed here.

2. Purpose. This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

3. Air Force/DOD In-Residence Courses.

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>DEVELOPER</b>
J3ABR4C031 002	Mental Health Service Apprentice Course	Sheppard AFB, TX
J3ATR40030 002	Basic Medical Readiness	Sheppard AFB, TX
*5H-F4/302-F4	USADART Individual Course	Fort Sam Houston, TX
*5H-F5/302-F5	USADART Group Course	Fort Sam Houston, TX
*5H-F6/302-F6	ADAPCP Management Course	Fort Sam Houston, TX
*5H-F7/302-F7	Family Counseling Course	Fort Sam Houston, TX
*5H-F9/302-F9	Clinical Consultant Course	Fort Sam Houston, TX
*5H-F10/302-F10	Advanced Counseling Course	Fort Sam Houston, TX

## 2.1. Other MAJCOM And FOA Courses

COURSE NUMBER	COURSE TITLE	DEVELOPER
3AIR7520075*	Basic Instructor Course (Parts A, B, and C)	Sheppard AFB, TX
3AIR7520072*	(A) Fundamentals of Teaching	Sheppard AFB, TX
3AIR7520073*	(B) Practice Teaching	Sheppard AFB, TX
3AIR7520074*	AETC Training Policies and Procedures	Sheppard AFB, TX
3AIR75200 036*	Technical Training Teaching Practice	Sheppard AFB, TX
3AIR75200 013**	Technical Writer Principles	Sheppard AFB, TX
3AIR75200 015**	Nonresident Training Materials	Sheppard AFB, TX
MECI 100**	AFIADL Course for Authors	Maxwell AFB, Gunter Annex, AL

\*Mandatory training for Resident Instructor positions

\*\*Mandatory training for CDC Technical Writers

## 4. Extension Course Institute (ECI) Courses

COURSE NUMBER	COURSE TITLE
CDC 4C051	Mental Health Service Journeyman
CDC 4C071	Mental Health Service Craftsman

5. Exportable Courses: There are currently no exportable courses.

6. Courses Under Development/Revision: The Apprentice Course, Journeyman Course and Craftsman Course are all currently being revised or developed.

## Section E - MAJCOM Unique Requirements

1. NOTE: There are currently no MAJCOM unique requirements. This area is reserved.

## Section F - Documentation of Training

1. Development of a Work Center Training Plan and the Enlisted Training and Competency Folder. Air Force Instruction 36-2201, Developing, Managing, and Conducting Training, Para 3.4.3. authorizes the Career Field Manager to bring training documentation back into one "OJT" record, this creates the Enlisted Training and Competency Folder. The following training information provides specific guidance along with recommended documentation, consistent with current Air Force instruction/directives. All enlisted personnel, from airman basic to chief master sergeant, will have an Enlisted Training and Competency Folder. The folders will be kept current for present duty position. It is recommended that the folder be maintained for future use if the individual leaves the career field. This training guidance has focused on two main areas: 1) Master Training Plan and 2) Documentation of training in the Enlisted Training and Competency Folder. Although not mandated, each part of the

competency folder may contain separate indexed tabs or tabbed dividers for the documentation of different categories of training.

## 2. Master Training Plan (MTP).

2.1. The Master Training Plan is a guide developed for each section that outlines the tasks unique to that section and documents the training for individuals assigned. The MTP is used to standardize training and to give trainers, trainees, supervisors, NCOICs, and OICs an overview of the training process for the duty section.

2.2. The Master Training Plan is an overview of training for the duty section. It should include all documents involved in the training process for the duty section. Training will vary slightly from section to section and person to person, but there are certain documents that are a standard requirement for all MTPs. They are listed below.

### 2.2.1 Unit Specific Orientation Checklist

2.2.2. Job descriptions as identified in AFMAN 36-2108, Atch 32

2.2.3. Dual Channel OJT Concept

2.2.4. Testing procedures for CDCs

2.2.5. Uses of AF Form 623 and Job Qualification Standards (JQSs) (AFI 36-2201)

2.2.6. Performance standards

2.2.7. Master Career Field Education Training Plan (MCFETP)

2.2.8. Qualification Training Packages (QTPs)

## 3. The Enlisted Training and Competency Folder Documentation

3.1. The purpose of this section is to provide guidelines and examples of proper documentation for the many forms used in training all enlisted mental health personnel. Training documentation helps to assess readiness capability, individual strengths and weaknesses, and resources needed to support quality patient care. It also aids compliance with all Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and Health Services Inspections (HSI) regulatory requirements. The Enlisted Training and Competency Folder is limited to the forms presented here and those prescribed in AFI 36-2201. Unit training managers can provide assistance with training documentation.

### 3.2. Documents included in the 4COX1 Training and Competency Folder.

3.2.1. Assemble the 4COX1 training record using a standard 6-part folder (NSN 7530-00-990-8884, Folder, 6 Section). Attach a computer generated or typewritten label centered on the front cover entitled, "Enlisted Training and Competency Folder" with the member's full name (last name, first name, middle initial), rank and SSAN. An AFVA 205-15, "PRIVACY ACT STATEMENT" will be placed below the Title and Trainee information. These labels will be centered on the front cover as viewed in the portrait orientation. (*See figure 1 on the following page*).

*Outside of Folder*

<b>ENLISTED TRAINING AND COMPETENCY FOLDER</b>		
Jones, William G.	SRA	123-45-6789
PERSONAL DATA PRIVACY ACT OF 1974 (5 U.S.C. 552a) <small>29 March 1985 AFVA 205-15</small>		

*Figure 1.*

3.2.2. Each section of the 6-part folder is discussed in detail in the following paragraphs. When multiple copies of any form are placed in the OJT record, they are placed in chronological order with the most current documentation on top. When building the new 6-part folder, the parts of the folder will contain the documents filed in the sequence shown in figure 2.

<p>PART 1</p> <ul style="list-style-type: none"> <li>- Locally required competency documentation</li> <li>- AF Form 55-Safety Training</li> <li>- Certificates of training</li> </ul>	<p>PART 3</p> <ul style="list-style-type: none"> <li>- Mandatory Training</li> <li>- Qualification Training Packages</li> <li>- Inservice Training</li> </ul>	<p>PART 5</p> <ul style="list-style-type: none"> <li>- AF Form 2096</li> <li>- PC III documentation (If applicable)</li> </ul>
<p>PART 2</p> <ul style="list-style-type: none"> <li>- AF Form 623</li> <li>- CFETP</li> <li>- AF Form 797 (as required)</li> </ul>	<p>PART 4</p> <ul style="list-style-type: none"> <li>- AETC Form 156 (if applicable)</li> <li>- AF Forms 623a</li> <li>-- Job Description/Performance Standards Review</li> <li>-- Orientation</li> <li>-- Training progress</li> </ul>	<p>PART 6</p> <ul style="list-style-type: none"> <li>- Continuing Education record</li> <li>- National and State Certificates</li> </ul>

***Figure 2, Organization of the 4COX1 OJT Record.***

3.2.3. Part 1, the first two-pronged section, is located inside the front cover. Locally required training documentation is to be maintained in Part 1. This may include BLS instructor training, ergometry testing, quality courses, etc. In addition, AF Form 803, Report of Task Evaluations will be filed in this section, if required. Also, AF Form 55, Employee Safety and Health Record, is maintained in Part 1. AFI 91-301, Air Force Occupational and Environmental Safety Fire Protection, and Health (AFOSH) Program, June 1996, authorizes supervisors to file the AF Form 55 with the AF Form 623, On-The-Job Training Record.

3.2.4. Part 2 is where the AF Form 623 and Career Field Education and Training Plan (CFETP) are maintained. Attach the front cover (containing Sections 1-4) of member's current AF Form 623, into Part 2 of the 6-part folder. Maintenance of AF Form 623 including the CFETP is mandatory for all mental health enlisted personnel. A two part adhesive backed form is available and will be used to document 4COX1 training in lieu of cardboard folder version of AF Form 623. Place the two-part form on cardstock or similar durable material and place in Part 2 of the Educational Folder. Transfer all information from the old form to the new one. The AF Form 623 must remain on top of the CFETP in Part 2. Ensure all appropriate areas of the form are properly completed before posting in Part 2. This document is formally recognized by the personnel system in contingencies and deployments as the official "cover" of the formal training record. Finally, the AF Form 797, Job Qualification Standard Continuation/Command JQS is maintained in Section 2. (See Figure 3 sample form on the following page). These forms will be used to document training for tasks that are not otherwise documented in the CFETP.





3.2.6. Part 4, AF Form 623a, OJT Training Record Continuation Sheet/Automated product. This form may be utilized to document progress of individual training. Document members entry into upgrade training and periodic evaluations of training progress. Frequency of documentation for any type of training will be dictated by local policy. CDC progress, unit review exercise cards, information on extensions, waiver requests, and any breaks in training should be clearly documented with copies of any related correspondence. Also, document any de-certification proceedings to include dates, reasons for de-certification and other applicable information on the AF Form 623a. Use this form to clearly document initial orientation and the responsibilities of the trainer and trainee in the training process. AETC Form 156, Student Training Report is maintained in this section. This form documents the strengths and weaknesses that a student demonstrated during technical school. It is mailed to the student's gaining unit shortly after graduation. This form is maintained on top of the AF Form 623a until 5 level upgrade training is completed. (See Figures 5 and 6 for sample entries).

ON - THE - JOB TRAINING RECORD CONTINUATION SHEET		
<p>(Trainee Orientation) 1 Sep 02</p> <p>SrA Jones has been briefed on the On-The-Job (OJT) Program and how she fits into the program while in upgrade training (UGT). Upgrade training was explained as a dual-channel process designed to qualify an airman for skill level upgrade. Dual-channel OJT is a systematic reportable application of self-study and hands-on application. Trainees acquire job qualification while performing on the job under supervision. This combination of knowledge and job position qualification constitutes the dual-channel concept. Requirements from AFI 36-2101, 36-2108 and 36-2201 were covered. AF Forms 623, 623a, 797, 1098, 2096, the CFETP and the STS or JQS were explained. Responsibilities of the commander, base training element, unit education and training manager (ETM), immediate supervisor, trainer and trainee were discussed. The career development course (CDC) was briefly discussed and will be explained in detail at a later date. Requirements for upgrade in AFSC 4C0X1 are: (1) Satisfactory completion of CDC, (2) Certification of OJT for job qualification by supervisor, (3) Completion of 7-level CDC and (4) Recommendation of supervisor. Each airman in grades E-1 through E-9 has an AF Form 623 and CFETP or JQS. The CFETP or JQS may contain 150 or more separate tasks but it should be annotated to show only those tasks the airman is required to perform in his or her current duty position, all mandatory requirements for upgrade, and core task requirements. In the JQS there is a space for both the supervisor and the trainee to initial to certify training is complete. In the CFETP the trainer, trainee, and certifier have a space to initial when training is completed. After upgrade, the CFETP or JQS will continue to be used to document further qualification training.</p>		
<p><i>Sandra L. Kiviane</i> _____ SUPERVISOR SIGNATURE</p>	<p><i>Tamara Q Jones</i> _____ TRAINEE SIGNATURE</p>	<p>1 SEP 02 _____ DATE</p>
<p>LAST NAME - FIRST NAME - MIDDLE INITIAL Jones, Tamara Q</p>		
<p>AF FORM 623A, 19790301 (EF-V2) (EF-V2) PREVIOUS EDITION WILL BE USED.</p>		

**Figure 5, Sample AF Form 623a Entry**

ON - THE - JOB TRAINING RECORD  
CONTINUATION SHEET

1 Sep 02

SrA Tamara Q. Jones is assigned to the Mental Health Flight on this date. I have been assigned as her trainer and will orient SrA Jones to the squadron using the Mental Health Flight orientation checklist located in the Master Training Plan dated 1 Sep 02. An initial interview was accomplished on this date. SrA Jones enjoyed her Mental Health Flight orientation and is looking forward to the Medical Group orientation. SrA Jones stated that her goals during the orientation process were to learn as much as possible and to question the trainers when he was not clear as to the training provided. SrA Jones seems to be very enthusiastic about working in the Mental Health Flight and has expressed her desire to take on any challenges that the trainers have to offer.

*Tamara Q Jones*

TAMARA Q. JONES, SrA, USAF  
Mental Health Apprentice

*James T Smith*

JAMES T. SMITH, TSgt, USAF  
NCOIC, Mental Health Flight

15 Sep 02

A mid-orientation progress check was accomplished on this date. SrA Jones has progressed through the Mental Health Flight orientation dated 17 Mar 94, with little to no difficulty. She completed her review of the Mental Health Flight OIs and has begun required reading of applicable Medical Group Instructions.

*Tamara Q Jones*

TAMARA Q. JONES, SrA, USAF  
Mental Health Apprentice

*James T. Smith*

JAMES T. SMITH, TSgt, USAF  
NCOIC, Mental Health Flight

1 Oct 02

SrA Jones has completed all training on the Mental Health Flight orientation checklist dated 17 Mar 94. A review of the checklist with SrA Jones indicates that she was knowledgeable of all items discussed. SrA Jones stated that she feels comfortable with the training provided and believes that she is ready to be released from orientation. I recommend SrA Jones be released from orientation on this date.

*Tamara Q Jones*

TAMARA Q. JONES, SrA, USAF  
Mental Health Apprentice

*James T. Smith*

JAMES T. SMITH, SSgt, USAF  
NCOIC, Mental Health Flight

I concur with the recommendation.

*Jewel T. Finish*

JEWEL T. FINISH, MSgt, USAF  
Mental Health Flight Superintendent

LAST NAME - FIRST NAME - MIDDLE INITIAL

Jones, Tamara Q

AF FORM 623A, 19790301 (EF-V2)

(EF-V2)

PREVIOUS EDITION WILL BE USED.

*Figure 6, Sample AF Form 623a Entries*

3.2.7. Part 5 includes AF Form 2096, Classification On-The-Job Training Action. This form will be used to document official training actions, i.e. award of skill level, training status changes and de-certifications. NOTE: A PC III automated document may be substituted for AF Form 2096.

3.2.8. Part 6 includes any education directly related to CADAC certification that would be approved for continuing education hours. Maintain a copy of state and national certification certificates, certificates of training and other supporting documentation for Certified Drug and Alcohol Counselors.

3.2.8.1. Guidance for the supervision of CADAC's, CADAC's in training, and the documentation of supervision and competency assessments may be found in AFI 44-119, Clinical Performance Improvement, Chap 6, sub-section 6.23. Additional guidance may also be found in the Comprehensive Accreditation Manual for Behavioral Health Care, Sec 2, Management of Human Resources, pp HR-3 thru HR-5.