

## U.S. Army Medical Department Activity, Fort George G. Meade

## Nursing Leadership

Critical behavior (Source of performance standard)	Self-assess †	Orientation (Preceptor's initials & date)	Eval method ‡	Competency validated by supervisor (Signature & date)	Comments
<b>INITIAL ORIENTATION OF SPECIFIC SKILLS FOR NURSING LEADERSHIP</b>					
<b>Source of Performance Standard: Leadership, Management of Resources, Performance Improvement, and Care of Patients</b>					
<b>Demonstrates administrative competency related to specific skills and procedures in accordance with appropriate administrative and leadership standards</b>					
<b>1. Organization</b>					
A. Verbalizes the MEDDAC's mission, vision and goals.					
B. Verbalizes an understanding of the rolls of the MTFs command group					
(1) Commander					
(2) Deputy Commander for Clinical Services (or equivalent)					
(3) Deputy Commander for Nursing (or equivalent)					
(4) Deputy Commander for Administration (or equivalent)					
(5) Senior Medical NCO (or equivalent)					
C. Uses effective interpersonal skills.					
(1) Professional, courteous communication					
(2) Uses appropriate chain of command					
(3) Supports organization and unit teamwork activities					
<b>2. Performance Improvement (PI)</b>					
<b>Critical Thinking: Works with clinical/leadership to promote thorough and safe patient care and uses available information to improve and enhance care delivery. Assists with developing policies, procedures and standards of care for all patients. Fosters interdisciplinary collaborative relationship amongst other services to ensure provision of quality care.</b>					
A. Verbalizes an understanding of the PI process - FOCUS-PDCA.					
B. Demonstrates the ability to interpret and implement DoD, DA, MEDCOM, MEDDAC, and JCAHO program requirements.					
C. Identifies PI issues and takes action to resolve or improve issues.					
D. Demonstrates the ability to make recommendations to the command group pertaining to PI improvement initiatives.					
<b>3. Department Level Competencies</b>					
<b>Critical Thinking: Utilizes principles of adult learning to support the organization's strategic goals and objectives. Remains aware of current issues and trends and demonstrates knowledge of military and civilian personnel requirements for professional development. Promotes competence and professional growth in staff while meeting regulatory requirements.</b>					
A. Demonstrates the ability to identify the staff's learning needs.					
(1) Conducts formal needs assessment					
(2) Uses needs assessment data to plan educational offerings					

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B.	Describes educational programs available.					
(1)	MTF training					
(2)	Competency training					
(a)	Skills labs and equipment orientation					
(b)	Age-specific training					
(3)	Continuing education classes					
(4)	Unit level in-service education					
(5)	Self-learning packets					
(6)	Health Net video and online continuing education program					
(7)	Automation and computer training					
(8)	U.S. Army Reserve and special staff training					
C.	Verbalizes knowledge of the ANC-CHEP process.					
(1)	Organizes and submits packet for approval					
(a)	Writes objectives					
(b)	Designs an outline					
(c)	Selects the best teaching method for the target audience					
(d)	Designs and evaluation tool					
(e)	Selects a training site					
(2)	Submits a class roster after training is completed					
(3)	Ensures training certificates are distributed					
(4)	Maintains and prepares quarterly reports of ANC-CHEP activities					
D.	Maintains files of pre-approved training for contact hours.					
E.	Involves the MTF staff in the education process.					
(1)	Incorporates learners and presenters as active participants in all aspects of the education process					
(2)	Incorporates feedback to learners and presenters throughout the educational process in the education plan					
F.	Supports opportunities to advance staff members' professional development, such as through TDY, courses, and advanced civilian schooling.					
G.	Demonstrates or verbalizes methods to assess initial and ongoing competence of staff, to include those who are newly assigned, attached or employed.					

† E=Experienced ND=Never done NP=Needs practice NA=Not applicable (based on scope of practice)

‡ V=Verbal D=Demonstrated L=Lecture or video PE=Practical exercise

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H. Verbalizes the requirements and process for programs.					
(1) Military courses for officers, such as the advance course, CAS3 and CGSC.					
(2) AOC/SI courses					
(3) Nurse Professional Sustainment Program					
(4) Civilian Tuition Assistance					
(5) AMEDD Enlisted Commissioning Program (that is, Green to Gold)					
(6) Warrant Officer Program (OCS)					
(7) Military Assistant Procurement Program					
(8) LTHET, Anesthesia, and Baylor programs					
I. Describes the MTF's orientation and required annual training.					
(1) Newcomer's Orientation					
(2) Clinical Track training					
(3) Computer-based Annual Training					
(4) Mandatory training requirements					
J. Describes the purpose and role of special training programs.					
(1) Preceptorship and the Clinical Orientation Program					
(2) ROTC Summer Camp Program					
K. Describes the requirements for resuscitative medicine programs.					
(1) Basic Cardiac Life Support (BCLS)					
(2) Advanced Cardiac Life Support (ACLS)					
L. Describes the requirements and criteria for management of the 91W Program.					
(1) Emergency Medical Technician-Basic (EMT-B)					
(2) Pre-Hospital Trauma Life Support (PHTLS)					
(3) Basic Trauma Life Support (BTLS)					
(4) Trauma aims					
(5) Semi-Annual Combat Medic Skills Validation Test (SACMS-VT)					
(6) Emergency Medical Technician Refresher Program					

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M. Explains the method used for monitoring and tracking activities in the database.					
(1) BCLS					
(2) Mandatory training, such as Computer-based Annual Training					
(3) Clinical Track Training					
(4) Self-learning packets					
(5) In-processing					
(6) Out-processing					
N. Promotes life-long learning as an integral part of professional practice.					
O. Verbalizes and understanding of policies and procedures pertinent to MTF-related education and training, and MEDDAC regulations.					
P. Serves as a role model for continuing personal growth and development of the staff.					
Q. Uses consultation skills in area of expertise to enhance staff learning.					
R. Integrates research into educational activities.					
<b>4. Resource Management</b>	<b>Critical Thinking:</b> Appropriately uses medical and administrative supplies with the goal of minimizing waste and reinforcing fiscal responsibility.				
A. Demonstrates fiscal responsibility with the appropriate requisition of educational equipment and supplies.					
B. Demonstrates the ability to account for equipment.					
<b>Source of Performance Standard: Environment of Care</b>					
<b>To provide a safe, functional and effective environment for patients, staff, and other individuals in the ambulatory care organization</b>					
<b>5. Equipment</b>	<b>Critical Thinking:</b> Describes the capabilities, limitations and special applications of each item of equipment. Demonstrates basic operating procedures for equipment items. Reports routine problems with equipment. Performs actions in accordance with clinic SOP and MEDDAC Regulation 750-1.				
A. Video teleconferencing (VTC).					
B. Video tape recorder.					
C. VCR.					
D. Overhead projector.					
E. Computer-assisted presentation equipment.					

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F. Computer software presentation tools.					
(1) Powerpoint					
(2) Excel					
(3) Word					
(4) Access					
(5) Outlook					
(6) Other (specify):					
G. Facsimile machine.					
H. Copier					
I. Telephone and answering service					

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