



CIVILIAN PERSONNEL CAREER MANAGEMENT

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ARMY CIVILIAN TRAINING, EDUCATION, AND
DEVELOPMENT SYSTEM (ACTEDS) PLAN

ADDENDUM F
TO THE REGISTERED NURSE ACTEDS PLAN

NURSE PRACTITIONER
ADULT
FAMILY
PEDIATRIC
OBSTETRICS/GYNECOLOGY

ACTEDS PLAN

CORNERSTONE OF CONCERNED HEALTH CARE

F O R E W O R D

This Department of the Army Civilian Training, Education, and Development System (ACTEDS) Plan for the civilian Nurse Practitioner provides careerists and management with a guide to assist in career enhancement and progression. Training and development plans are essential in developing and enhancing an individual's knowledge, skills, and abilities; hence, promoting optimal performance, effectiveness, and efficiency. This plan, if followed, will provide all civilian Nurse Practitioners the opportunities to become leaders of tomorrow in their field.

Civilian Nurse Practitioners and their supervisors are encouraged to review this ACTEDS plan and tailor it to their needs. Although individuals ultimately control their own careers, all levels of command share in the responsibility of implementing guidance contained in this plan. This will help to ensure a continuing source of highly qualified civilian Nurse Practitioners for the Department of the Army.

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ADDENDUM F

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

**NURSE PRACTITIONER
OCCUPATIONAL SERIES GS-610
(Career Field 53)**

Introduction. This addendum to the civilian Registered Nurse (RN) ACTEDS Plan describes the Nurse Practitioner (NP) portion of the plan, and must be used in conjunction with the basic RN ACTEDS Plan. This addendum includes the training, education, and developmental opportunities that enhance the employee's capability to advance within the NP community in the areas of Adult, Family, Pediatrics, and Obstetrics/Gynecology. General information of interest to all Army civilian RNs in all nursing specialties is found in the basic RN ACTEDS Plan of which this Addendum is a part.

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ADDENDUM F

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

NURSE PRACTITIONER OCCUPATIONAL SERIES GS-610 (Career Field 53)

1. OBJECTIVES.

a. To assist employees and supervisors in determining specific education and experiences needed for the NP specialty.

b. To enable Nurse Practitioners (NPs) to plan and schedule clinical and leader development activities appropriate for their chosen career progression.

c. To identify broad-based training needs throughout the NP's employment.

d. To provide NPs a comprehensive list of the competencies applicable to NP nursing practice.

e. To aid in the recruitment and retention of quality RNs identifying the numerous training and career advancement opportunities offered by Department of the Army (DA) in the NP community.

2. STRUCTURE. This plan applies to all Army civilian RN employees working in the NP field, regardless of the level at which they were hired, and the organization or agency to which they are assigned or attached.

3. KEY POSITIONS. Key Positions are staff positions in which the incumbent establishes and/or interprets policy, plans, and strategy. The basic RN ACTEDS Plan lists Key Positions where any NP can be assigned. There is no one Key Position in NP nursing; rather positions are established according to the responsibilities assigned at each installation or agency.

4. RESPONSIBILITIES. Responsibilities for the Functional Chief (FC), the Functional Chief Representative (FCR), the installation, the Medical Treatment Facility (MTF), the supervisor, and the employee are listed in the basic RN ACTEDS plan.

5. CAREER PATH. (Appendix A) Nurse Practitioners must hold current NP certification at the entry level that is also indicative of advanced practice skills. This requirement differs from other nurse ACTEDS addenda wherein progression into higher levels can usually be achieved through on-the-job training or related experience. There are numerous Nurse Practitioner programs available throughout the United States. The career path for the NP represents progression in NP nursing normally beginning at the entry level and continuing to the advanced level. Descriptive levels are as follows:

a. Entry Level. At the entry level (normally at the GS-11 level), new NPs generally require on-the-job training (OJT) experience and technical training. Emphasis is placed on involvement with and training in: (a) NP fundamentals; (b) concepts of health promotion, wellness, prevention of illness/injury, and evaluation and treatment of common acute and chronic illnesses; (c) fundamentals of federal law, DA regulations, and directives in healthcare; (d) computer training to assist in managing individual and population health and quantifying outcomes; and (e) professional growth.

Typical NP assignments at the entry level include, but are not limited to: individual, family, or population/disease assessments and management, individual or group education, training, and self-management, etc., under the supervision of a senior NP. Employees at this level must be certified by a nationally recognized certifying body - either the American Nurse's Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

b. Intermediate Level. At the GS-12 level, the primary focus is on expanding the technical knowledge and skills of the NP. Secondly, emphasis is placed on management and human relations skills including training for personnel selected to fill supervisory positions. Work assignments will be selected to add depth and breadth of their technical and leadership competence. Some of the work assignments include: (a) managing a disease management program where the NP is the sole asset; (b) serving as the technical expert or point of contact (POC) for program direction; (c) conducting clinical studies to determine research questions or determine effectiveness of practice; (d) participating in or facilitating hospital committees, and (e) serving as a functional and/or technical focal point for a variety of clinical information systems, such as Composite Health Care System (CHCS), Clinical Information Systems (CIS), or Statistical Package for the Social Sciences (SPSS).

The intermediate level NPs' self-development activities are accelerated and focused to insure that NPs continue to add to their variety and complexity of experiences. They will continue to receive progressive responsibility in assignments and, as they progress, will be afforded the opportunity to exercise some supervisory authority. Post-graduate study, speaking and writing activities, and active participation in professional group activities is encouraged.

c. Advanced Level. At the GS-13/14 levels, all advanced level NPs are recognized as subject-matter experts (SMEs). At this level, emphasis is placed on strategic planning and administrative/managerial responsibilities. They make decisions or recommendations that significantly affect the content, interpretation, or development of Army policies or programs concerning critical matters or major issues within the NP community. They are assigned positions/studies where limited guidance exists as to the method of evaluation for the potential experience identified or, where possible, new experiences need to be identified. Training will be on topics that are emergent issues in the specialized aspects of the NP as well as seminars and conferences where these topics are likely to be discussed. At this level, the employee must have a mastery of one or more specialty fields evidenced by application of new developments and theories to critical and novel problems, and extension and modification of approaches and methods to solve a variety of problems with unconventional solutions.

6. COMPETENCIES. (Appendix B) Commanders and supervisors are responsible for identifying resources and offering opportunities to meet career objectives of their employees. They must ensure that employees under their supervision possess, or are provided opportunities to obtain, the required competencies commonly referred to as the knowledge, skills, and abilities (KSAs), found at Appendix B. Equivalency credit for competencies gained may be granted for formal courses or OJT received from sources other than from the courses listed at Appendix D of this Addendum. The required equivalency credit form is at Appendix G of the basic RN ACTEDS Plan.

7. MASTER TRAINING PLAN (MTP). (Appendix C)

a. Universal Training. Employees enter NP nursing with varying degrees of experience, capability, and potential for growth. For this reason, training identified in the MTP Matrix at Appendix C should be based on what formal training and/or OJT the individual brings to the job in comparison with that required for advancement as outlined in this Addendum. Broadband

training, shown in the MTP, is identified as those courses and OJT that cover a spectrum of grade levels. This training may be completed at any level within the band, but should be completed prior to accession out of the band. Consideration should be given to any documented prior experience and training.

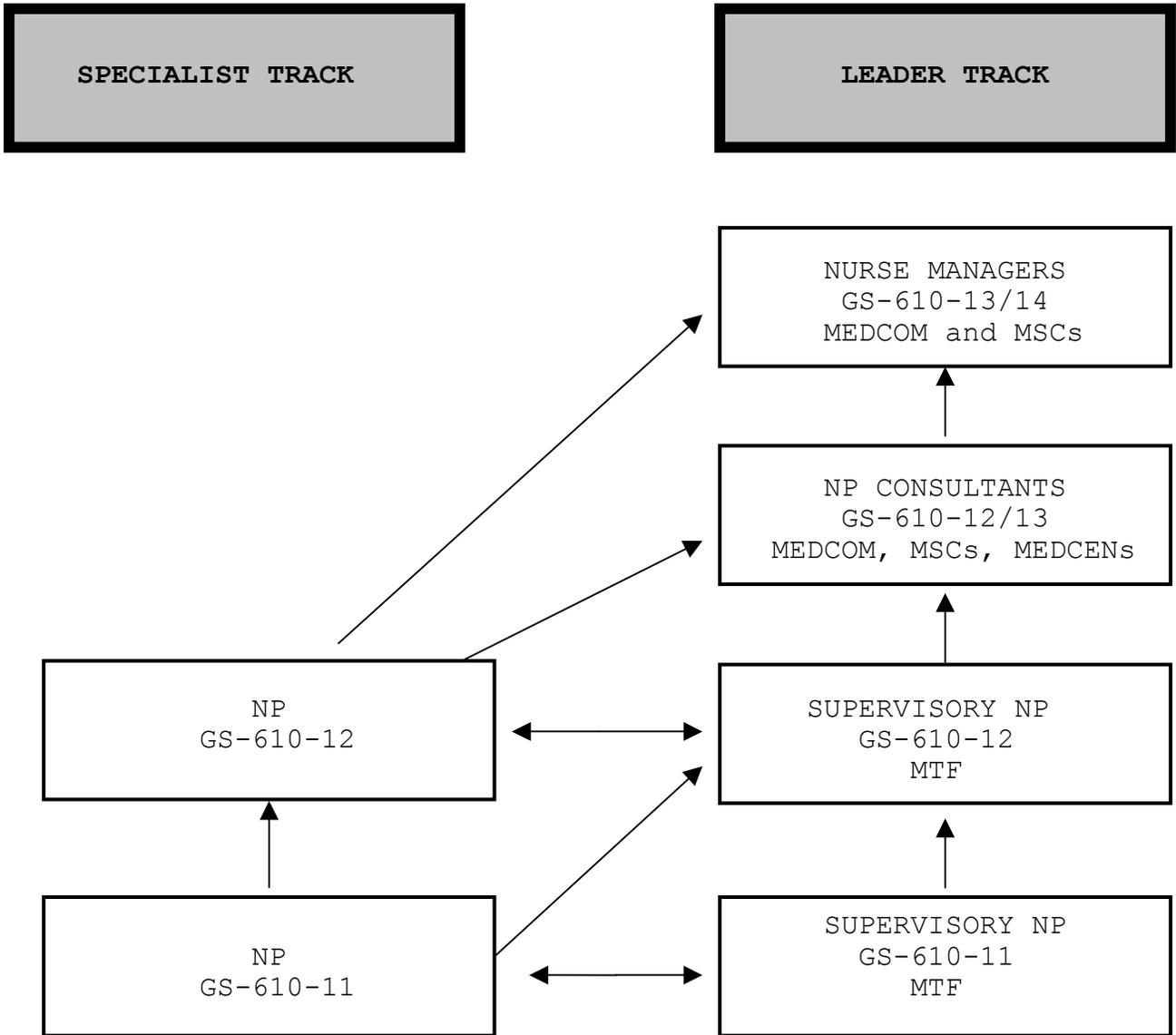
b. Self-development. In addition to the mandated training outlined in the MTP, NPs at all levels are encouraged to undertake individual projects such as technical papers, presentations, and membership in professional organizations. Additional self-development activities are defined in the basic RN ACTEDS Plan.

c. Competitive Training. Competitive training includes Army-wide competitive programs (such as senior service colleges and the Sustaining Base Leadership and Management Program) which are centrally funded by DA. It also includes fellowship programs, developmental assignments, and training-with-industry which may be funded by the installations, Major Commands (MACOMs), or other designated agencies. Competitive training opportunities are defined in the basic RN ACTEDS Plan.

8. AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY. Training and development opportunities for participants covered by this plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

APPENDIX A

NURSE PRACTITIONER
CAREER PATH CHART



APPENDIX B

COMPETENCIES FOR NURSE PRACTITIONER

1. **Nursing** - Knowledge of and skill in performance of comprehensive client health assessments in order to develop effective, individualized plans of care.
2. **Nursing** - Skill in utilization of health assessment data to identify actual or anticipated client needs, implement, evaluate, and monitor a care plan in order to determine its effectiveness and modify as necessary based on changes in client/family status or environment.
3. **Nursing** - Ability to document expected outcomes as measurable goals in order to demonstrate effectiveness of NP practice interventions.
4. **Nursing** - Knowledge of individual and family dynamics and their implications on current and potential health status or behaviors in order to recognize normal and unusual reactions to treatment plans, modalities, and providers.
5. **Nursing** - Ability to apply knowledge of advanced nursing practice in order to perform individual and population disease management, practice in various clinical settings, and across the life cycle.
6. **Nursing** - Knowledge of medical and nursing theory and practices in order to manifest a high level of expertise, autonomy, and independent judgment in diagnosis and treatment of common or complex human responses.
7. **Nursing** - Skill in ordering and interpreting diagnostic tests and procedures and assimilating with health assessment data in order to globally assess the presenting problem(s).
8. **Nursing** - Knowledge of and ability to exercise prescriptive authority to prescribe medications, non-pharmacologic treatment/interventions, alternative treatments, and ascertain their intended effects, potential adverse effects, and cost in order to maintain or enhance the wellness of individuals or populations.

9. **Nursing** - Ability to provide appropriate, timely (routine, non-routine, emergent) consultation or referral and implement recommendations with consideration of benefits and costs in order to provide efficient, cost-effective care and services to each patient.
10. **Nursing** - Skill in data and information gathering and synthesis from a variety of sources in order to define client/population demographics, needs, and desired outcomes.
11. **Nursing** - Knowledge of and ability to navigate complex health care systems and reimbursement structures in order to achieve quality care (best outcomes), customer satisfaction, and efficient resource utilization.
12. **Nursing** - Ability to promote ethical practice environments, and professional integrity in order to protect patient rights and confidentiality.
13. **Nursing** - Skill in providing ethically and socially responsible complex clinical reasoning and decision-making in order to prioritize individual or population needs, manage organizations and environments, and evaluate distribution of scarce resources.
14. **Nursing** - Knowledge of and skill in client advocacy displaying non-judgmental and non-discriminatory behaviors in order to foster client dignity and diversity with regard to racial or ethnic background and cultural beliefs.
15. **Nursing** - Knowledge of clients' rights of self-determination, truthful disclosure, and privacy in order to augment the patient's trust in the health care system and progress as an informed consumer.
16. **Nursing** - Knowledge of and ability to incorporate interaction and participation of clients in decision-making regarding planning, implementing, monitoring, and evaluating his/her plan of care in order to advance autonomy in health care evaluation and choices.
17. **Nursing** - Ability to research and coordinate military and community resources in order to meet the needs of the client/family/population in health education, promotion, restoration, or maintenance, and prevention of disease or injury.

18. **Nursing** – Skill in specialty nursing and knowledge of life support procedures and equipment in order to perform necessary steps in case of cardiac arrest, seizures, anaphylactic reaction, etc.

19. **Communication** – Skill in relating to individuals, families, and groups in order to provide information, evaluate understanding, and enhance adherence.

20. **Communication** – Knowledge of and ability to apply age, gender, and culture-specific competencies in professional practice in order to validate patient's heritage and provide individualized education and care.

21. **Communication** – Ability to incorporate risk assessment, learning theory, epidemiological principles, and client's health beliefs and practices into education strategies in order to competently manage population health.

22. **Communication** – Skill in choosing learning methods appropriate to the client's developmental level, learning needs, readiness, and ability to learn in order to ensure healthy decision-making and self-management.

23. **Communication** – Ability to work independently and as part of interdisciplinary teams in order to incorporate the expertise of all necessary disciplines in a comprehensive, integrated approach to care.

24. **Communication** – Skill in collaboration with other disciplines in order to enhance client care through education, consultation, management, technological development, or research opportunities.

25. **Management/Leadership/Professional Performance** – Knowledge of local, state, and federal laws and regulations, professional code of ethics, and practice standards in order to ensure adherence within legal and professional parameters.

26. **Management/Leadership/Professional Performance** – Ability to integrate education, research, management and leadership principles, and consultation into clinical practice in order to continuously improve patient care.

27. **Management/Leadership/Professional Performance** - Skill in assumption of leadership role in order to insure professional practice improvement, effect appropriate changes throughout the health care system, implement resource utilization effectiveness endeavors, and impact public policy.

28. **Management/Leadership/Professional Performance** - Ability to seek feedback from peers, professional colleagues, clients, and outcomes research, in order to expand clinical knowledge, enhance role performance, and increase knowledge of professional issues.

29. **Management/Leadership/Professional Performance** - Knowledge and skill in strategies to market the NP role, programs, and services in order to advance the visibility of the NP and program designs which enhance education, wellness, and prevention of disease/injury.

30. **Management/Leadership/Professional Performance** - Skill in design and management of budget and cost benefit analysis in order to ensure optimal stewardship of resources.

31. **Consultation** - Skill in providing consultation in order to influence plan of care for clients, enhance abilities of client/support network, and effect change in system or policy at any level.

32. **Research** - Ability to participate in collegial relationships with nursing peers and other professionals, individuals, and groups in order to influence the health environment.

33. **Research** - Skill in use of research tools in order to critically evaluate existing practices, opportunities, and results.

34. **Research/Informatics** - Skill in management of information systems and technology in order to manage individual or population health and continuously improve practice.

**APPENDIX C
MASTER TRAINING PLAN MATRIX FOR NURSE PRACTITIONER**

COURSE / SEMINAR / OJT TITLE	TYPE OF TRAINING	LENGTH HOURS	ENTRY	INTERMEDIATE	ADVANCED		SOURCE	COMPETENCIES (APPENDIX B)	COURSE NUMBER (APPENDIX D)
			GS-11	GS-12	GS-13	GS-14			
Faculty Development	FC	80			U3*	U2*	AMEDDC&S	22, 34	1
Orientation to Systems Approach to Training	FC	40		U3*	U3*	U3*	AMEDDC&S	19, 20, 23, 24, 28	2
Systems Approach to Training for Managers	FC	16		U3*	U3*	U3*	AMEDDC&S	19, 20, 27, 28, 33, 34	3
Health Services Human Resources Manager (HRM)	FC	4 weeks/ Varies		U2*	U2*	U2*	AMEDDC&S/ University-Based	17, 19, 21, 25, 26, 27, 28, 30, 32	4
Bloodborne Pathogen Training	FC	Varies	U1**	U1**	U1**	U1**	OSHA	5, 12, 13, 14, 15, 25	5
Discharge Planning	FC	Varies		U3*	U3*	U3*	University-Based	1, 2, 3, 10, 11, 17, 23, 24	6
Case Management Certification Course/Certification Review Course	FC	Varies		U3*	U3*	U3*	University-Based/ Professional Organization	11, 16, 19, 20, 23, 24, 26, 30	7
Health Educator Certification	FC	Varies		U3*	U3*		Professional Organization	10, 17, 19, 20, 21, 22, 25	8
Health Promotion Director Course	FC	32		U3*	U3*		Private Industry/ Professional Organization	17, 21, 22, 25, 26, 31, 32	9
Spirometry Course	FC	32		U3	U3		NIOSH	6, 7, 10	10
Ethics in Advanced Practice	FC	Varies	U3	U3	U3	U3	University- Based	12, 13, 14, 15, 25	11
Developing Program Documents	FC	Varies	U2	U2	U2	U2	Local	25, 26, 30	12
American College of Healthcare Executives (ACHE)	FC	12 Months		U3*	U3*	U3*	Professional Organization	26, 27, 29, 34	13
Outcomes Management Course	FC	Varies	U1	U1			University- Based	1, 2, 3, 4, 5, 16	14
Automated Management Systems Course	FC	Varies	U1	U1	U1	U1	University- Based	26, 30, 33, 34	15

LEGEND: FC = FORMAL COURSE U1 = UNIVERSAL PRIORITY I C = COMPETITIVE * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
 CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II SUP = SUPERVISOR ONLY ** = ANNUAL REQUIREMENT
 OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENT ASSIGNMENT *** = BY EXCEPTION

APPENDIX C
MASTER TRAINING PLAN MATRIX FOR NURSE PRACTITIONER

COURSE / SEMINAR / OJT TITLE	TYPE OF TRAINING	LENGTH HOURS	ENTRY	INTERMEDIATE	ADVANCED		SOURCE	COMPETENCIES (APPENDIX A)	COURSE NUMBER (APPENDIX D)
			GS-11	GS-12	GS-13	GS-14			
Quantitative Methods Course	FC	Varies	U2	U2	U2	U2	University -Based	26, 30, 33, 34	16
Managerial Accounting Course	FC	Varies			U3*	U3*	University -Based	11, 27, 30	17
Principles of Finance Course	FC	Varies			U3*	U3*	University -Based	11, 27, 30	18
Sexually Transmitted and Other Communicable Diseases Intervention Course	FC	80	U3*	U3*			AMEDDC&S	14, 19, 21	19
Marketing Management Course	FC	Varies		U3*	U3*	U3	University -Based	17, 19, 20, 21, 22, 25, 29	20
Mental Health Concepts For Advanced Nursing Practice	FC	Varies	U1				University -Based	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26	21
Lifestyle Counselor Course	FC	40	U3*	U3*			Private Industry	1, 2, 3, 6, 10, 14, 15, 16, 19, 20, 23, 24	22
Adult Learning Course	FC	Varies	U2	U2			University -Based	14, 19, 20, 21, 22, 26	23
Nurse Practitioner Certification	CC/EXAM	Varies	U1**	U1**	U1**	U1**	Local	25, 26, 29	24
Critical Reading of Research Publications	CC/OL	12		U1	U1	U1	RMC NESDS	32, 33, 34	25
Pediatric Advanced Life Support Course	FC	16	U1	U1	U1**	U1**	Local	18	26
Advanced Cardiac Life Support Course	FC	24	U1	U1	U1**	U1**	Local	18	27

LEGEND: FC = FORMAL COURSE

CC/OL = CORRESPONDENCE COURSE/ON-LINE

OJT = ON-THE-JOB TRAINING

U1 = UNIVERSAL PRIORITY I

U2 = UNIVERSAL PRIORITY II

U3 = UNIVERSAL PRIORITY III

C = COMPETITIVE

SUP = SUPERVISOR ONLY

DVP = DEVELOPMENT ASSIGNMENT

* = ACCORDING TO INDIVIDUAL JOB REQUIREMENT

** = ANNUAL REQUIREMENT

*** = BY EXCEPTION

APPENDIX D

MASTER TRAINING PLAN COURSE DESCRIPTIONS FOR NURSE PRACTITIONER

- 1. Faculty Development.** Prepares participants for platform responsibilities they assume as educators, presenters, and program developers. Focuses on communication skills, audio-visual support, writing lesson plans and objectives, and writing test items. (Source: AMEDDC&S) (80 Hours)
- 2. Orientation to Systems Approach to Training.** Provides grounding in theoretical basis for Systems Approach to Training (SAT). Emphasizes hands-on experience in many varied skills employed in the SAT process, to include: conducting analysis, designing instruction, writing objectives, developing criterion-based tests, and writing lesson plans. (Source: AMEDDC&S) (40 Hours)
- 3. Systems Approach to Training for Managers.** Prepares senior and mid-level managers for roles/duties as course directors, managers of training development activities, and/or managers of related activities. Provides detailed information on several management systems closely related to SAT, such as Concept-Based Requirements System (CBRS) and Training Requirements Analysis System (TRAS). (Source: AMEDDC&S) (16 Hours)
- 4. Health Services Human Resources Manager (HRM).** Facilitates knowledge and skill to function as Health Services Personnel Managers (in any AMEDD unit - AMEDD course). Provides the necessary training, skill progression, familiarization, and proficiency in the concepts (EEO, performance appraisal, position description, etc.), procedures, and application of personnel management in wartime (AMEDD course) and peacetime environments. (Source: University-based/AMEDDC&S) (Length varies/4 weeks, respectively)
- 5. Bloodborne Pathogen Training.** Provides guidance on program management in accordance with OSHA law mandated in 29 CFR 1910.130. Includes subjects such as: identifying scope of the Act, developing exposure control plans, identifying infectious materials, methods of compliance, Hepatitis B vaccinations, research laboratories, hazard communication, information/training, and record keeping. (Source: OSHA) (Length varies)
- 6. Discharge Planning.** Addresses the planning, implementation, and collaboration required to achieve individualized expected outcomes for safe and efficient transition through levels of healthcare. (Source: University-Based) (Length varies)

7. Case Management (CM) Certification Course/Certification Review Course. Addresses CM process with attention to collaborative assessment, planning/outcome identification, implementation, coordination, monitoring, evaluation, and modification using options/services to meet the individual needs of a person or population. Emphasizes use of communication and available resources to promote quality and cost effective outcomes. (Source: University-Based or Professional Organization-Based) (Length varies)

8. Health Educator Certification. Certification as a Certified Health Education Specialist (CHES) indicates professional competency and commitment to continued professional development. Additional information is available at: <http://www.nchec.org/index.html> (Source: Professional Organization-Based) (Length varies)

9. Health Promotion Director Course. Provides advanced knowledge and information for developing, directing, and managing health promotion programs. (Source: Private Industry and Professional Organization-Based) (32 Hours)

10. Spirometry Course. Focuses on interpretation of test results, writing interpretation statements, recognizing poorly performed tests, recognizing patterns associated with various lung diseases, reviewing the latest changes and updates in testing procedures, and learning the significance of other lung-function tests. (Source: NIOSH) (32 Hours)

11. Ethics in Advanced Practice. Provides advanced knowledge of ethical principles for application to practice setting. (Source: University-Based) (Length varies)

12. Developing Program Documents. This course gives participants information on how to develop program documents to include: written plans, program services, present level goals, evaluation criteria and priority levels are included in the topics discussed. (Source: Local) (Length varies)

13. American College of Healthcare Executives (ACHE). Fellowships awarded to include study and research at institutions of higher learning, or in comparable educational or research environments that best support the project. Proposed projects must indicate a high potential value to the Army and benefit the applicant as well. Must be completed within proposed time frame. (Source: Professional Organization-Based) (12 Months)

14. Outcomes Management Course. Offers knowledge and skills necessary to monitor/assess care outcomes. (Source: University-Based) (Length varies)

15. Automated Management Systems Course. Reviews automated systems and application to optimize data management and program efficiency. (Source: University-Based) (Length varies)

16. Quantitative Methods Course. Provides introduction to quantitative methods, to include: linear programming, probability, and advanced business methods. (Source: University-Based) (Length varies)

17. Managerial Accounting Course. Focuses on knowledge and skills to prepare balance sheets, cash flow, etc. (Source: University-Based) (Length varies)

18. Principles of Finance Course. Introduces learner to principles of finance, short and long-term debt, vehicles, etc. (Source: University-Based) (Length varies)

19. Sexually Transmitted and Other Communicable Diseases Intervention Course. Students will develop essential knowledge and skills used in the prevention and control of sexually transmitted diseases (STDs) including how to conduct patient sexual histories, medical record reviews, contact interviewing and contact tracing. The prerequisite to this course is Introduction to Sexually Transmitted Diseases Correspondence Course (MD055). (Source: AMEDDC&S) (80 Hours)

20. Marketing Management Course. Introduces marketing theory, methods, and techniques. (Source: University-Based) (Length varies)

21. Mental Health Concepts for Advanced Nursing Practice. Emphasizes development of advanced practice nursing skills in mental health. Practice, analysis, and evaluation of interpersonal processes with culturally diverse clients experiencing psychological stress and dysfunction across the lifespan is individually supervised. A holistic perspective is provided to examine the etiology, meaning, and consequences of human behavior. Considers biological, cultural, psychological, and social aspects of mental health and mental health care. Special emphasis placed on assessment and detection of actual and potential mental health problems, developmental assessment, crisis intervention, pharmacological management, other biological therapies, and consultation/referral to other mental health professionals. (Source: University-Based) (Length varies)

22. Lifestyle Counselor Course. Presents material on how to introduce the novice to techniques and strategies for lifestyle changes and wellness behaviors. (Source: Private Industry) (40 Hours)

23. Adult Learning Course. Imparts fundamentals of learning theory, instruction methods, etc. (Source: University-Based) (Length varies)

24. Nurse Practitioner Certification. Completion of National Certification exam that documents validation of the professional achievement of identified standards of practice by an individual registered Nurse Practitioner. (Source: Local) (Length varies)

25. Critical Reading of Research Publications (CRRP). This course is designed as an Independent Study for use by Clinical Interest Groups, Journal Clubs, or small groups who want to become more comfortable in reading and evaluating research. The primary characteristic of this program is that it must be carried out by at least two or more people in order to obtain continuing education credit. The course is available on-line at <http://www.armymedicine.army.mil/otsg/nurse/prodev.htm> (Source: RMC NESDS) (12 Hours)

26. Pediatric Advanced Life Support (PALS) Course. An intensive course covering the American Heart Association curriculum for Advanced Cardiac Life Support for the pediatric patient. (Source: Local) (16 Hours)

27. Advanced Cardiac Life Support (ACLS) Course. An intensive course covering the American Heart Association curriculum for Advanced Cardiac Life Support. (Source: Local) (12 Hours)

APPENDIX E

GLOSSARY

<u>ACRONYM</u>	<u>DEFINITION</u>
ACHE	- American College of Healthcare Executives
ACLS	- Advanced Cardiac Life Support
ACTEDS	- Army Civilian Training, Education, and Development System
AMEDD	- Army Medical Department
AMEDDC&S	- Army Medical Department Center and School
ANCC	- American Nurses Credentialing Center
CBRS	- Concept-Based Requirements System
CHCS	- Composite Health Care System
CHES	- Certified Health Education Specialist
CIS	- Clinical Information Systems
CM	- Case Management
CRRP	- Critical Reading of Research Publications
DA	- Department of the Army
EEO	- Equal Employment Opportunity
FC	- Functional Chief
FCR	- Functional Chief Representative
HRM	- Human Resource Manager
KSAs	- Knowledge, Skill, and Abilities
MACOMs	- Major Commands
MEDCENs	- Medical Centers
MEDCOM	- Medical Command
MSCs	- Major Subordinate Commands
MTF	- Medical Treatment Facility
MTP	- Master Training Plan
NIOSH	- National Institute for Occupational Safety and Health
NESDS	- Nursing Education and Staff Development Service
NP	- Nurse Practitioner
NPs	- Nurse Practitioners
OJT	- On-the-Job Training
OSHA	- Occupational Safety and Health Administration
PALS	- Pediatric Advanced Life Support
POC	- Point of Contact
RMC	- Regional Medical Center
RN	- Registered Nurse
SAT	- Systems Approach to Training
SMEs	- Subject Matter Experts
SPSS	- Statistical Package for the Social Sciences
STDs	- Sexually Transmitted Diseases
TRAS	- Training Requirements Analysis System
USACHPPM	- U.S. Army Center for Health Promotion and Preventive Medicine