

QTP 4Y0X1-8
June 2003

DENTAL ASSISTANT SPECIALTY

Volume 8. Supervision and Training



381st Training Squadron
917 Missile Road
Sheppard AFB TX 76311-2246

Qualification Training

Package Author: MSgt Michelle S. Keehnen
DSN: 736-7722

Supervisory Training

Specialist: Virgil Watson

Office of Primary

Responsibility: HQ USAF/SGWD
Certified by: CMSgt Terry Harford
Pages: 31

Volume 8, *Clinic Management*, contains modules on orienting personnel, writing job descriptions, managing work assignments and priorities, evaluating and counseling personnel on work/training issues, managing training programs and records. This QTP is designed to enhance 5-, and 7-skill level OJT of dental assistant personnel. Each volume is intended to be used by trainees, trainers, supervisors, and supervisor/trainer—for conducting on-the-job (OJT) per AFI 36-2201, Air Force Training Program.

QTPs are designed to help you conduct and evaluate your field training. Once you begin upgrade training you're required to use the QTPs. QTPs provide continuity to the trainee's upgrade training and are divided into the following volumes: 1) *Basic Skills*; 2) *Clinical Skills - Radiology*; 3) *Clinical Skills - Chairside Assisting*; 4) *Clinical Skills - Preventive Dentistry*; 5) *Patient Administration – Procedures and Programs*; 6) *Logistics Management*; 7) *Clinic Management*, and 8) *Supervision and Training*. The QTP modules were written to assist you in preparing for and conducting training. You *must* use the QTP modules for training when either: 1) the STS task is a core task (minimum qualification for the specialty); or 2) you have identified the STS task as a requirement of the trainee's job. Each module segments the major tasks into teachable elements. Your goal is to provide enough training and guidance so trainees can do all task related steps, without assistance, while meeting local requirements for speed and accuracy. QTPs also aid OJT task certifiers in evaluating the trainee's demonstrated performance. If you have local training requirements not covered by a QTP module you *should* develop "steps in performance" and "performance checklists" that support and standardize those tasks.

Accompanying each volume of QTPs is a *qualification training progress record*. This QTP record serves as a document to record the date the trainee completes each module. Individuals in qualification/upgrade training must have this QTP progress record filed in their OJT folder. Use and annotation of this progress record are similar to current OJT documentation. When *you* are satisfied the trainee meets standards, as prescribed in the QTP performance checklist, *you* must document and initial each task completion date in column 2B of the Specialty Training Standard (STS) and the "date completed" column in the QTP progress record. If a person is being recertified on a task that is supported by a QTP you must use that module to complete the recertification process.

Typically, you will manage each module by first, training the tasks and then, evaluating performance. Your local steps in performance may vary from the method listed in the QTP module. If this is the case, you are authorized to make changes to the first half of each module, (i.e., steps in task performance); however, the "performance checklist" is considered a *standard* and cannot be altered. You may train each QTP volume/module in any sequence; however, when conducting training use an organized and methodical approach. This will reduce your training time and enhance your efforts.

When beginning any training process you should first, review the procedures in each module with the trainee. Second, direct the trainee to review the training references listed to prepare for task performance. Third, go through the steps in task performance

with the trainee, allowing enough time to adequately train each step (some modules may take longer to teach). Fourth, evaluate the trainee's work at each critical step--using the performance checklist at this point will be helpful. Fifth, evaluate the trainee's performance and provide feedback on any areas for improvement. Finally, when the trainee has successfully completed the task you must document and initial both the STS and the QTP progress record. If the trainee does not accomplish the module, conduct follow-up instruction until the trainee successfully completes the task.

The QTP project goal of the 381 TRS/XWAA, Sheppard AFB TX, is to publish a useable document for trainers and trainees. You are encouraged to write-in changes or revisions to the QTPs. A corrections/improvements letter is located on the last page of each QTP volume.

The inclusion of names of any specific commercial product, commodity, or service in this publication is for informational purposes only and does not imply endorsement by the Air Force.

Module 1 Orienting New Personnel1

Module 2 Prepare Written Job Descriptions3

Module 3 Plan Work Assignments and Priorities5

Module 4 Evaluate Work Methods and Performance Standards.....7

Module 4A Evaluate Performance of Personnel and Trainees7

**Module 4B Counsel Personnel to Resolve Individual and
Management Problems.....10**

Module 4C Initiate Action To Correct Substandard Behavior.....12

Module 5 Maintain Training Records14

Module 6 Evaluate Personnel to Determine Need for Training.....17

Module 7 Conduct Training.....19

Qualification Training Progress Record*Appendix A*

Corrections/Improvements*Appendix B*

This page intentionally left blank.



MODULE 8-1 ORIENTING NEW PERSONNEL

STS TASK REFERENCE:

- 13.1. Orient new personnel

TRAINING REFERENCES:

Dental Management Guide
4Y071 CDC
4Y0X1 CFETP
AFI 36-2201, Volume 3 *On the Job Training Administration*

EVALUATION INSTRUCTIONS:

After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:

DTF orientation checklist
DTF recall roster
Dental treatment facility (DTF) Operating Instructions (OIs)

STEPS IN TASK PERFORMANCE:

1. Ensure member is scheduled for base and hospital in processing
2. Appoint member with NCOIC, Dental Services to receive supervisor and duty assignment
3. Schedule a definitive time to discuss the following areas with the newly arrived member:
 - a. Discuss performance expectations
 - b. Dental treatment facility (DTF) mission, values, and goals
 - c. Policies for safety, infection control, disaster preparedness, and patient sensitivity
 - d. Chain of command- MTF and duty section
 - e. Position description
 - f. EPR system
 - g. Duty hours
 - h. Training
 - i. Recall procedures
 - j. Mobility requirements
 - k. Leaves
 - l. Personal hygiene and uniform requirements uniforms requirements
 - m. Parking
 - n. Operating Instructions (OIs)
 - o. Conduct (personal and professional)
 - p. Handling of hazardous material
 - q. Educational opportunities
 - r. Sick call, appointments, commander's call and details



MODULE 8-1 ORIENTING NEW PERSONNEL

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must be able to satisfactorily perform all tasks without assistance. Evaluate the trainee's performance using this checklist.

DID THE TRAINEE...?	YES	NO
1. Ensure member is scheduled for base and hospital in processing		
2. Appoint member with NCOIC, Dental Services		
3. Discuss programs and policies applicable to the DTF with the member		

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.



MODULE 8-2 PREPARE A WRITTEN JOB DESCRIPTION

STS TASK REFERENCE:

- 13.8. Prepare written job descriptions

TRAINING REFERENCES:

AFMAN 36-2108, *Airman Classification*
Dental Management Guide
4Y0X1 CFETP
4Y071 CDC

EVALUATION INSTRUCTIONS:

The trainee must be able to prepare a written job description. After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCE:

4Y0X1 CFETP

STEPS IN TASK PERFORMANCE:

1. Determine the appropriate job title (i.e., NCOIC, Records and Reception), must be accurate and specific to duties required for the position
2. Identify specific source documents that is/are used to perform duties
3. State specific position tasks in a logical and natural order
4. Clarify how the position fits into the organizational makeup (laterally and horizontally)



PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must be able to satisfactorily perform all tasks without assistance. Evaluate the trainee's performance using this checklist.

DID THE TRAINEE...?	YES	NO
1. Determine an appropriate job title, which is specific to duties required for the position		
2. State specific position tasks in a logical and natural order		
3. Clarify how the position fits into the organizational makeup		

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.



MODULE 8-3 PLAN WORK ASSIGNMENTS AND PRIORITIES

STS TASK REFERENCE:

- 13.3. Plan work assignments and priorities

TRAINING REFERENCES:

Dental Management Guide
4Y071 CDC

EVALUATION INSTRUCTIONS:

After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:

Notebook or word processing software
Projected personnel absences
Wing, group, and squadron calendars

STEPS IN TASK PERFORMANCE:

1. Create lists of tasks that must be completed daily, weekly, and monthly
 - a. Assign priority to each task, what needs to be completed first
 - b. Break intensive tasks into manageable bites i.e., create EPR bullets over several days
2. Plan work assignments by determining due date, and how long a task will take
3. Schedule personnel's work assignments
 - a. Account for personnel absences due to appointments, meetings, scheduled leaves, etc.
 - b. Consider technician proficiency and speed



PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must satisfactorily perform all parts of the task without assistance. Evaluate the trainee's performance using this checklist.

DID THE TRAINEE...?	YES	NO
1. Create lists of tasks that must be completed daily, weekly, and monthly		
2. Plan work assignments		
3. Schedule work assignments		

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.



MODULE 8-4 EVALUATE WORK METHODS AND PERFORMANCE STANDARDS

MODULE 8-4A EVALUATE PERFORMANCE OF PERSONNEL AND TRAINEES

STS TASK REFERENCE:

- 13.2. Evaluate work methods and performance standards
- 13.4. Evaluate performance of personnel
- 14.4. Counsel trainees on their training
- 14.5. Monitor effectiveness of upgrade training program
- 14.6. Monitor effectiveness of qualification training

TRAINING REFERENCE:

AFI 36-2201, *Air Force Training Program – On The Job Training Administration*
4Y071 CDC
4Y0X1 CFETP

EVALUATION INSTRUCTIONS:

After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:

Job description

**STEPS IN TASK PERFORMANCE:**

1. Identify the duties required to perform the job
2. Create an objective for the task; determine what the individual must be able to do
 - a. Condition – what resources are provided to accomplish the task
 - b. Performance – mirrors task statement in the STS, consists of an action verb (observable, measurable, verifiable, and reliable) and an object
 - c. Standard – specifies accuracy and completeness required, how much, how fast, how accurately
3. Ensure the individual being evaluated is aware of what is expected prior to task completion
4. Evaluate task performance
 - a. Determine how to measure each element of the task, observation, questions, physical check of measurements or specifications, and have trainee explain the process
 - b. Use a performance evaluation (checklist) to judge the process, the product, or both.
5. Provide feedback to the individual being evaluated, feedback should be given throughout the procedure for trainees
 - a. Develop statements that reflect the individual's behavior in the work environment, was the standard exceeded, met, or failed
 - b. Statements must be clear and concise, avoid ambiguous references
 - c. Make comments only to observable factors, be objective
 - d. Avoid absolutes (always, never, everyone, all)
 - d. What did the individual do, how did they do it, and what was the impact on the mission



MODULE 8-4A EVALUATE PERFORMANCE OF PERSONNEL AND TRAINEES

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must satisfactorily perform all parts of the task without error or assistance. Evaluate the trainee's performance using this checklist.

DID THE TRAINEE...?	YES	NO
1. Identify the duties required to perform the job		
2. Create an objective for the task		
3. Ensure the individual being evaluated is aware of expectations prior to task completion		
4. Evaluate task performance		
5. Provide feedback to the individual being evaluated		

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.



MODULE 8-4B COUNSEL PERSONNEL TO RESOLVE INDIVIDUAL AND MANAGEMENT PROBLEMS

STS TASK REFERENCE:

- 13.5. Resolve management problems that personnel are unable to solve
- 13.6. Counsel personnel and resolve individual problems

TRAINING REFERENCES:

- AFI 36-2618, *The Enlisted Force Structure*
- AFI 36-2907, *Unfavorable Information File (UIF) Program*
- AFPAM 36-2241V1, *Promotion Fitness Examination*

EVALUATION INSTRUCTIONS:

After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:

Location free from distractions/interruptions

STEPS IN TASK PERFORMANCE:

1. Identify a conflict situation
2. Identify the root problem; do not get sidetracked by the symptoms of a problem
3. Consider personnel involved and their levels of responsibility
4. Prepare for the problem solving session
 - a. Gather all the facts before scheduling sessions
 - b. Determine the appropriate technique (directive, non-directive, or participative)
 - c. Memorize the important information of the conflict to avoid note taking during the session
5. Conduct the problem solving session
 - a. Establish a rapport with the involved parties; a small discussion of common interest topics is acceptable
 - b. Seek out facts early; encourage the involved parties to communicate freely
 - c. Identify common goals and areas of agreement
 - d. Encourage parties to work through the problem until there is mutual agreement
 - e. Make attempts to contain or reduce the negative consequences of conflict
 - d. Consider all advantages and disadvantages prior to applying any solution/decision
6. Record the session
 - a. Immediate cause
 - b. Your appraisal of the parties (i.e., demeanor)
 - c. Course of action chosen
 - d. Comments of individuals involved
7. Follow up to ensure that solution/decision is working



MODULE 8-4B COUNSEL PERSONNEL TO RESOLVE INDIVIDUAL AND MANAGEMENT PROBLEMS

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must be able to effectively counsel personnel to resolve individual and management problems with no assistance. Evaluate the trainee's performance using this checklist.

DID THE TRAINEE...?	YES	NO
1. Identify the root problem of the conflict		
2. Prepare for the problem solving session		
3. Conduct the problem solving session		
4. Record the session		
5. Follow up to ensure the solution/decision was working		

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.



MODULE 8-4C INITIATE ACTION TO CORRECT SUBSTANDARD BEHAVIOR

STS TASK REFERENCE:

- 13.7. Initiate action to correct substandard performance by personnel

TRAINING REFERENCES:

AFI 36-2618, *The Enlisted Force Structure*
AFI 36-2907, *Unfavorable Information File (UIF) Program*
AFPAM 36-2241V1, *Promotion Fitness Examination*

EVALUATION INSTRUCTIONS:

After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:

AF Form 174, Record of Individual counseling

STEPS IN TASK PERFORMANCE:

1. Identify the reason to counsel (preventative, corrective, reinforcement etc.)
2. Determine the appropriate technique (directive, non-directive, or participative)
3. Prepare for the counseling
 - a. Gather all the facts before scheduling session
 - b. Memorize the important information to avoid note taking during the session
4. Conduct the counseling solving session
 - a. Establish rapport; a small discussion of common interest topics is acceptable
 - b. Seek out facts early; ask open-ended questions
 - c. Depending on the counseling technique used, counselee may pace the counseling as long as progress and problem solving is evident
 - d. Give the counselee the opportunity to summarize the counseling session
5. Record the session
 - a. Immediate cause
 - b. Your appraisal of the counselee (i.e., demeanor)
 - c. Course of action chosen
 - d. Counselee's comments
6. Follow up with counselee to ensure the solution/decision is working



MODULE 8-4C INITIATE ACTION TO CORRECT SUBSTANDARD BEHAVIOR

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must be able to counsel personnel to correct substandard behavior and satisfactorily perform all parts of the counseling without assistance. Evaluate the trainee's performance using this checklist.

DID THE TRAINEE...?	YES	NO
1. Determine the appropriate counseling technique		
2. Prepare for the counseling		
3. Conduct the counseling session		
4. Record the counseling		
5. Follow up with the counselee to ensure solution/decision is working		

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.



MODULE 8-5 MAINTAIN TRAINING RECORDS

STS TASK REFERENCE:

14.7. Maintain training records

TRAINING REFERENCES:

AFI 36-2201V3, *On the Job Training Administration*
4Y0X1 CFETP

EVALUATION INSTRUCTIONS:

Have the trainee assemble a sample Enlisted Training and Competency folder (OJT record) utilizing all required forms and documentation. After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:

Standard 6-part folder

4Y0X1 CFETP

Computer generated or typewritten label

Any locally required training and skill competency documentation

Training certificates (if applicable)

AF Form 55, Employee Safety and Health Record

AF Form 797, Job Qualification Standard Continuation/Command JQS

AF Form 1098, Special Task Certification and Recurring Training

Qualification Training Progress Record(s)

AF Form 623a, OJT Training Record Continuation Sheet/Automated product

**STEPS IN TASK PERFORMANCE:**

1. Review 4Y0X1 CFETP and AFI 36-2201V3, *Training Development, Delivery, and Evaluation* for guidance to create the Enlisted Training and Competency Folder
2. Center label on front cover of 6-part folder (portrait orientation). The label must contain:
 - a. Title “Enlisted Training and Competency Folder”
 - b. Member’s full name (last name, first name, middle initial), rank and SSAN
 - c. AFVA 205-15, “Privacy Act Statement” below the title and trainee information
3. Multiples of forms are placed in chronological order, most current documentation is on top
4. PART I
 - a. Locally required training/skill competency documentation (i.e., BCLS)
 - b. AF Form 55, Safety Training
 - c. Initial Dental Orientation
 - d. Certificates of training
5. PART II
 - a. AF Form 623, ensure blocks I, II, III are accurate
 - b. CFETP 7-level MSgt and below
 - c. All personnel authorized to sign off tasks in Part II of the CFETP must be listed on the Identification Block of the CFETP, Part II
 - d. AF Form 797, required for training tasks not otherwise documented in the CFETP
6. PART III
 - a. Mandatory training, AF Form 1098, computer generated products may be used in lieu of the AF Form 1098
 - b. Qualification training progress record, found at the back of each volume in the Qualification Training Package
 - c. Inservice training documentation, AF Form 1098 may be utilized for inservice training
7. PART IV
 - a. AETC Form 156 or computer generated student report (if applicable), maintained on top of AF Form 623a until 5 level upgrade training is complete
 - b. AF Forms 623a, progress of individual training, include the following, but not limited to
 - 1) Member’s entry into upgrade training
 - 2) Initial orientation
 - 3) Initial evaluation results
 - 4) Periodic evaluations of training progress
 - 5) Include CDC progress and unit review exercise cards
 - 6) Accomplish an initial evaluation of member’s knowledge and skills within 60 days of arrival on station or within 90 days when the member is assigned to the ARC (Air Reserve Component); an evaluation should also be completed when the member changes duty positions
 - 7) Information on extensions, waiver request, or breaks in training; clearly document with copies of related correspondence
 - 8) Decertification proceedings to include dates, reasons for decertification



MODULE 8-5 MAINTAIN TRAINING RECORDS

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must assemble and complete documentation in an Enlisted Training and Competency folder in compliance with the 4Y0X1 CFETP and AFI 36-2201V3 directives. Evaluate the trainee's performance using this checklist.

DID THE TRAINEE...?	YES	NO
1. Review 4Y0X1 CFETP and AFI 36-2201V3		
2. Place label on record cover with required information		
3. Place correct forms in PART I; documents correctly annotated		
4. Place correct forms in PART II; documents correctly annotated		
5. Verify all personnel authorized to sign off tasks in Part II of the CFETP were listed on the Identification Block of CFETP, Part II		
6. Place correct forms in PART IV; documents in correct order		
7. Document member's entry into upgrade training on AF Form 623a		
8. Document initial orientation on AF Form 623a		
9. Document CDC progress on AF Form 623a		

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.



MODULE 8-6 EVALUATE PERSONNEL TO DETERMINE NEED FOR TRAINING

STS TASK REFERENCE:

- 14.1. Evaluate personnel to determine need for training

TRAINING REFERENCES:

AFI 36-2201V3, *On the Job Training Administration*
4Y0X1 CFETP

EVALUATION INSTRUCTIONS:

Demonstrate steps to evaluate an individual's need for training. Have the trainee evaluate pertinent documents. After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:

Clinic Master Task List (MTS), as applicable
Enlisted Training and Competency Folder
AF Job Qualification Standard (JQS)
Locally developed AF Form 797, as applicable

STEPS IN TASK PERFORMANCE:

1. Become familiar with guidance in AFI 36-2201V3, Chapters 6 and 8
2. Conduct and document (AF Form 623a) an initial evaluation of newly assigned (PCS/PCA) personnel on duty position (include core tasks) knowledge, and skills within 60 days of assignment; ARC personnel will be evaluated within 90 days
 - a. Review Part I of 4Y0X1 CFETP
 - b. Review work center Master Training Plan
 - c. Review contingency and wartime training
 - d. Define supervisor and trainee responsibilities as outlined in governing directives
3. Reference member's JQS to determine level of experience the member has and what training needs to be accomplished
4. Review Graduate Assessment Survey for trainees assigned directly from technical school



MODULE 8-6 EVALUATE PERSONNEL TO DETERMINE NEED FOR TRAINING

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must be able to demonstrate steps to evaluate an individual's need for training. Evaluate trainee's ability to use pertinent documents to determine the need for training. Evaluate the trainee's performance using this checklist.

DID THE TRAINEE...?	YES	NO
1. Conduct and document an initial evaluation of newly assigned personnel on duty position (include core tasks) knowledge, and skills within 60 days of assignment; ARC personnel will be evaluated within 90 days		
2. Review Part I of 4Y0X1 CFETP		
3. Review work center Master Training Plan		
4. Define supervisor and trainee responsibilities		
5. Reference member's JQS to determine member's level of experience and what training needs to be accomplished		

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.



MODULE 8-7 CONDUCT TRAINING

STS TASK REFERENCE:

- 14.3. Conduct training
- 14.9 Conduct unit continuing education programs
- 14.10. Conduct ancillary training programs

TRAINING REFERENCES:

- 4Y051 CDCs
- 4Y071 CDCs
- 4Y0X1 CFETP
- AFI 36-2201, *Air Force Training Program*
- Air Force Training course study guide/workbook

EVALUATION INSTRUCTIONS:

After ensuring the trainee has received sufficient supervised practice, evaluate trainee's abilities using the performance checklist.

PERFORMANCE RESOURCES:

- Completion of Air Force Training Course
- Predetermined location to train
- Required equipment for training

STEPS IN TASK PERFORMANCE:

PREPARE FOR TRAINING

1. Set long-term training goals to achieve maximum task qualification for personnel
2. Set short-term goals, meet monthly with the trainee to review
3. Review CFETP or contact the Base Training Office to determine tasks requiring training
4. Determine trainee's experience level and clinic requirements.
5. Prepare and coordinate a training schedule
6. Coordinate the training area and equipment
7. Define a clear objective, what the trainee must demonstrate during the final evaluation; an objective contains three parts
 - a. Behavior – what the trainee needs to know or perform at the end of training
 - b. Condition – identifies situation the trainee must perform under; what is given or denied (e.g., equipment, supplies, and references)
 - c. Standard - defines the criteria for acceptable performance (how well or accurately the trainee must perform (e.g., qualitative or quantitative)



8. Develop a task breakdown
 - a. List step-by-step procedures for performing the specific task
 - b. Include important steps, key points, and stresses safety
 - c. Review Operating Instructions (OIs), AFQTPs, manufacturer's guides, AF directives etc.
9. Determine the training method (lecture, demonstration, performance)

CONDUCT TRAINING

1. Have all training materials and equipment available and prepositioned
2. Explain the objective for the procedure to the trainee (quality, quantity, or timeliness)
3. Demonstrate proper procedures emphasizing safety throughout
4. Display a positive attitude, provide encouragement and reinforcement
 - a. Create an atmosphere conducive for learning
 - b. Allow for free flow of communication
 - c. Demonstrate task using the proper procedures
5. Train easier tasks, then progress to the more difficult ones in logical sequence
6. Reference the CDCs and AF QTPs for knowledge requirements
7. Provide adequate practice time
8. Evaluate trainee and provide feedback
9. Document training on the appropriate form (AF Form 797, AF Form 623a, etc.)

**MODULE 8-7 CONDUCT TRAINING****PERFORMANCE CHECKLIST****INSTRUCTIONS:**

The trainee must satisfactorily perform all parts of the task without error or assistance. Evaluate the trainee's performance using this checklist.

DID THE TRAINEE...?	YES	NO
Prepare for training		
1. Set training goals		
2. Determine trainee's experience level and clinic requirements		
3. Prepare and coordinate a training schedule		
4. Coordinate the training area and equipment		
5. Define a clear objective (behavior, condition, and standard)		
6. Develop a task breakdown		
7. Determine the training method		
Conduct training		
1. Have all training materials and equipment available and prepositioned		
2. Explain the objective for the procedure to the trainee		
3. Demonstrate proper procedures, emphasizing safety throughout		
4. Display a positive attitude, provide encouragement and reinforcement		
5. Provide adequate practice time		
6. Evaluate trainee and provide feedback		
7. Document training on the appropriate form		

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.



This page intentionally left blank.

Dental Assistant Qualification Training Progress Record

Rank/Name _____

Qualification Upgrade Training to: 7-Skill Level

<i>Volume 8 Supervision and Training</i>					
<i>Core Task</i>	<i>Module Number</i>	<i>Page Number</i>	<i>Module Title</i>	<i>Date Completed</i>	<i>Trainer's Initials</i>
⑦	1	1	Orienting New Personnel		
⑦	2	3	Prepare Written Job Descriptions		
⑦	3	5	Plan Work Assignments and Priorities		
⑦	4	7	Evaluate Work Methods and Performance Standards		
⑦	4A	9	Evaluate Performance of Personnel		
⑦	4B	10	Counsel Personnel to Resolve Individual and Management Problems		
⑦	4C	12	Initiate Action to Correct Substandard Behavior		
⑦	5	14	Maintain Training Records		
⑦	6	17	Evaluate Personnel to Determine Need for Training		
⑦	7	19	Conduct Training		

This page intentionally left blank.

MEMORANDUM FOR 381 TRS/XWAA (CDC Manager)
917 Missile Rd
Sheppard AFB TX 76311-2246

FROM:

SUBJECT: Qualification Training Package Improvement

1. Identify volume and module.

Volume # _____

Module # and
title _____

2. Identify improvement/correction section(s)

- | | |
|---------------------------------|-----------------------------|
| _____ STS Task Reference | _____ Performance Checklist |
| _____ Training Reference | _____ Feedback |
| _____ Evaluation Instructions | _____ Format |
| _____ Performance Resources | _____ Other |
| _____ Steps in Task Performance | |

3. Recommended changes--use a continuation sheet if necessary.

4. You may choose to call in your recommendations to DSN 736-7722 or FAX DSN/Commercial 736-2781 or (940) 676-2781.

5. Thank you for your time and interest.

YOUR NAME, RANK, USAF
Title/Position