

F O R E W O R D

This Army Civilian Training, Education and Development System (ACTEDS) Plan for Medical Records Administration provides careerists and management with a guide to assist in career enhancement and progression. Training and development planning are essential in developing and enhancing an individual's knowledge, skills, and abilities. This plan, if followed, will provide Medical Records Administrators the avenue to become the leaders of tomorrow in their field.

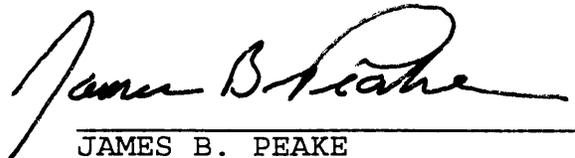
All Medical Records Administrators and their supervisors and managers are encouraged to review this ACTEDS plan and tailor it to their needs. Although individuals ultimately control their own careers, all levels of command should participate in establishing guidance contained in this plan. This will help to ensure a continuing source of highly qualified Medical Records Administrators for the Department of the Army.

APPROVED BY:



---

MACK C. HILL  
Brigadier General, MS  
Functional Chief,  
Medical Records Administration



---

JAMES B. PEAKE  
Major General, MC  
Commanding

# ARMY CIVILIAN TRAINING, EDUCATION AND DEVELOPMENT SYSTEM PLAN

## MEDICAL RECORDS ADMINISTRATION OCCUPATIONAL SERIES 669 (Career Field 53)

**Summary.** This document describes the Medical Records (MR) Administration ACTEDS Plan. It includes the training, education, and developmental opportunities which enhance the careerist's capability to advance within the MR Administration community of the Army Medical Department (AMEDD).

**Interim changes.** Interim changes will be distributed as required to update information contained in this document.

**Suggested improvements.** The proponent agency for this document is the U.S. Army Medical Department Center and School (AMEDDC&S). Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, AMEDDC&S, AMEDD Personnel Proponent Directorate, ATTN: MCCS-DC, 1400 East Grayson Street, Fort Sam Houston, TX 78234-6175.

**Distribution.** Primary access to this plan is via the World Wide Web at <http://cpol.army.mil>. Hard copy distribution through functional channels will be made by AMEDDC&S. Additional copies may be obtained by contacting the AMEDDC&S.

1. Introduction
2. Objectives
3. Structure
4. Key Positions
5. Competencies
6. Career Path
7. Master Training Plan
8. Recruitment Strategies and Sources
9. Mobility Requirements

Appendix A  
Appendix B  
Appendix C  
Appendix D  
Appendix E

Appendix F  
Appendix G

Key Positions  
Competencies  
Career Path Charts  
Master Training Plan Matrix  
Master Training Plan Course  
Descriptions  
Glossary  
Request for Equivalency Credit Appendix H  
Individual Development Plan

**MEDICAL RECORDS ADMINISTRATION  
OCCUPATIONAL SERIES 669  
(Career Field 53)**

**1. INTRODUCTION.** ACTEDS is a Department of the Army (DA) system which provides a progressive and sequential framework for developing the technical, managerial, and professional skills required of the U.S. Army's civilian workforce. It mirrors what the Army does to guide military personnel throughout their careers. This ACTEDS plan for the Medical Records Administrator (MRA) provides careerists and management with a guide to assist in career enhancement and progression in the MRA field. It includes a listing of the training, education, and developmental opportunities which enhance the careerist's capability to advance within the MR Administration community. Training and development planning is essential in developing and enhancing the employees knowledge, skills, and abilities (KSAs). This plan, if followed, will provide the MRA the avenue to become more proficient in the MR field, benefiting the Army, the local military organization, and the employee.

**2. OBJECTIVES.**

a. Provide continuous broad-based (technical and managerial) training and development throughout an individual's employment.

b. Provide and document an individual's training and practical experience to ensure competence in the various aspects of MR Administration.

c. Aid in the recruitment and retention of quality personnel by outlining the numerous training and career advancement opportunities offered by DA.

**3. STRUCTURE.** Development, coordination, management and implementation of this MR Administration ACTEDS plan is the shared responsibility of the proponent, the proponent agency, the Functional Chief (FC), and the Functional Chief Representative (FCR). The proponent for this series, and all occupational series in this career field, is The Surgeon General (TSG) of the U.S. Army. The proponent agency is the AMEDDC&S, AMEDD Personnel Proponent Directorate. The FC is the Chief, Medical Service Corps. The FC will designate a senior official holding a top-level position in MR Administration to be the DA FCR for the Army MRAs. In turn, the DA FCR will designate individuals in key positions to serve as subject-matter experts (SMEs).

**4. KEY POSITIONS.** (Appendix A)

a. Definition. Key positions are senior positions in MR Administration which establish and/or interpret policy, plans, and strategy. Two key positions are assigned: one at the Office of the U.S. Army Surgeon General, Washington, DC, and the other at the Patient Administration Systems and Biostatistics Activities (PASBA), Fort Sam Houston, Texas.

b. Responsibilities.

(1) Management. The FCR will have operational responsibility for the administration of the MR Administration occupational series. Responsibilities include:

(a) Assisting the AMEDDC&S Personnel Proponent Office in preparation of career management regulations by providing advice on career patterns, identifying KSAs required for specific job categories, identifying training and development needs, and recommending functional courses and equivalencies for the enhancement of the MR Administration employee.

(b) Establishing and chairing the MR Administration Career Planning Board and assisting in the selection of participants for the planning board.

(c) Selecting SMEs to participate in job analysis, establishing evaluation criteria, and rating applicants for referral.

(d) Monitoring affirmative action goals and equal employment opportunity (EEO) progress.

(e) Assisting TSG in estimating Armywide MRA trainee needs and ensuring the Master Training Plan (MTP) is adequate.

(f) Assisting TSG in establishing standards for selection of MR Administration training sites.

(2) Installations. The medical treatment facility (MTF)/agency MRA's responsibilities include informing the FCR of:

(a) planned career input requirements,

(b) budget needs,

(c) distribution of funds,

(d) management of career track opportunities and spaces, and

(e) registration/continuing education maintenance requirements.

(3) Employees. Each employee is responsible for assisting management in establishing his/her personal career plan and must demonstrate the interest, enthusiasm, and initiative required to achieve the stated objectives. Each MRA who wants to take full advantage of the program is expected to accept cross-training assignments for developmental purposes.

## **5. COMPETENCIES.** (Appendix B)

Supervisors have the responsibility for the total career management of their employees. They must ensure that employees under their supervision possess, or are provided opportunities to obtain required KSAs through formal and on-the-job training (OJT). Equivalency credit may be granted for formal courses or OJT received from sources other than those listed in the MTP (Appendix D). Applications for equivalency credit (Appendix G) should be submitted to the DA FCR for evaluation.

## **6. CAREER PATH.** (Appendix C)

The career path for MR Administration represents two tracks: Leader Track and Specialist Track (see Appendix C). There are four different career paths for progression in the Leader Track and three in the Specialist Track. The career paths represent very different aspects of MR Administration. The Medical Command (MEDCOM) career path concentrates on MR Administration policy and consultative services on a global basis. The PASBA career path is primarily concerned with systems design and implementation. The Armed Forces Institute of Pathology (AFIP) career path represents a path involving pathological research records. The MTF/installation (INST) career path consists of the traditional medical records mission at the MTF/INST. The solid lines shown in Appendix C depict the most likely routes of ascension to the higher grades. Crossovers between categories are encouraged, particularly early in the employee career development pattern.

## **7. MASTER TRAINING PLAN.** (Appendix D)

### a. General.

(1) Employees enter the MR Administration occupational series at various levels with varying degrees of preparation, capability, and potential for growth. For this reason, training identified for an employee should be based on formal training and OJT required for advancement as outlined in this ACTEDS plan. Broad-banded training is identified as those courses and OJT which 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. Training and development is divided into two categories: Universal Training and Competitive Professional Development.

(a) Universal Training. Universal training requirements provide standardized KSAs across the occupational series to all employees who have similar duties and responsibilities. Universal training requirements are prioritized to assist commanders in planning and programming for training funds. Universal training priorities are as follows:

- Universal Mandatory, Priority I (U1) - Training that is typically a condition of employment, must be successfully completed within a specified time period, and meets one or more of the following criteria: (a) employee must have for acceptable performance; (b) training is essential for mission accomplishment; (c) training is mandated by higher authority (law or DOD) or is required for health, certification, or safety reasons; (d) training is mandated by ASA(M&RA) as an ACTEDS leader development core course; or (e) is essential, functional intern training.

- Universal Mandatory, Priority II (U2) - Training that should be successfully completed within a specified time period, but may be delayed if funding is not available, and should meet one or both of the following criteria: (a) employee should have for maximum proficiency, and/or (b) training improves the quality of mission accomplishment.

- Universal Recommended, Priority III (UR) - This training should be funded after Priority I and II requirements and should meet one or both of the following: (a) provides or enhances KSAs needed on the job, or (b) leads to improvement of mission accomplishment.

(b) Competitive Professional Development. This category includes developmental opportunities for which individuals are competitively selected. It covers Armywide competitive programs such as the Senior Service Colleges, and the Army Management Staff College which are centrally funded by ASA(M&RA). Competitive professional development also includes fellowship programs, developmental assignments, and training-with-industry, which are funded by either the major Army command (MACOM) or installation. The annual Catalog of Civilian Training, Education, and Professional Development Opportunities, published in limited numbers by ASA(M&RA), but widely available on the World Wide Web, contains specific information about current competitive development opportunities, along with all necessary procedural and application requirements.

(2) The ideal training program provides the opportunity for every employee to advance to the highest level of his/her capability. The most effective training and development activity for any Army civilian career employee will result from an appraisal/counseling interview which: (a) identifies training requirements, (b) systematically schedules the training needed to meet the requirements, and (c) takes greatest advantage of work situations and operating problems for OJT development purposes.

(3) A major element in the MTP is a goal-setting development plan, commonly referred to as an Individual Development Plan (IDP). The IDP, although no longer regulatory, continues to serve as an ideal means to document and record the goal-setting development plan mutually agreed upon at the rater/supervisor counseling session. (A sample IDP is at Appendix H.) It clearly identifies the training and OJT needed to improve the technical knowledge and skill of the employees and should be updated annually.

(4) Development and rating methods of civilian employees are outlined and reported through the Total Army Performance Evaluation System (TAPES). The rater/supervisor, with the ratee's input, during counseling sessions, will assist the ratee in identifying the required training and/or professional development objective. Once identified, the training or developmental activities are recorded on the employee's Senior System Civilian Evaluation Report Support Form (DA Form 7221-3, May 93).

(5) When an employee has completed a required phase of training, it must be documented by a competent individual officially designated by the FCR. The completed training will be noted in the IDP and TAPES, then filed in accordance with local procedures. Employees who demonstrate the ability to effectively handle increasingly complex assignments become more competitive for developmental assignments and advancement.

(6) Advancement to higher levels (GS-13/14/15) can be pursued through either a leader track, or beginning at the specialist track, and then progressing into and up in the leader track.

(7) Self-Development. In addition to the mandated training outlined in the MTP, employees at all levels are encouraged to undertake individual projects such as technical papers, presentations, and membership in professional organizations. These opportunities will increase their knowledge, improve competence in their area of interest, and offset any limitations identified in the career planning process. This is a voluntary effort initiated and conducted by the employee. Active interest in self-development generally indicates that an employee has a strong desire to achieve or exceed planned career goals. Information to help

employees identify and plan relevant self-development activities can be found in the MTP. Employees will be encouraged to take advantage of: (a) available Army, American Health Information Management Association (AHIMA), local Health Information Management Associations (HIMA), and other professionally relevant correspondence courses; (b) opportunities for study at nearby colleges or universities; (c) planning, reading, and discussion of developments in the various aspects of MR Administration; and (d) seminars, workshops, teleconferences, videos, and meetings sponsored by professional organizations.

(8) Competitive Opportunities. Long-term training is intended to expand and develop GS-11 through GS-15 careerists through educational opportunities and work experiences outside of their assigned organizations (i.e., working with DOD, Health Care Financing Administration (HCFA), AHIMA, and the Computer Patient Record Institute (CPRI)). These competitive opportunities are approved through the DA FCR and some are centrally funded by HQDA. They include formal courses and developmental assignments such as: (a) the Army War College (AWC), (b) Legislative (LEGIS) Fellowships for Executive Development, (c) the Army Management Staff College (AMSC), (d) college and university course work, and (e) DA rotations.

#### b. Training Levels.

(1) Entry-level (noncredentialed GS-07) civilian workplace opportunities. At this level, the employee generally requires OJT experience and technical training. Emphasis will be placed on training in: (a) MR Administration fundamentals, (b) concepts of health information systems, (c) legal principles governing release of information, (d) confidentiality/security principles, (e) introduction to medical terminology, (f) introduction to military organization/structure, (g) introduction to military policy, and (h) introduction to military terminology. Typical MR Administration noncredentialed assignments at the entry level include, but are not limited to, supervisor of an MR section (coder, abstracter, analyst, or correspondence clerks) under the supervision of a senior MRA. Participation in professional group activities is encouraged.

(2) Entry-level (credentialed GS-07), Accredited Record Technician (ART), and Registered Record Administrator (RRA) workplace opportunities include introduction to: (a) military organization/structure, (b) military policy, and (c) military terminology. Typical MR Administration credentialed assignments at the entry level (credentialed) include, but are not limited to, chief, MRA; supervisory medical record branch or section; program coordinator; etc. Participation in local, state, and national health information associations, i.e., AHIMA and state and local HIMA, is expected.

(3) Leader/Specialist Level Training. At the GS-09/10 level, the primary focus is to increase the technical knowledge and skill of the employee. Secondly, emphasis will be on management and human relation skills, including training for personnel selected to fill supervisory positions. Work assignments are selected to add to the depth and breadth of their technical competence. Assignments at this level include preparing for the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) accreditation survey, designing and conducting quality improvement monitors, analyzing statistical data for diagnosis related groups (DRGs)/ambulatory patient groups (APGs), serving as the technical focal point for area projects, evaluating and recommending equipment and systems, and project management.

Self-development activities at this level are accelerated and focused to ensure that employees continue to add to their variety of experiences. Employees will continue to receive assignments of progressive responsibility and, as they progress, may be afforded the opportunity to exercise some supervisory authority.

Graduate study, speaking and writing activities, and participation in professional group activities is expected. Employees at this level are expected to qualify for and subsequently pass the registration examination of AHIMA to earn the RRA credential.

(4) Leader/Senior Specialist Level Training. At the GS-11/12 level, the focus is placed on increasing the employee's competence in human relations and management concepts as well as specialized areas related to MR Administration. Attendance at seminars, conferences, and advanced courses in professional development are some of the training opportunities in this area. Graduate study, speaking and writing activities, temporary duty assignments, rotation of assignments, and participation in professional group activities are encouraged. Serving on local and/or national professional association panels, editorial boards, committees or holding of offices/chairs, such as president, vice president, secretary, treasurer, parliamentarian, etc., of AHIMA and the state and local HIMA, is expected. Employees at the GS-11 level and above must be credentialed RRAs.

(5) Consultant/Leader Level Training.

(a) The senior level consultant, GS-13, is recognized as an SME. He/she makes decisions or recommendations that significantly affect the content, interpretation, or development of Army policies or programs concerning critical matters or major issues within the occupational series. They are assigned experiences/studies where limited guidance exists as to the method of evaluation for the potential experiences identified, or where possible new experiences need to be identified for a new operation or new product. Training for these employees will be on topics that are emerging issues in specialized aspects of MR Administration 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.

(b) For the senior level consultant, GS-14 and GS-15, the emphasis will be placed more on the policy and managerial aspects of MR Administration rather than the mastery of particular technical topics. Developmental assignments for these employees may include rotations through other agencies as well as congressional or civilian exchanges. Serving on local and/or national professional association panels, boards, committees, or holding of offices/chairs, such as president, vice-president, secretary, treasurer, parliamentarian, etc., is expected.

c. Application for Training. Application procedures for civilian training courses are described in detail, for each available course, in the annual ASA(M&RA) Catalog of Civilian Training, Education and Professional Development Opportunities publication. The Catalog is located on the World Wide Web at <http://cpol.army.mil>.

d. Affirmative Action/Equal Employment Opportunity. Training and development opportunities for employees covered by this plan will be provided without regard to race, color, sex, religion, national origin, nondisqualifying disabilities, or age.

## **8. RECRUITMENT STRATEGIES AND SOURCES.**

### **a. Recruitment Strategies.**

(1) Planned recruitment for the highly qualified or high potential personnel is essential to the development and maintenance of an effective MR Administration program.

(2) Recruitment should be related to replacement needs projected on the basis of expected losses and planned expansions.

(3) Although hiring emphasis is generally placed on recruitment at the entry level, recruitment of experienced quality individuals from various sources for the higher level positions may also be accomplished.

(4) Recruitment and selection practices are designed to obtain the best qualified candidate for available positions.

(5) Recruitment brochures/literature, advertising, or other appropriate and authorized publicity measures should be employed to support recruitment actions.

(6) Supervisors should align their recruitment and hiring practices with the ACTEDS career path and ensure the appropriate credentialing requirement is stated as a selective placement factor in the job announcement.

### **b. Recruitment Sources.**

(1) College and university recruitment programs should be used as a means for identifying and attracting promising students as well as recruitment at professional conferences and job fairs.

(2) Individuals may also be brought into the MR Administration occupational series by means of an installation upward mobility program which is part of the Local Merit Promotion Plan/Program. This plan/program targets high-potential individuals (such as accredited record technicians), or those with a background in MR Administration, who are currently DA employees in other occupational series, and have shown an interest in pursuing the requirements needed to qualify for the MR Administration occupational series.

(3) Procedures of the Merit Promotion Program and appropriate labor agreements will apply in considering candidates who are current DA employees.

(4) Status candidates eligible for transfer, reassignment, or reinstatement to positions no higher than ones previously held.

(5) Competitive referrals.

(6) Nonstatus candidates from an OPM certificate of eligibles or a certificate established by a delegated examining unit.

(7) Special placement assistance programs such as the DOD Priority Placement Program.

## **9. MOBILITY REQUIREMENTS.**

Mobility is defined as geographic, organizational, or functional movement--either within CONUS or OCONUS. While many employees can achieve their career objectives in one geographical area, mobility is often a factor in achieving goals. Relocation may increase chances of acquiring broad-based management experiences necessary for executive level vacancies. Generally, there is a direct relationship between an employee's availability for varied geographic locations and his or her prospects for enhanced development and career advancement.

**APPENDIX A**

**KEY POSITIONS**

<b><u>TITLE</u></b>	<b><u>GS</u></b>	<b><u>LOCATION</u></b>
<b>MEDCOM</b>		
MRA CONSULTANT	14	MEDCOM (with duty at OTSG), FT SAM HOUSTON, TX
<b>PASBA</b>		
MRA CONSULTANT	13	PASBA, FT SAM HOUSTON, TX

---

**OTHER POSITIONS**

<b>MEDCOM</b>		
MRA	12	MEDCOM, FT SAM HOUSTON, TX
<b>PASBA</b>		
MRA	12	PASBA, FT SAM HOUSTON, TX
MRA	11	PASBA, FT SAM HOUSTON, TX
MRA SPEC	09	PASBA, FT SAM HOUSTON, TX
MRA SPEC	07	PASBA, FT SAM HOUSTON, TX
<b>AFIP</b>		
MRA	(2) 12	AFIP, WASHINGTON, DC
SUPV MRA SPEC	09	AFIP, WASHINGTON, DC
<b>INSTALLATION / MTF</b>		
SUPV MRA	12	BAMC, FT SAM HOUSTON, TX
SUPV MRA SPEC	10	BAMC, FT SAM HOUSTON, TX
MRA	11	DDEAMC, FT GORDON, GA
MRA	09	DDEAMC, FT GORDON, GA
SUPV MRA SPEC	12	MAMC, TACOMA, WA
MRA	12	TAMC, HONOLULU, HI
MRA	11	TAMC, HONOLULU, HI
MRA SPEC	10	TAMC, HONOLULU, HI
MRA	10	WAMC, FT BRAGG, NC
MRA	12	WBAMC, FT BLISS, TX
MRA	11	WBAMC, FT BLISS, TX
SUPV MRA SPEC	09	WBAMC, FT BLISS, TX
MRA	13	WRAMC, WASHINGTON, DC
MRA SPEC	12	WRAMC, WASHINGTON, DC
SUPV MRA SPEC	11	WRAMC, WASHINGTON, DC
SUPV MRA SPEC	09	WRAMC, WASHINGTON, DC
MRA SPEC	(2) 09	WRAMC, WASHINGTON, DC
MRA	11	USA AEROMEDICAL CENTER,

			FT RUCKER, AL
SUPV MRA		10	USA MEDDAC, FT BELVOIR, VA
SUPV MRA SPEC	(2)	09	USA MEDDAC, FT BELVOIR, VA
MRA		10	USA MEDDAC, FT BENNING, GA
MRA		10	USA MEDDAC, FT CARSON, CO
MRA SPEC		09	USA MEDDAC, FT EUSTIS, VA
MRA		09	USA MEDDAC, FT WAINWRIGHT, AK
MRA SPEC	(2)	07	USA MEDDAC, FT CAMPBELL, KY
SUPV MRA SPEC		11	USA MEDDAC, FT HOOD, TX
MRA SPEC		09	USA MEDDAC, FT HOOD, TX
MRA		09	USA MEDDAC, FT IRWIN, CA
SUPV MRA		11	USA MEDDAC, FT JACKSON, SC
MRA		09	USA MEDDAC, FT KNOX, KY
MRA		10	USA MEDDAC, FT LEONARD WOOD, MO
MRA SPEC		09	USA MEDDAC, FT LEONARD WOOD, MO
SUPV MRA SPEC		10	USA MEDDAC, FT LEAVENWORTH, KY
MRA SPEC		09	USA MEDDAC, FT LEE, VA
SUPV MRA		11	USA MEDDAC, FT MCCLELLAN, AL
MRA SPEC		10	USA MEDDAC, FT POLK, LA
MRA		09	USA MEDDAC, FT POLK, LA
MRA		10	USA MEDDAC, FT RILEY, KS
SUPV MRA SPEC		10	USA MEDDAC, FT SILL, OK
MRA		09	USA MEDDAC, FT STEWART, GA
MRA SPEC		06	USA MEDDAC, FT STEWART, GA
MRA SPEC		09	USA MEDDAC, REDSTONE ARSENAL, AL
MRA SPEC		09	USA MEDDAC, WEST POINT, NY
SUPV MRA SPEC	(2)	09	67TH EVAC HOSP, WURZBURG, GE
SUPV MRA SPEC		11	130TH STATION HOSP, HEIDELBERG, GE
MRA		11	2ND GENERAL HOSP, LANDSTUHL, GE
MRA		11	121 GEN HOSP, SEOUL, KOREA

Number in parenthesis indicates number of positions, if more than one, at that location.

**APPENDIX B**  
**COMPETENCIES**

1. Knowledge of MR Administration principles and health information management procedures and program elements (i.e., inpatient, outpatient), United States Codes 5 and 10, United States Code 42 Code of Federal Regulations, Army Regulation (AR) 40-66 (MR Administration), and AR 25-400-2 (Modern Army Recordkeeping System).
2. Knowledge of computer technology used in management of medical records and health information.
3. Knowledge of coding and classification systems.
4. Knowledge of HCFA conditions of participation.
5. Knowledge of JCAHO standards pertaining to patient-related data and information management of various types of facilities.
6. Knowledge of Privacy Act and Freedom of Information Act requirements.
7. Knowledge of risk management policies, procedures, and techniques.
8. Knowledge of statistical principles and hospital statistics formulae.
9. Knowledge of ergonomics and human factors to design policies, practices, guidelines, and work environments.
10. Knowledge of statistical analysis techniques and computer programs in order to identify trends and facilitate analyses.
11. Knowledge of office automation applications (i.e., spreadsheets, graphics, database management, electronic communications and systems such as the Composite Health Care System).
12. Knowledge of procurement process sufficient to incorporate medical record requirements into contract documents, evaluate contractor proposals, and monitor contracts.
13. Knowledge of regulations, standards, and practices concerning MR administrative equipment and services (i.e., encoders, groupers, dictation equipment, coding contracts, transcription, filing, etc.).
14. Knowledge of federal and state regulations related to patient data.

15. Knowledge of work measurement and analysis.
16. Knowledge of professional practice standards (i.e., AHIMA and others related to patient data).
17. Knowledge of quality control techniques.
18. Knowledge of disease processes.
19. Knowledge of the language (medical terminology) of medicine.
20. Knowledge of safety standards (i.e., Occupational Safety Health Act (OSHA), state, JCAHO, etc.).
21. Knowledge of legal requirements for confidentiality of patient data (federal and state).
22. Knowledge of medical record content and order of organization.
23. Knowledge of record/information control systems.
24. Knowledge of vital statistics (i.e., state and federal regulations, and procedures for collection and reporting).
25. Knowledge of record filing systems.
26. Knowledge of healthcare facility organization.
27. Knowledge of healthcare facility processes (i.e., medical staff, administrative, including medical records, quality assurance, risk management, etc.).
28. Knowledge of business/committee procedures and rules of order.
29. Knowledge of case-mix systems.
30. Knowledge of cancer staging systems.
31. Knowledge of data verification techniques.
32. Knowledge of peer review organization standards/ procedures.
33. Knowledge of data presentation techniques.
34. Knowledge of research design.
35. Knowledge of computer statistical packages.
36. Knowledge of principles/methods for assessing patient-care quality and effectiveness.

37. Knowledge of principles/methods for assessing resources for patient care.
38. Knowledge of principles/methods of risk management.
39. Knowledge of functions related to medical records, utilization management, quality assurance, cancer registry, and related departments.
40. Knowledge of management principles of planning, organizing, evaluating, and directing.
41. Knowledge of business and professional writing techniques.
42. Knowledge of job analysis principles.
43. Knowledge of general systems principles.
44. Knowledge of work simplification techniques.
45. Knowledge of forms design and management.
46. Knowledge of information technologies.
47. Knowledge of systems analysis design, development, and implementation principles.
48. Knowledge of project planning.
49. Knowledge of data security techniques (manual and computer).
50. Knowledge of space management.
51. Knowledge of methods/procedures for procurement, maintenance, and selection of equipment and supplies.
52. Knowledge of principles of in-service education.
53. Knowledge of in-service education design and presentation.
54. Knowledge of human resources management.
55. Knowledge of principles of organizational behavior.
56. Ability to apply established principles, concepts, and techniques of MR Administration to deal with recurring and new problems.
57. Ability to identify requirements for health information management programs.

58. Ability to develop information papers, specify goals, outline policies, standing operating procedures, and establish priorities and schedules for action.
59. Ability to determine and procure program resource needs (i.e., budget, personnel, equipment, and facilities).
60. Ability to administer resources (i.e., budget, personnel, equipment, and facilities).
61. Ability to plan and provide for emergency and prioritized routine services.
62. Ability to prepare, provide, and defend input into the MR Administration budget.
63. Ability to coordinate with others to develop MR Administration policies and procedures to include record analysis, coding, storage, and disposition (i.e., record retirement) and other missions.
64. Ability to establish quality programs and process indicators for program elements.
65. Ability to review new regulations, analyze impact, and provide comments to regulatory agencies.
66. Ability to provide technical advice and guidance to commanders, staff, and other customers.
67. Ability to actively participate in the Quality Improvement Committee, Ambulatory Patient Care Committee, utilization management, risk management, and other administrative and clinical committees.
68. Ability to coordinate and maintain liaison with other agencies and other related services including local, state, and federal levels.
69. Ability to implement MR Administration/HIM program elements (i.e., coding, analysis, release of information, outpatient records, etc.).
70. Ability to develop and review internal controls (i.e., confidentiality, record accountability, delinquent record level, etc.).
71. Ability to represent the Army on various boards and committees.
72. Ability to evaluate the organization level of readiness to handle mobilization, contingencies, and emergencies.

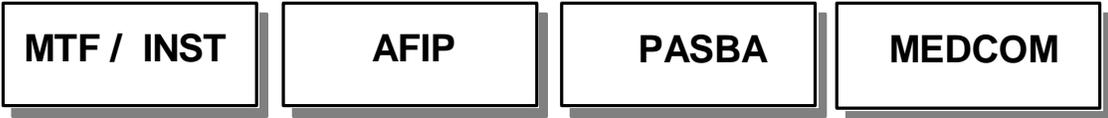
73. Ability to establish and maintain the Standard Inpatient Data Record, Standard Ambulatory Data Record, and other appropriate data bases.
74. Ability to develop technical documents for use in program implementations or work site evaluations.
75. Ability to write job descriptions, performance appraisals, and TAPES support forms for personnel supervised.
76. Ability to manage personnel administration.
77. Ability to draft hiring actions for vacant positions.
78. Ability to conduct, review, and evaluate systems in the health information cycle.
79. Ability to review work plans, blueprints, specifications, and other documents for the construction and modification of facilities.
80. Ability to prepare, review, or staff requests for waivers or exemptions as necessary.
81. Ability to determine training requirements.
82. Ability to provide confidentiality training for new employees and supervisors (civilian and military), and provide annual updates.
83. Ability to publicize and promote medical record policies and regulations to hospital and clinic employees as well as to the general public.
84. Skill in managing medical record personnel.
85. Skill in developing written criteria for programs, and conducting evaluations of those programs.
86. Skill in presenting briefings on medical record/HIM subjects to management, healthcare providers, and other personnel.
87. Skill in purchasing or approving purchase of nonstock supplies and equipment.
88. Skill in coordinating and conducting staff assistance visits and audits to assess and analyze programs or specific problems.
89. Skill in developing and reviewing MR Administration-related portions of contractual documents (i.e., scope of work, contractor proposal, and procurement specifications).

90. Skill in providing related educational material and conducting training in various media (i.e., oral presentations, posters, computer training, etc.).
91. Skill in survey instrument design (i.e., written and interview).
92. Skill in interviewing.
93. Skill in work measurement techniques
94. Skill in quality control methods.
95. Skill in data presentation (manual and computer).
96. Skill in data collection techniques.
97. Skill in data analysis.
98. Skill in interpretation of medical record content.
99. Skill in implementation of new/revised systems.
100. Skill in collection and compilation of vital statistics.
101. Skill in interpersonal and small group communications.
102. Skill in filing procedures.
103. Skill in applying principles of diagnostic classification systems.
104. Skill in applying case-mix algorithms.
105. Skill in critical thinking.
106. Skill in applying procedures for assessing patient-care quality/effectiveness.
107. Skill in interpretation of statistical data.
108. Skill in professional and business writing.
109. Skill in applying work simplification techniques.
110. Skill in systems analysis.
111. Skill in applying project planning techniques.
112. Skill in in-service education development and presentation.

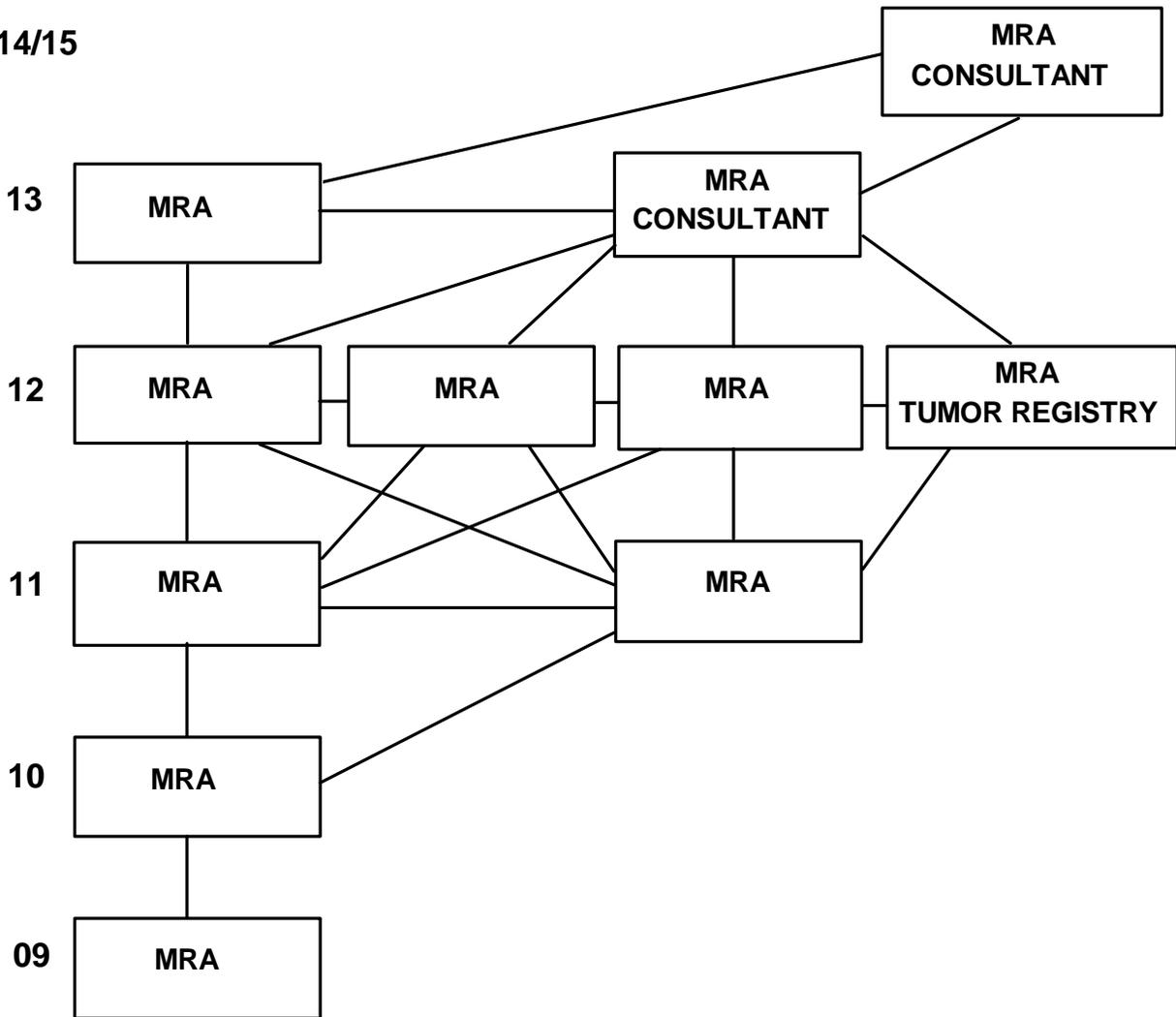
APPENDIX C

MEDICAL RECORDS ADMINISTRATION  
CAREER PATH CHART

**LEADER TRACK**



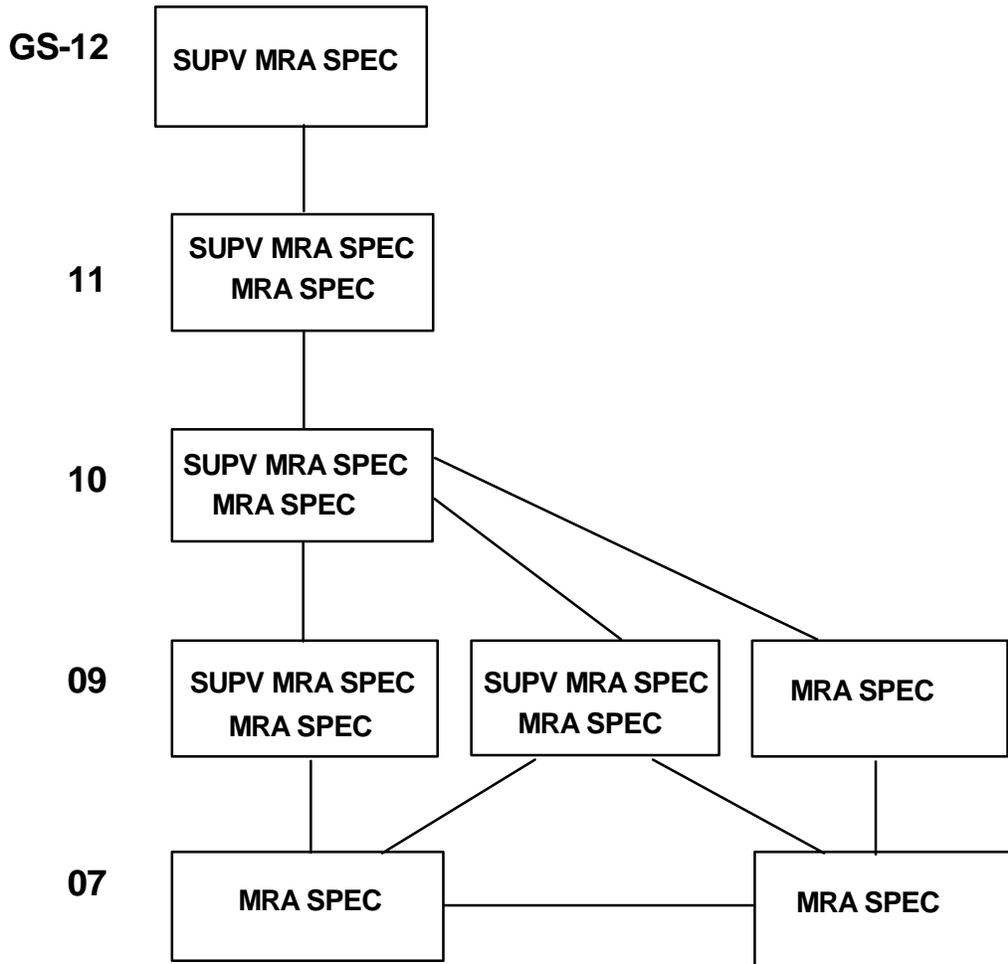
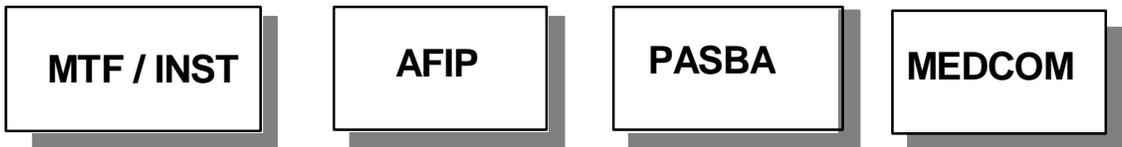
GS-14/15



APPENDIX C

MEDICAL RECORDS ADMINISTRATION  
CAREER PATH CHART

**SPECIALIST TRACK**



**APPENDIX D  
MASTER TRAINING PLAN MATRIX**

COURSE / SEMINAR / OJT TITLE	TYPE OF TRAINING	LENGTH HOURS (Credit)	ENTR Y	LEADER/SPECIALIST		LEADER/SR SPEC		CONSULTANT/LEADER		SOURCE	CORE COMPETENCIES (APP B)	COURSE DESCRIPTION (APP E)
				GS-07	GS-09	GS-10	GS-11	GS-12	GS-13			
BASIC HUMAN PHYSIOLOGY	FC	5-20	U2	U2	U2					AHIMA ISP or Local College AMEDDC&S	18,19	12
	CC	5	U2	U2	U2							
MEDICOLEGAL ASPECTS	FC/CC	Varies	U2	U2	U2					AHIMA ISP or Formal Course	1,6,16,20,21,22,32,65,66,81,82,83,95	13
CODING	FC/CC	Varies	U2	U2	U2					AHIMA & Colleges	1,3,4,13,17,18,19,22,29,30,73,81,94,96,98,103,104	14
DISEASES (PATHOPHYSIOLOGY)	FC/CC	10	U2	U2	U2					AMEDDC&S	18,19,103	15
MEDICAL RECORDS AND PATIENT ADMINISTRATION I	CC	10	U2	U2	U2	UR				AMEDDC&S	1,4,8,10,17,22,23,24,25,26,27,47	17
MEDICAL RECORDS AND PATIENT ADMINISTRATION II	CC	12	U2	U2	U2	UR				AMEDDC&S	4,8,10,24,56,94,98	20
MEDICAL ASPECTS OF MILITARY LAW	CC	10	U2*	U2	U2	UR				AMEDDC&S	1,6,7,14,16	22
RECORDS ADMINISTRATION TRAINING	FC	8-32	U2	U2	U2	UR				NARA	2,6,11,17,23,25,46,63,94	24
INTRODUCTION TO MEDICAL RECORDS	CC	5	U2	U2	U2					AMEDDC&S	1,4,5,6,8,13,16,22,23,25,	34

AND THE PATIENT ADMINISTRATION DIVISION											26,27,30,39,45,56,81,83,84	
MILITARY CORRESPONDENCE	CC	11	U2	U2	U2	UR				AMEDDC&S	28,32,41,58,80,83,85,108	51
MEDICAL RECORDS IN HEALTH INFORMATION MANAGEMENT	FC	8-40	U2	U2	U2	UR				AHIMA	1,2,3,4,5,6,7,8,11,13,14,15,16,17,18,21,22,23,25,45,46,47,62,63,70,78,81,98,99,102,109,110,111,112	9
MEDICAL TERMINOLOGY	FC	5-20	U2	U2	U2					AHIMA ISP or Local College	18,19	10
	CC	5								AMEDDC&S		
BASIC HUMAN ANATOMY	FC	5-20	U2	U2	U2					AHIMA ISP or Local College	1,19	11
	CC	5								AMEDDC&S		
COMPUTER COURSES	FC	40	U2	U2	U2	UR				Station/AHIMA	2,10,11,35,43,45,46,47,49,78,95,96,97,110	56

LEGEND: CC = CORRESPONDENCE COURSE      U1 = UNIVERSAL PRIORITY I      SUP = SUPERVISOR  
 ONLY      S = SPECIALIST TRACK  
             FC = FORMAL COURSE      U2 = UNIVERSAL PRIORITY II      C = COMPETITIVE      \* =  
 ACCORDING TO INDIVIDUAL  
             OJT = ON-THE-JOB TRAINING      UR = UNIVERSAL PRIORITY III      L = LEADER TRACK      JC

**APPENDIX D  
MASTER TRAINING PLAN MATRIX**

COURSE / SEMINAR / OJT TITLE	TYPE OF TRAININ G	LENGT H HOURS (Credit)	ENTR Y	LEADER/ SPECIALIST		LEADER/ SR SPEC		CONSULTA NT/ LEADER		SOURCE	CORE COMPETENCIES (APP B)	COURSE DESCRIPT ION (APP E)
			GS-07	GS- 09	GS- 10	GS- 11	GS-12	GS- 13	GS- 14/15			
ACTION OFFICER DEVELOPMENT COURSE (AODC)	CC	6 months	U1	U1	U1	U1	U1	U1	U1	AIPD	7,8,10,15,17,28,3 3,34,35,40, 41,43,44,45,46,4 7,48,49,54, 55,58,65,66,68,7 0,71,80,92,95, 96,97,99,100,105 ,107,110,111	28
PRINCIPLES OF ERGONOMICS	FC	Varies	U2	U2	U2					Station/ Installation	9,13,15,20,21,42, 43,44,50, 51,93,99,109,110	45
ORGANIZATION AND FUNCTIONS OF THE ARMY MEDICAL DEPARTMENT	CC	10	U2	U2	U2	U2	U2	U2	U2	AMEDDC &S	1,6,23,26,27,72	33
MEDICAL RECORDS AND SICK CALL PROCEDURES	CC	8	U2	U2						AMEDDC &S	1,2,3,22,23,25	37
EFFECTIVE BRIEFINGS AND PRESENTATIONS	FC	8-40	U2	U2	U2	U2				Station/ AHIMA	33,41,52,53,58,6 7,71,83, 86,90,95,101,112	59
HEALTH CARE ETHICS I	CC	12	U2	U2	U2	U2	U2	U2	U2	AMEDDC &S	6,7,16,20,32	18
EFFECTIVE ARMY WRITING	CC	2	UR	UR	UR	UR				AMEDDC &S	28,33,41,58,71,8 0,83,85,108	50

CODING SEMINARS	FC	8-40	UR	UR	UR	UR	UR	UR	UR	UR	AHIMA, State, Local, Proprietary	1,3,4,13,14,17,18, 19,22,29, 30,63,73,94,96,9 8,103,104,105	6
CONFIDENTIALITY WORKSHOPS	FC	8-16	UR	UR	UR	UR	UR	UR			HIMA/Loc al/ State/Nati onal	6,14,16,21,82	57
MEDICAL RECORDS ADMINISTRATION BRANCH I	CC	20		U2	U2	UR					AMEDDC &S	1,3,4,5,6,8,13,17, 21,29,30, 69,70,73,84,97,1 02,103	35
MEDICAL RECORDS ADMINISTRATION BRANCH II	CC	10		U2	U2	UR					AMEDDC &S	1,3,5,6,7,8,10,14, 17,21,24,31 32,33,34,35,36,6 4,65,67,69,70,73, 84,94,95,96,97,1 00,107	36
JCAHO SEMINARS	FC	16-40		U2	U2	U2	U2	U2	U2	U2	JCAHO	5,7,14,16,19,20,2 2,27	2
SUPERVISOR DEVELOPMENT COURSE	CC	40		SUP- U1 U2	SUP- U1 U2	SUP- U1 U2	SUP- U1 U2	SUP- U1	SUP- U1		AIPD	9,15,20,40,42,44, 50,54,55,58, 60,74,75,76,77,8 1,92,93	27
LEADERSHIP EDUCATION AND DEVELOPMENT COURSE (LEAD)	FC	40		SUP- U1 U2	SUP- U1 U2	SUP- U1 U2	SUP- U1 U2	SUP- U1	SUP- U1		CAL	9,15,20,40,42,43, 44,50,55,58,59,6 0,72,74,75,76,81, 92,93	31
ICD-9-CM COORDINATION AND MAINTENANCE COMMITTEE MTGS	FC	8-16		U2	U2	U2	U2	U2	U2		HCFA and NCHS	1,3,4,13,14,18,19 ,29,30,63,73, 94,96,98,103,104 ,105	7

LEGEND: CC = CORRESPONDENCE COURSE U1 = UNIVERSAL PRIORITY I SUP = SUPERVISOR ONLY S  
FC = FORMAL COURSE U2 = UNIVERSAL PRIORITY II C = COMPETITIVE \* =  
ACCORDING TO INDIVIDUAL OJT = ON-THE-JOB TRAINING UR = UNIVERSAL PRIORITY III L = LEADER TRACK JC

**APPENDIX D  
MASTER TRAINING PLAN MATRIX**

COURSE / SEMINAR / OJT TITLE	TYPE OF TRAINING	LENGTH HOURS (Credit)	ENTR Y	LEADER/ SPECIALIST		LEADER/ SR SPEC		CONSULTAN T/ LEADER		SOURC E	CORE COMPETENCI ES (APP B)	COURSE DESCRIPTI ON (APP E)
			GS-07	GS-09	GS-10	GS-11	GS-12	GS-13	GS-14/15			
AMERICAN HOSPITAL ASSOC ANNUAL MEETINGS	FC	32		U2	U2	U2	U2	U2	U2	AHA	1,4,5,7,8,14,16,17,18,20,21,26,46	8
STATISTICS	FC/CC	Varies		U2*	U2*	U2*				Formal College Course/ SP	5,7,8,10,24,31,33,34,35,91,96,97,100,107	58
CONTRACTING OFFICER REPRESENTATIVE COURSE	CC	40		U2*	U2*	U2*				Station or Installation	9,12,17,31,37,51,59,60,74,79,87,89,94	46
DEVELOPING LISTENING AND MEMORY SKILLS	FC	16		U2	U2	UR	UR	UR	UR	OPM	68,71,92	43
FORCE INTEGRATION	FC	40		UR	UR	UR	UR	UR	UR	HQDA	43,66,68,71,73,74,105	47
AHIMA ANNUAL CONVENTION AND EXHIBIT	FC	40		U2	U2	U2	U2	U1	U1	AHIMA	1,2,3,4,5,6,11,13,14,16,17,19,21,46	1
COMPUTER-BASED PATIENT RECORD INSTITUTE (CPRI) MEETINGS	FC	8		UR	UR	UR	UR	UR	UR	CPRI	2,6,10,11,13,22,23,24,25,26,29,31,33,35,46,47,49,70,73,95,96,97,98,100,102,103,105,109,110	3

REGIONAL AND LOCAL HIMA MEETINGS	FC	8-32		UR	UR	UR	UR	UR	UR	Local & State HIM Assoc	1,2,3,4,5,7,11,13,16,17,18,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,56,78,82,83,84,86,96,97,103,104	4
AHIMA SECTION MEETINGS	FC	8-16		UR	UR	UR	UR	UR	UR	AHIMA	1,2,3,4,5,7,11,13,16,17,18,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,56,78,82,83,84,86,96,97,103,104	5
TORT LAW, THE FEDERAL TORT CLAIMS ACT, AND THE GENEVA CONVENTIONS	CC	4		UR	UR	UR	UR	UR	UR	AMEDD C&S	1,6,7,16,20,21,32,65,66	16
PERSONNEL RELIABILITY PROGRAM	CC	10		U2*	U2*	U2*	U2*			AMEDD C&S	1,17,23,47,64,72	21

LEGEND: CC = CORRESPONDENCE COURSE ONLY  
S = SPECIALIST TRACK  
FC = FORMAL COURSE  
OJT = ON-THE-JOB TRAINING  
U1 = UNIVERSAL PRIORITY I  
U2 = UNIVERSAL PRIORITY II  
UR = UNIVERSAL PRIORITY III  
SUP = SUPERVISOR  
C = COMPETITIVE  
L = LEADER TRACK  
\* =  
JC

**APPENDIX D  
MASTER TRAINING PLAN MATRIX**

COURSE / SEMINAR / OJT TITLE	TYPE OF TRAINING	LENGTH HOURS (Credit)	ENTR Y	LEADER/ SPECIALI ST			LEADER/ SR SPEC		CONSULTAN T/ LEADER		SOURCE	CORE COMPETENCIES (APP B)	COURSE DESCRIPTI ON (APP E)
			GS-07	GS-09	GS-10	GS-11	GS-12	GS-13	GS-14/15				
NATIONAL ASSOCIATION FOR HEALTHCARE QUALITY	FC	40			UR	UR	UR			NAHQ	2,7,11,16,32,36,37,39,94,106	23	
MEDICAL RECORDS PRACTICUM	OJT	Varies			UR	UR	UR			Station or Installation	1,3,4,5,14,15,16,20,30,42,51,52,53,54,56,60,61,68,84	25	
RISK COMMUNICATION AND PUBLIC DIALOGUE WORKSHOP	FC	Varies			UR	UR	UR			AMEDDC&S	7,20,32,38	52	
HEALTH CARE ETHICS II	CC	12				UR	UR	UR	UR	AMEDDC&S	1,7,16,20	19	
PAD SYMPOSIUM	FC	32				U2	U2	U2	U2	AMEDDC&S	1,2,5,13,14	54	
MANAGER DEVELOPMENT COURSE	CC	20				L-U1	L-U1	L-U1		AIPD	9,15,17,42,59,76,81,84	39	
PAD STRATEGIC PLANNING SYMPOSIUM	FC	32						U2	U2	AMEDDC&S	1,2,5,13,14	53	

PAD NCO SYMPOSIUM	FC	32						U2	U2	AMEDDC&S	1,2,5,13,14	55
ORGANIZATIONAL LEADERSHIP FOR EXECUTIVES	FC	40					L-U2 S-UR	L-U2	L-U2	CAL	9,12,31,33,34,35, 40,47,48,54, 55,58,59,60,61,64 ,65,66,71,72, 76,77,80,85,91,93 ,94,97,99, 101,105,107	32
PERSONNEL MANAGEMENT FOR EXECUTIVES	FC	64					L-U2 S-UR	L-U2	L-U2	ACCHRM	9,15,40,42,44,54, 60,75,76,92	29
PERSONNEL MANAGEMENT FOR EXECUTIVES II	FC	40					L-UR S-UR	L-UR	L-UR	ACCHRM	9,15,40,44,54,60, 74,75,76, 92,99	30
MASTER IN HEALTH INFORMATION MANAGEMENT	FC	24 months					C	C	C	University of Pittsburgh	2,11,22,46,57,59, 60,61,68	26
DOD AND THE NEW GLOBAL PRIORITIES	FC	40					C	C	C	DOD	61,68,71	60
CAPITOL HILL WORKSHOP	FC	40					C	C	C	DOD	61,68,71	61
WHITE HOUSE WORKSHOP	FC	40					C	C	C	DOD	61,68,71	62

LEGEND: CC = CORRESPONDENCE COURSE ONLY  
S = SPECIALIST TRACK  
FC = FORMAL COURSE  
OJT = ON-THE-JOB TRAINING  
U1 = UNIVERSAL PRIORITY I  
U2 = UNIVERSAL PRIORITY II  
UR = UNIVERSAL PRIORITY III  
SUP = SUPERVISOR  
C = COMPETITIVE  
L = LEADER TRACK  
\* =  
JC

**APPENDIX D  
MASTER TRAINING PLAN MATRIX**

COURSE / SEMINAR / OJT TITLE	TYPE OF TRAINING	LENGTH HOURS (Credit)	ENTR Y	LEADER/ SPECIALI ST		LEADER/ SR SPEC		CONSULTA NT/ LEADER		SOURCE	CORE COMPETENCIES (APP B)	COURSE DESCRIPTI ON (APP E)
			GS-07	GS-09	GS-10	GS-11	GS-12	GS-13	GS-14/15			
ARMY MANAGEMENT STAFF COLLEGE (AMSC)	FC	12 weeks					C	C	C	AMSC (Ft Belvoir)	9,11,12,15,17,20,28,33,40,41,42,43,45,46,47,48,54,55,59,60,64,65,66,71,72,75,76,77,81,85,87,88,91,93,94,95,101,105,108,109,110,111	38
ON-THE-JOB TRAINING AT MEDCOM / OTSG / PASBA / AFIP ROTATIONS	OJT	2-4 months					C	C	C	Station/ Installation	1,3,4,5,14,15,16,20,30,45,51,52,53,54,56,60,61,68,84	44
LEGISLATIVE (LEGIS) FELLOWSHIP FOR EXECUTIVE DEVELOPMENT	FC	6-12 months						C	C	OPM Washington, DC (Capital)	65,66,68,71,72,74,85,95,101,105,107,108,110	42
INDUSTRIAL COLLEGE OF THE ARMED FORCES (ICAF)	FC	10 months						C	C	ICAF (Ft McNair)	20,33,41,42,58,59,66,72,74,105,107,108,110	41
ARMY WAR COLLEGE (AWC)	FC	10 months						C	C	AWC (Carlisle Barracks)	20,33,41,42,58,59,66,68,71,72,74,105,107,108,110	40

NATIONAL WAR COLLEGE (NWC)	FC	10 months						C	C	NWC (Ft McNair)	20,33,41,42,58,59,66,68,71,72,74,105,107,108,110	48
SECRETARY OF THE ARMY RESEARCH AND STUDY FELLOWSHIPS	FC	6-12 months					C	C	C	SARSF (TBD)	34,47	49
PUBLISHABLE RESEARCH PROJECT	OJT	960						UR	UR	Station/TDY	31,34,35,48,91,96	63
MEDICAL RECORDS SYMPOSIUM	FC	28				UR	UR	U2	U2	PASBA	1,2,3,4,5,6,7,8,10,11,13,14,16,17,19,21,22,23,24,25,26,27,46,47	64
DOD EXECUTIVE LEADERSHIP COURSE	FC	1 year					C	C	C	DOD	15,17,28,32,33,34,40,41,42,43,44,46,47,48,54,56,59,60,71,86,88,95,101,105,111	65
DOD SENIOR EXECUTIVE LEADERSHIP COURSE	FC	1 year							C	DOD	15,17,28,32,33,34,40,41,42,43,44,46,47,48,54,56,59,60,71,86,88,95,101,105,111	66
WOMENS EXECUTIVE LEADERSHIP PROGRAM	FC	13 months				C	C			OPM	28,32,33,34,38,40,41,42,43,46,47,48,54,55,58,64,65,71,72,76,92,95,101,105,108	67

LEGEND: CC = CORRESPONDENCE COURSE ONLY  
 S = SPECIALIST TRACK  
 FC = FORMAL COURSE  
 ACCORDING TO INDIVIDUAL JOB REQUIREMENT  
 OJT = ON-THE-JOB TRAINING

U1 = UNIVERSAL PRIORITY I  
 U2 = UNIVERSAL PRIORITY II  
 UR = UNIVERSAL PRIORITY III

SUP = SUPERVISOR  
 C = COMPETITIVE  
 L = LEADER TRACK  
 \* =

## APPENDIX E

### MASTER TRAINING PLAN COURSE DESCRIPTIONS

**1. AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION (AHIMA) ANNUAL CONVENTION AND EXHIBIT.** Presents latest technologies, principles, and practical applications on health information management. Attendance at Army special interest session updates the MRA on latest Army MR Administration health information policy. (Source: AHIMA)

**2. JOINT COMMISSION ON ACCREDITATION OF HEALTHCARE ORGANIZATIONS (JCAHO) SEMINARS.** Established in 1951, the JCAHO sets standards of quality for hospitals and many other healthcare facilities and uses these standards to accredit organizations. The JCAHO offers seminars in health information management, computer-based patient records, survey standards, clinical indicator projects, performance improvement, etc. (Source: JCAHO)

**3. COMPUTER-BASED PATIENT RECORD INSTITUTE (CPRI) MEETINGS.** Advocacy groups, nonprofit membership organization of all healthcare stakeholders who advocate computerized patient records. They help facilitate development and implementation of computer-based patient records and hold two annual meetings/work group sessions. (Source: CPRI)

**4. REGIONAL AND LOCAL HEALTH INFORMATION MANAGEMENT ASSOCIATION (HIMA) MEETINGS.** Each state and several regions sponsor periodic meetings throughout each year offering Health Information Management (HIM) educational opportunities. (Source: State or Local HIM Association)

**5. AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION SECTION (AHIMA) MEETINGS.** Special interest group meetings -- subgroups of individual HIM interests holding annual meetings at the AHIMA National Convention and periodically throughout the year. Examples of these groups are: Ambulatory Care Section, Mental Health Section, Quality Improvement, and Long-Term Care. (Source: AHIMA)

**6. CODING SEMINARS.** AHIMA, state and local HIMA, and proprietary organizations offer instruction and updates on ICD-9-CM, CPT, DSM-IV, and SNOMED classification systems. (Source: AHIMA, State or Local HIMA, and proprietary organizations)

**7. ICD-9-CM COORDINATION AND MAINTENANCE COMMITTEE MEETINGS.** A Health and Human Services (Health Care Finance Administration) and National Center for Health Statistics sponsored work group with meetings two times yearly providing an open forum for changes to three volumes of ICD-9-CM. (Source: HCFA and NCHS) (8-16 hours)

**8. AMERICAN HOSPITAL ASSOCIATION (AHA) ANNUAL MEETING.** The AHA is the primary advocate for the nation's hospitals and healthcare organizations. The AHA is widely recognized as an authoritative and comprehensive source of health care information and offers educational programming. (Source: AHA) (32 hours)

**9. MEDICAL RECORDS IN HEALTH INFORMATION MANAGEMENT.** History of medical records. A study of medical record content, uses, methods of securing and preserving, quantitative analysis, functions, and responsibilities of MR Administration and professional ethics. (Source: AHIMA) (Length varies from 8-40 hours)

**10. MEDICAL TERMINOLOGY.** The study of the language of the medical field; word construction, definition, and the use of terms related to all areas of medical science, hospital service, and the allied health specialties. (MD0010) (Source AMEDDC&S) (5 credit hours)

**11. BASIC HUMAN ANATOMY.** Introduction to basic human anatomy. Tissues of the body. Structures and structural relationships within the following human systems: integumentary and fascial, skeletal, muscular, digestive, respiratory, urogenital, cardiovascular, lymphatic, endocrine, and nervous systems. (Source: AHIMA ISP, local college, AMEDDC&S) (26 credit hours)

**12. BASIC HUMAN PHYSIOLOGY.** Introduction to basic human physiology. Physiology of cells and miscellaneous tissues. Physiology of the following human systems: skeletal, muscular, digestive, respiratory, urinary, reproductive, cardiovascular, endocrine, and nervous systems. The special senses. Elementary human genetics. (Source: AHIMA ISP, local college, AMEDDC&S) (26 credit hours)

**13. MEDICOLEGAL ASPECTS.** A study of the principles of law and their applications in the health field, with particular reference to all phases of medical record practice, the use of records as evidence, release of information, subpoena, testimony, doctor-patient relationship, legal consents, and the liability of providers. (Source: AHIMA ISP, Formal Course) (Length varies)

**14. CODING.** The study of nomenclatures and classification systems. Emphasis on basic coding rules, principles, guidelines, use of symbols, and conventions. (Source: AHIMA, local college) (Length varies)

**15. DISEASES (PATHOPHYSIOLOGY).** A study of disease processes; the signs, systems, and test findings of disease processes; the treatment and management of patients; and classification of drugs. (Source: AMEDDC&S, CC, and FC) (10 hours)

**16. TORT LAW, THE FEDERAL TORT CLAIMS ACT, AND THE GENEVA CONVENTIONS.** Nature of liability and the Federal Tort Claims Act in the military-medical situation; duties, responsibilities, and rights placed on combatants and noncombatants by the Geneva conventions. (MD0033) (Source: AMEDDC&S) (4 credit hours)

**17. MEDICAL RECORDS AND PATIENT ADMINISTRATION I.** Organization and responsibilities for patient administration. Regulatory controls for military health care. Types, uses, and entries for health record, outpatient record, inpatient record, and the individual patient data system. Medical statistical reporting. Record and notification procedures for the very seriously ill, and special category personnel. Disposition of the deceased and medically unfit. (MD0022) (Source: AMEDDC&S) (10 credit hours)

**18. HEALTH CARE ETHICS I.** Ethically and legally appropriate behavior of health care professionals, the role of ethics in healthcare, legal doctrines that affect healthcare; tort law, negligence, and patient consent. (MD0066) (Source: AMEDDC&S) (12 credit hours)

**19. HEALTH CARE ETHICS II.** Ethically and legally appropriate behavior of health care professionals, patient refusal of treatment, medical records, and the scope of medical practice. (MD0067) (Source: AMEDDC&S) (12 credit hours)

**20. MEDICAL RECORDS AND PATIENT ADMINISTRATION II.** Command and staff procedures for determining eligibility and benefits under Uniformed Services Health Benefits Program. Administrative processing of patients and health record, outpatient record, and clinical record. Line of duty determination. Notification and report procedures under Army casualty and survivor assistance programs. Medical board and physical evaluation board processing. Summary and statistical reports, including output reports, and medical reference indexes. (MD0430) (Source: AMEDDC&S) (12 credit hours)

**21. PERSONNEL RELIABILITY PROGRAM.** Policies and procedures for establishing and maintaining the safety, security, and reliability of nuclear weapons in the U.S. Army; in particular, the Personnel Reliability Program to include selection, assignment and retention of personnel; missions of the specialty teams responding to nuclear accidents and/or incidents. (MD0449) (Source: AMEDDC&S) (1 credit hour)

**22. MEDICAL ASPECTS OF MILITARY LAW.** Principles of medical evidence; general nature of tort liability; legal aspects of hospital administration; the Federal Tort Claims Act; and the Geneva conventions. (MD0460) (Source: AMEDDC&S) (10 credit hours)

**23. NATIONAL ASSOCIATION FOR HEALTHCARE QUALITY (NAHQ).** The NAHQ is a nonprofit association whose mission is to improve the quality of healthcare by advancing the theory and practice of quality management in health care organizations and by supporting the professional growth and development of health care quality management professionals. The association sponsors a certification program for healthcare quality professionals. (Source: NAHQ) (40 hours)

**24. RECORDS ADMINISTRATION TRAINING.** Sponsored by the National Archives and Records Administration (NARA), these courses prepare employees to improve agency records programs, and proper care of permanent records and their timely transfer to the National Archives. Courses include records disposition, scheduling records, electronic records issues, automating records management, and evaluating and promoting records management. (Source: NARA) (8-32 hours).

**25. MEDICAL RECORDS PRACTICUM.** A supervised OJT learning experience in a medical records department of a healthcare facility enabling the student to develop insight, understanding, and skills in the basic record processing policies, procedures, management, medical staff management, and disease and procedure coding. Emphasis is placed on application of standards, criteria, and guidelines as they relate to medical records, reimbursement, and data quality. (Source: Installation/Station) (Length varies)

**26. MASTER IN HEALTH INFORMATION MANAGEMENT.** Graduate study leading to a Masters in Health Information Management. This degree can be pursued at the University of Pittsburgh, the University of Alabama, and other similar institutions. (Source: College or university)

**27. SUPERVISOR DEVELOPMENT COURSE.** Presents first time supervisory personnel with the basic knowledge of civilian personnel administration procedures and techniques. A mandatory course supplemented by the local Civilian Personnel Advisory Center with "traditional" instruction in appropriate areas. Supervisors must complete the correspondence course before enrolling in the Leadership Education and Development (LEAD) course (see Course #32 below). (Source: AIPD)

**28. ACTION OFFICER DEVELOPMENT COURSE (AODC).** Correspondence course that prepares employees for the requirements of staff work with training similar to that of the Combat Arms and Services Staff School (CAS3). AODC is designed for career interns (both local and those centrally funded by ACTEDS), and Army civilians newly appointed or promoted to journeyman level positions. Leadership support of this mandatory training will ensure that all Army civilian career interns and new journeyman level employees possess the knowledge and skills required to function effectively as action officers. An action officer is a staff member with subject matter expertise who "works actions" on behalf of senior staff officers or commanders. The term "action officer" does not refer to duty position. This course describes "staff work" as generally practiced Armywide. Commanders are responsible to enroll these employees within 30 days of the appointment or promotion and successfully complete the AODC within six months of the enrollment. Although the AODC applies only to those employees in a two-grade interval profession, it is available to all other employees as desired. There are no prerequisites for enrollment. Unlike most other correspondence courses, the AODC requires progressive involvement of the supervisor. The supervisor of each student must enter into an agreement with the employee to provide opportunities for the employee to become proficient in conducting briefings and writing to the Army standards. Upon completion of the course material, the supervisor must certify the employee's proficiency in these areas. Army Institute for Professional Development (AIPD) will grant credit for course completion when the supervisor's certification and the student's examination are received and processed. Commanders may grant waivers to employees who have previously completed both the nonresident and resident phases of CAS3. Course materials are available from AIPD, using DA Form 145. (Source: AIPD)

**29. PERSONNEL MANAGEMENT FOR EXECUTIVES.** The Army Center for Civilian Human Resource Management (ACCHRM) presents a broad perspective of personnel management in relation to the total management function, the relationship of operating and staff officials in the discharge of personnel management responsibilities, and the current and projected developments in personnel administration. (Source: ACCHRM) (8 days)

**30. PERSONNEL MANAGEMENT FOR EXECUTIVES II.** Resident course designed to support the original Personnel Management for Executives experience. Objectives is to build on the initial PME experience and specifically focus on personal leadership styles, and explore the various dimensions of leadership and human resource management as primary concerns of the DA executive. (Source: ACCHRM) (5 days)

**31. LEADERSHIP EDUCATION AND DEVELOPMENT (LEAD).** Develops and hones leadership skills of supervisors. Focuses on situational leadership, motivation, communication, performance counseling, conflict management, team building, problem solving, values and ethics, and systems theory. Supervisors must complete the Supervisory Development Correspondence Course (see Course #28 above) before enrolling in this class. (Source: CAL) (40 hours)

**32. ORGANIZATIONAL LEADERSHIP FOR EXECUTIVES.** Formal classroom instruction hones leadership skills for the executive level supervisor. Expands the concepts and theories addressed in the LEAD course. (Source: CAL) (2 weeks)

**33. ORGANIZATION AND FUNCTIONS OF THE ARMY MEDICAL DEPARTMENT.** Mission and composition of the Army Medical Department; organization of medical centers and medical department activities and the histories and functions of the six officer medical corps. (MD0004) (Source: AMEDDC&S) (10 credit hours)

**34. INTRODUCTION TO MEDICAL RECORDS AND THE PATIENT ADMINISTRATION DIVISION.** Mission of the Patient Administration Division in the AMEDD. Introduction to the organization and responsibilities of patient administration; introduction to regulatory controls for military health care and patient records. Organizational structure and functions of the Office of the Chief, Patient Administration Division, including training programs. (MD0750) (Source: AMEDDC&S) (5 credit hours)

**35. MEDICAL RECORDS ADMINISTRATION BRANCH I.** Preparation, use, filing, control, and disposition of inpatient treatment records. Introduction to the diagnostic and operation coding and the preparation of the inpatient treatment record cover sheet. Introduction to the individual patient data system. (MD0753) (Source: AMEDDC&S) (20 credit hours)

**36. MEDICAL RECORDS ADMINISTRATION BRANCH II.** Preparation and use of medical statistical reporting. Study of the quality improvement program (medical care evaluation) and the release of medical information. (MD0754) (Source: AMEDDC&S) (10 credit hours)

**37. MEDICAL RECORDS AND SICK CALL PROCEDURES.** Standard Form (SF) 511 (Vital Signs Record), DD Form 792 (Twenty-Four Hour Intake and Output Worksheet), and other nursing forms; health records, outpatient treatment records, and inpatient treatment records; and sick call procedures. (MD0920) (Source: AMEDDC&S) (8 credit hours)

**38. ARMY MANAGEMENT STAFF COLLEGE (AMSC).** Presents strategies, doctrine, functional relationships, and systems relevant to the total Army with emphasis on the sustainment base. Specifically, knowledge of military forces and doctrine, national policy and strategic studies, force integration, resource management, acquisition and logistics management, installation management, information management, management techniques, personnel management systems, health and fitness, communicative arts, and program analysis and evaluation for GS-12s through GS-14s. (Source: AMSC) (12 weeks)

**39. MANAGER DEVELOPMENT COURSE.** This correspondence course covers topics such as organizational culture, time management, setting objectives and plans, problem solving and decision making, planning, programming and budgeting, manpower management, communications, information technology applications, the Army Environmental Program, EEO, professional ethics, internal management control, and Army family team building. (Source: AIPD) (40 hours)

**40. THE ARMY WAR COLLEGE (AWC).** The AWC studies the role of land power as part of a joint or combined force in support of the U.S. national military strategy. The curriculum emphasizes theory, concepts, systems, and the national security decision making process. It teaches through numerous case studies, exercises, and war games. The student seminar group is the fundamental learning vehicle at the school. (Source: AWC)

**41. THE INDUSTRIAL COLLEGE OF THE ARMED FORCES (ICAF).** The curriculum focuses on broad-based national security decision making for senior policy makers in a dynamic world environment. The academic program emphasizes postgraduate, executive level education rather than training, and enduring principles and concepts rather than transient contemporary events. The curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. The program employs the case method complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program. (Source: ICAF)

**42. THE LEGISLATIVE (LEGIS) FELLOWSHIP FOR EXECUTIVE DEVELOPMENT.** LEGIS fellows receive instruction and hands-on experience in a congressional office through training and developmental activities including three weeks of intensive briefings on the operations and organization of the U.S. Congress; a full-time assignment on the staff of a member, committee, or support agency or organization of the U.S. Congress; and, frequent seminars during the work assignment on Capitol Hill. (Source: OPM)

**43. DEVELOPING LISTENING AND MEMORY SKILLS.** Through lectures, practical exercises and discussions, the students learn to: use practical techniques for improving listening skills, recognize and overcome barriers to effective listening, organize information transmitted orally by applying the principles of effective listening, and remember names, faces, facts, figures, and ideas more readily and accurately. (Source: OPM)

**44. ON-THE-JOB TRAINING AT MEDCOM/OTSG/PASBA/AFIP ROTATIONS.** Structured training at an installation designed to put into practice job skills learned in the classroom. Includes specialized work experiences and projects that gradually increase in complexity and scope to approach those performed by a Senior Level MRA. (Source: Station/Installation)

**45. PRINCIPLES OF ERGONOMICS.** Introduces the application of ergonomic principles in an effort to reduce stresses and strains on the employee's body. Topics include work physiology, biomechanics, anthropometry, repetitive motion disorders, video-display terminals, manual lifting, back injury problems, design of work stations and equipment, and demonstrations of instrumentation and equipment used in the field of ergonomics. (Source: Station/Installation)

**46. CONTRACTING OFFICER REPRESENTATIVE COURSE.** Presents an overview of the legal requirements and fundamentals of contracting that lead to the award of a contract. Emphasis is on contract situations where many contract administration functions are performed by the requiring activity's personnel, such as writing specifications and performing contract surveillance and/or overall contract monitorship. Designed to improve job performance of personnel outside the contracting career field who will be involved with contracts as a contracting officer's representative or quality assurance evaluator. Concentrates on service rather than supply, research and development, or construction contracts. (Source: Station/Installation)

**47. FORCE INTEGRATION.** Presents the critical elements of the force integration processes, functions, and interrelationships by which the Army runs. (Source: Fort Belvoir) (3 days)

**48. THE NATIONAL WAR COLLEGE (NWC).** The NWC focuses on national security policy and strategy with a joint, multiservice perspective. The curriculum is designed to expand and deepen students' knowledge of national security matters and to sharpen their analytical skills. The academic program consists of prescribed core courses, advanced studies, and regional

studies. Teaching methods include lectures, seminar discussions, case studies, and student exercises. The core curriculum provides students an understanding of the development and implementation of national security policy and strategy. It addresses the domestic and international contexts within which policy and strategy are developed, examines the national security decision making process, and focuses on the formulation and conduct of national security strategy, military strategy, and joint operations. (Source: NWC)

**49. SECRETARY OF THE ARMY RESEARCH AND STUDY FELLOWSHIPS.** Fellowships may be awarded to include study or research at institutions of higher learning or in comparable educational or research environments which best support the project. Proposed projects must indicate a high potential value to the Army and benefit the applicant as well. The applicant must be able to complete the project within the time proposed. Fellowships are not substitutes for projects that should be done on a normal on-duty assignment and financed through mission funds. (Source: SARSF) (6-12 months)

**50. EFFECTIVE ARMY WRITING.** A study of the principles, procedures, and practice of staff writing; introduction to a professional reading program. (IS1401) (Source: AMEDDC&S) (2 credit hours)

**51. MILITARY CORRESPONDENCE.** Teaches fundamentals of military correspondence including instruction on preparing memorandums, endorsements to memorandums, special purpose memorandums, and letters; on handling enclosures and attachments; and on tabling and assembling correspondence. (MD0487) (Source: AMEDDC&S) (11 credit hours)

**52. RISK COMMUNICATION AND PUBLIC DIALOGUE WORKSHOP.** This workshop will help attendees learn how to deal with the "low trust - high concern" audiences. Focus will be on learning the "tools" to evaluate and communicate risk information. Upon hearing research results and case studies, attendees will develop a systematic approach for presenting "risk communication messages", whether it be spoken, written, or prepared for the media. Some topics included in the workshop are: the community as an interconnected group of stockholders and interests; how people tend to perceive risk; perception versus how beliefs are formed; importance of credible messages; measuring dialogue effectiveness; news media interactions; methods to test messages and public interactions, etc. (Source: AMEDDC&S)

**53. PAD STRATEGIC PLANNING SYMPOSIUM.** Sponsored by the Patient Administration Division. Covers future plans for the field. (Source: AMEDDC&S)

**54. PAD SYMPOSIUM.** Sponsored by the Patient Administration Division. Presented biannually. (Source: AMEDDC&S)

**55. PAD NCO SYMPOSIUM.** Sponsored by the Patient Administration Division. Presented biannually. (Source: AMEDDC&S)

**56. COMPUTER COURSES.** WordPerfect, LOTUS, Harvard Graphics, dBASE, Freelance, etc. (Source: Station/AHIMA)

**57. CONFIDENTIALITY WORKSHOPS.** Sponsored by AHIMA.

**58. STATISTICS.** A study of medical hospital and vital statistics. Includes medical abstracting, statistical formulas, monthly and annual reports and data display. (Source: Formal college or university course)

**59. EFFECTIVE BRIEFINGS AND PRESENTATIONS.** Presents instruction in communication principles as well as the basic principles of business presentations. Covers how to plan presentations and provides guidance on choosing the best methods, materials, and location/environment for each situation. Techniques include presentations to inform, presentations to persuade, question and answer techniques, and technical presentations. Students, while learning these techniques, will be provided the opportunity to practice them and critique their own performance on video. (Source: Station/AHIMA)

**60. DOD AND THE NEW GLOBAL PRIORITIES.** Public policy challenges in today's changing world. As the United States approaches the end of the 20th century, important transformations are taking place in the democratic, cultural, technological, and political environment within which national security priorities are defined and pursued. In an effort to respond to these transformations, many key elements of American society will inevitably be altered. The Armed services are going through a major evaluation in the roles and missions that had been established in the aftermath of World War II; so too are our international relations where priorities have moved dramatically from the political and military to the economic. Will assist senior personnel from military agencies who must be able to articulate, plan, and budget in such a way as to build a new consensus that will meet objectives and secure stable public support. Through a minimum of 14 separate high-level presentations, senior DOD executives will be able to appreciate how the new international challenges will shape the management and mission of the DOD and their agencies in the years ahead. (Source: DOD)

**61. CAPITOL HILL WORKSHOP.** Offers senior federal managers and executives a timely, in-depth look at how the new U.S. Congress will be organized, how it will set its agenda, how it may change the fundamentals of U.S. foreign policy, and how it will affect the role, budget, and policies of their agencies over the next two years. (Source: DOD)

**62. WHITE HOUSE WORKSHOP.** The White House Workshop examines the multiple roles of the Presidency and explores how presidential politics and initiatives affect the policies and processes of government. Although the Constitution established the Legislative Branch of government as the principal policy organ, historical evolution has made the President the prime initiator and coordinator of domestic and international policy as well as the foremost mobilizer for public support. Senior personnel must be able to articulate, plan, and budget in such a way as to build a new consensus that will meet national objectives and secure stable public support. (Source: DOD)

**63. PUBLISHABLE RESEARCH PROJECT.** Subject of project should be of use/interest to DA and professional health information management organizations. (Source: Station/Installation)

**64. MEDICAL RECORDS SYMPOSIUM.** The primary focus and objective is to bring attendees up-to-date in the technology areas of MR Administration. Attendees are the Chiefs of the MR Administration Branches from each Army hospital worldwide, with two representatives from each MEDCEN and from each large MEDDAC. The symposium offers lectures, demonstrations, and hands-on experience for all attendees on the newest automated systems available in their field. The symposium is conducted biannually by PASBA personnel. (Source: PASBA)

**65. DOD EXECUTIVE LEADERSHIP COURSE.** Introduces the process by which DOD decisions are made through understanding of DOD missions, organization, and influences on these systems; ability to prepare and present complex briefing materials under realistic conditions; ability to speak clearly and effectively; ability to analyze complex materials and write concise reports; ability to meet and deal with senior decision makers in DOD; ability to apply selected problem-solving methodology to operational situations; ability to negotiate at any level in an organization; ability to resolve conflict more effectively; ability to afford greater respect and understanding of others' opinions and contributions; and ability to be a more effective team member through greater understanding of group dynamics. Competitive development course for GS/GM-12/13. Formal classroom instruction 50-55 days over one year, plus significant homework assignments. (Source: DOD)

**66. DOD SENIOR EXECUTIVE LEADERSHIP COURSE.** Ability to integrate internal and external program/policy issues by ensuring consideration of key national and agency-wide goals, priorities, values, and other issues in the decision-making process; ability to represent the work unit and/or organizations and coordinate with other work units and organizations effectively; ability to guide and direct programs, projects, or policy development; ability to obtain and allocate the financial and material resources necessary to support program or policy implementation; ability to utilize human resources appropriately; and ability to ensure that programs and policies are implemented with the desired outcome. Competitive development course for GS-14/15 with 1 year supervisory experience. Formal classroom instruction 44 days plus 6-9 months developmental assignment in DOD, and homework over a one-year period. (Source: DOD)

**67. WOMEN'S EXECUTIVE LEADERSHIP PROGRAM.** Ability to lead; ability to communicate assertively; ability to build effective teams; ability to manage stress; ability to portray a professional image; ability to manage cultural diversity; ability to coach and counsel; ability to recognize and exert personal power; knowledge of the Federal Personnel Management system; ability to resolve conflicts; skill in negotiating; knowledge of legal and ethical issues impacting managers; ability to use organizational survival techniques; knowledge of factors which impact career success; and skill in making presentations. Formal classroom 24 days, plus 5 months developmental assignment and special activities over a 13-month period. (Source: OPM)

## APPENDIX F

### GLOSSARY

<u>ACRONYM</u>	<u>DEFINITION</u>	
ACCHRM	- Army Center for Civilian Human Resource Management	
ACTEDS	- Army Civilian Training, Education and Development	System
AFIP	- Armed Forces Institute of Pathology	
AHA	- American Hospital Association	
AHIMA	- American Health Information Management Association	
AIPD	- Army Institute for Professional Development	
AMEDD	- Army Medical Department	
AMEDDC&S	- Army Medical Department Center and School	
AMSC	- Army Management Staff College	
AODC	- Action Officer Development Course	
ART	- Accredited Record Technician	
ASA(M&RA)	- Assistant Secretary of the Army (Manpower and	Reserve Affairs)
AWC	- Army War College	
CAL	- Center for Army Leadership	
CC	- correspondence course	
CPRI	- Computer Patient Record Institute	
CPT	- Current Procedural Terminology	
DA	- Department of the Army	
DOD	- Department of Defense	
EEO	- equal employment opportunity	
FC	- Functional Chief	
FCR	- Functional Chief Representative	
HCFA	- Health Care Financing Administration	
HIM	- Health Information Management	
HIMA	- Regional and Local Health Information Management	
Associations		
ICAF	- Industrial College of the Armed Forces	
IDP	- Individual Development Plan	
INST	- Installation	
ISP	- Independent Study Program	
JCAHO	- Joint Commission on Accreditation of Healthcare	Organizations
KSAs	- knowledge, skills, and abilities	
LEAD	- Leadership Education and Development	
LEGIS	- Legislative Fellowship for Executive Development	
MACOM	- Major Army Command	
MEDCOM	- Medical Command	
MR	- Medical Records	
MRA	- Medical Records Administrator	
MTF	- medical treatment facility	
MTP	- Master Training Plan	
NARA	- National Archives and Records Administration	

NCHS	- National Center for Health Statistics	
NWC	- National War College	
OJT	- on-the-job training	
OPM	- Office of Personnel Management	
OSHA	- Occupational Safety and Health Administration/Act	of 1970
PASBA	- Patient Administration Systems and Biostatistics	Activities
RRA	- Registered Record Administrator	
SARSF	- Secretary of the Army Research and Study Fellowship	
SME	- subject-matter expert	
SNOMED	- Systematized Nomenclature of Medicine	
TAPES	- Total Army Performance Evaluation System	
TDY	- temporary duty	
TSG	- The Surgeon General of the U.S. Army	
U1	- Universal Mandatory, Priority I (U1)	
U2	- Universal Mandatory, Priority II (U2)	
UR	- Universal Recommended, Priority III (UR)	

## APPENDIX G

### Request for Equivalency Credit for Mandatory Functional Training

**Instructions for Completing and Handling Request:**

- ☞ Employee completes Section I, provides input for Section II, and forwards request to supervisor.
- ☞ Supervisor reviews Section II and completes Section III. If concurring, forwards request to approving authority. If nonconcurring, returns request to employee.
- ☞ Approving authority completes Section IV and returns request to supervisor.

<b>Section I - Employee's Request for Equivalency Credit</b>		
Name (Last - First - MI)		Career Field/Program Number
Title/Series/Grade	Course Title & Code	Course Provider
Employee's Signature	Date Signed	Telephone Number & E-mail
<b>Section II - Training Information</b>		
<input type="checkbox"/> <b>Work Experience</b> (Attach detailed explanation of work assignments. Identify competencies and explain how they were acquired.)		
<input type="checkbox"/> <b>Formal Education or Training, including Correspondence Study</b> (Attach transcript(s) and descriptions of course work, to include course title, course level, and grade. Identify competencies and explain how they were acquired.)		
<input type="checkbox"/> <b>Self-development Activities</b> (Attach detailed explanation. Identify competencies and explain how they were acquired.)		
<b>Section III - Supervisor's Recommendation</b>		
<input type="checkbox"/> Concur <input type="checkbox"/> Non-concur		
Supervisor's Name, Title, Organization, and Mailing Address		Telephone Number & E-mail
Supervisor's Signature	Date Signed	
<b>Section IV - Approving Authority's Decision</b>		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Approving Authority's Name, Title, Organization, and Mailing Address		Telephone Number & E-mail
Approving Authority's Signature	Date Signed	

## APPENDIX H

### INDIVIDUAL DEVELOPMENT PLAN

#### PRIVACY ACT STATEMENT

Section 4103 of Title 5 to U.S. Code authorizes collection of this information. This information will be used by staff management personnel and the Personnel Office servicing your locality, to plan and/or schedule training and development activities. Collection of your Social Security Number is authorized by Executive Order 9397. Furnishing the information on this form, including your Social Security Number, is voluntary.

<b>NAME:</b>	<b>SSN:</b>	<b>PERIOD COVERED:</b>	<b>CAREER FIELD:</b>
<b>POSITION TITLE/GRADE:</b>		<b>ORGANIZATION:</b>	

#### 1. DEVELOPMENTAL OBJECTIVES (Skills/Performance Enhancement, Career Accomplishments, Etc.)

<b>a. Short-Term Objectives</b>	<b>b. Long-Term Objectives (3-5 Years)</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

#### 2. CONTINUING EDUCATION FOR MAINTAINING REGISTRATION

Course Title/Number	Objective Supported	Course Provider	Date Required	Hour s	Tuitio n	Est Trvl/PD
1.						
2.						
3.						
4.						
5.						
6.						

#### 3. UNIVERSAL MANDATORY TRAINING (Priority I and II)

Course Title/Number	Priority	Course Provider	Date Required	Hour s	Tuitio n	Est Trvl/PD
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

