

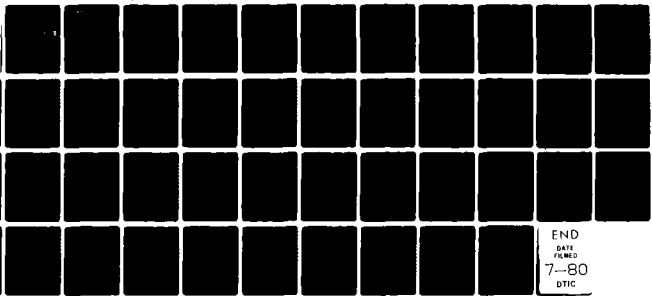
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A SYSTEM APPROACH TO NAVY MEDICAL EDUCATION AND TRAINING.
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APPENDIX 8.

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APPLICATION OF A SYSTEM APPROACH
U.S. NAVY MEDICAL DEPARTMENT
EDUCATION AND TRAINING PROGRAMS
FINAL REPORT

Prepared under Contract to
OFFICE OF NAVAL RESEARCH
U.S. DEPARTMENT OF THE NAVY

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Program Manager
Education and Training R&D
Bureau of Medicine and Surgery (Code 71G)

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The study objective consisted of a determination of what the health care personnel in the Navy's Medical Department, Bureau of Medicine and Surgery actually do in their occupations; improving the personnel process (education and training); and building a viable career pathway for all health care personnel. Clearly the first task was to develop a system of job analyses applicable to all system wide health care manpower tasks. A means of postulating simplified occupational clusters covering some 50		

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currently designated Navy enlisted occupations, 20 Naval Enlisted Classification Codes (NEC's) were computerized. A set of 16 groupings that cover all designated occupations was developed so as to enhance the effectiveness of professionals and sub-professionals alike.

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FOREWORD

The project, "Application of a System Approach to the Navy Medical Department Education and Training Programs," was initiated in May of 1969 as a realistic, comprehensive response to certain objectives set forth in ADO 43-03X, and to memoranda from both the Secretary of Defense and the Assistant Secretary of Defense, Manpower and Reserve Affairs. The Secretary's concern was stated in his memorandum of 29 June 1965, "Innovation in Defense Training and Education." More specific concerns were stated in the Assistant Secretary's memorandum of 14 June 1968, "Application of a System Approach in the Development and Management of Training Courses." In this he called for "vigorous and imaginative effort," and an approach "characterized by an organized training program with precise goals and defined operational interrelation among instructional system components." He also noted, "Job analyses with task descriptions expressed in behavioristic terms are basic and essential to the development of precise training goals and learning objectives."

The Project

System survey and analysis was conducted relative to all factors affecting education and training programs. Subsequently, a job-analysis sub-system was defined and developed incorporating a series of task inventories "...expressed in behavioristic terms..." These inventories enabled the gathering of job activity data from enlisted job incumbents, and data relating to task sharing and delegation from officers of the Medical, Nurse and Dental Corps. A data management sub-system was devised to process incumbent data, then carry out needed analyses. The development of initial competency curricula based upon job analysis was implemented to a level of methodology determination. These methods and curriculum materials constituted a third (instructional) sub-system.

Thus, as originally proposed, a system capability has been developed in fulfillment of expressed need. The system, however, remains untested and unevaluated. ADO 43-03X called for feasibility tests and cost-effectiveness determination. The project was designed to so comply. Test and evaluation through the process of implementation has not proved feasible in the Navy Medical Department within the duration of the project. As designed and developed the system does have "...precise goals and defined operational interrelation among instructional system components." The latter has been achieved in terms of a recommended career structure affording productive, rewarding manpower utilization which bridges manpower training and health care delivery functions.

Data Management Sub-System

Job analysis, involving the application of comprehensive task inventories to thousands of job incumbents, generates many millions of discrete bits of response data. They can be processed and manipulated only by high speed computer capability using rigorously designed specialty programs. In addition to numerical data base handling, there is the problem of rapidly and accurately manipulating a task statement data base exceeding ten thousand carefully phrased behavioral statements. Through the use of special programs, task inventories are prepared, printouts for special purposes are created following a job analysis application, access and retrieval of both data and tasks are efficiently and accurately carried out, and special data analyses conducted. The collective programs, techniques and procedures comprising this sub-system are referred to as the Navy Occupational Data Analysis Language (NODAL).

Job Analysis Sub-System

Some twenty task inventory booklets (and associated response booklets) were the instruments used to obtain job incumbent response data for more than fifty occupations. An inventory booklet contains instructions, formatted questions concerning respondent information ("bio-data"), response dimension definitions, and a list of tasks which may vary in number from a few hundred to more than a thousand per occupational field.

By applying NODAL and its associated indexing techniques, it is possible to assemble modified or completely different inventories than those used in this research. Present inventories were applied about three years ago. While they have been rendered in operational format, they should not be re-applied until their task content is updated.

Response booklets were designed in OPSCAN mode for ease of recording and processing responses.

Overall job analysis objectives and a plan of administration were established prior to inventory preparation, including the setting of provisional sample target sizes. Since overall data attrition was forecast to approximate twenty percent, final sample and sub-sample sizes were adjusted accordingly. Stratified random sampling techniques were used. Variables selected (such as rating, NEC, environment) determined stratifications, together with sub-population sizes. About fifteen percent of large sub-populations were sought while a majority or all members of small sub-populations were sought.

Administration procedures were established with great care for every step of the data collecting process, and were coordinated with sampling and data analysis plans. Once set, the procedures were formalized as a protocol and followed rigorously.

Instructional Sub-System

Partial "competency curricula" have been composed as an integral sub-system bridging what is required as performance on the job with what is, accordingly, necessary instruction in the training process. Further, curriculum materials were developed to meet essential requirements for implementing the system so that the system could be tested and evaluated for cost effectiveness. However, due to the fact that test and evaluation was not feasible in the Navy Medical Department within the duration of the project, it was not possible to complete the development of the system through the test and evaluation phase. The inability to complete this phase also interrupted the planned process for fully developing the curricula; therefore, instead of completed curricula ready for use in the system, the curricula were partially developed to establish the necessary sub-system methodology. The competency curricula are based on tasks currently performed by job incumbents in 1971. (The currency of a given curriculum depends upon periodic analysis of incumbents' jobs, and its quality control resides in the evaluation of the performance competency of the program's graduates.)

A competency curriculum provides a planned course of instruction or training program made up of sequenced competency units which are, in turn, comprised of sequenced modules. These modules, emphasizing performance objectives, are the foundation of the curriculum.

A complete module would be comprised of seven parts: a cluster of related tasks; a performance objective; a list of knowledges and skills implied by the objective; a list of instructional strategies for presenting the knowledges and skills to the learner; an inventory of training aids for supporting the instructional strategies; a list of examination modes; and a statement of the required training time. In this project, curriculum materials have been developed to various levels of adequacy, and usually comprise only the first three parts; the latter four need to be prepared by the user.

The performance objective, which is the most crucial part of the module, is the basis for determining curriculum content. It is composed of five essential elements: the stimulus which initiates the behavior; the behavior; the conditions under which the behavior takes place; the criteria for evaluating the behavior; and the consequence or results of the behavior. A sixth element, namely next action, is not essential; however, it is intended to provide linkage for the next behavior.

Knowledges and skills listed in the module are those needed by the learner for meeting the requirements of the performance objective.

Instructional strategies, training aids, examination modes and training time have been specified only for the Basic Hospital Corps Curriculum. The strategies, aids and modes were selected on the basis of those considered to be most supportive in presenting the knowledges and skills so as to provide optimum learning effectiveness and training efficiency. The strategies extend from the classroom lecture as traditionally presented by a teacher to the more sophisticated mediated program for self-instruction. The training aids, like strategies, extend from the traditional references and handout material in the form of a student syllabus to mediated programs for self-instruction supported by anatomical models. Examination modes extend from the traditional paper and pencil tests to proficiency evaluation of program graduates on the job, commonly known as feedback. Feedback is essential for determining learning effectiveness and for quality control of a training program. The kind of instructional strategies, training aids and examination modes utilized for training are limited only by such factors as staff capability and training budget.

The training time specified in the Basic Hospital Corps Curriculum is estimated, based upon essential knowledge and skills and program sequence.

The competency curriculum module, when complete, provides all of the requirements for training a learner to perform the tasks set forth in the module. A module may be used independently or related modules may be re-sequenced into modified competency units to provide training for a specific job segment.

Since the curricula are based upon tasks performed by job incumbents in 1971, current analysis of jobs needs to be accomplished using task inventories that have been updated to reflect changes in performed tasks. Subsequent to job analysis, a revision of the curricula should be accomplished to reflect task changes. When the foregoing are accomplished, then faculty and other staff members may be indoctrinated to the competency curricula and to their relationship to the education and training system.

In addition to the primary use for the systematic training of job incumbents, these curricula may be used to plan for new training programs, develop new curricula, and revise existing curricula; develop or modify performance standards; develop or modify proficiency examinations; define billets; credentialize training programs; counsel on careers; select students; and identify and select faculty.

The System

Three sub-systems, as described, comprise the proposed system for Education and Training Programs in The Navy Medical Department. This exploratory and advanced developmental research has established an overall methodology for improved education and training incorporating every possible means of providing bases for demonstrating feasibility and cost effectiveness. There remains only job analysis sub-system updating, instructional sub-system completion, and full system test and evaluation.

Acknowledgements

The authors wish to acknowledge the invaluable participation of the several thousands of Naval personnel who served as respondents in inventory application. The many military and civilian personnel who contributed to developmental efforts are cited by name in the Final Report.

The authors also wish to acknowledge former colleagues for singularly important contributions, namely, Elias H. Porter, Ph.D., Carole K. Kauffman, R.N., M.P.H., Mary Kay Munday, B.S.N., R.N., Gail Zarren, M.S.W., and Renee Schick, B.A.

Identity and acknowledgement of the project Advisory Group during the project's final year is recorded in the Final Report.

Lastly, the project could not have been commenced nor carried out without the vision, guidance and outstanding direction of Ouida C. Upchurch, Capt., NC, USN, Project Manager.

NAVY MEDICAL DEPARTMENT

TASK INVENTORY BOOKLET

OCCUPATIONAL/PHYSICAL
THERAPY

CONSTRAINTS AND ETHICAL USE

This task inventory was developed three years ago in a first-version key punch format for education and training research purposes.

The present "operational" format, using a mark-sense response booklet (Opscan), is recommended for future applications. The task and equipment statements comprising the bulk of the inventory are precisely the same (less duplicate entries) as in the original research tools but rearranged for Opscan mode. Biographical data questions have also been reformatted for Opscan (NEC codes should be updated).

The processing, administering and formatting of this inventory have thus been readied for operational application.

It is strongly recommended that this inventory be updated in its task and equipment statement sections before actual operational use. These reasons pertain:

- Changes in medical or related procedures or techniques
- Some tasks may violate current policy or be obsolete
- Equipment changes may have occurred
- The objective of task comprehensiveness may change
- Objectives may shift to embrace manpower utilization as well as education and training

In the latter regard, the present operational format includes a "time to perform" dimension (as well as frequency of performance and two additional optional blank response dimension fields). As a response dimension, "time to perform" has been validated within the context of inventories for professional personnel where the objectives embraced utilization (i.e., time associated with shared and delegable tasks). The original Enlisted inventory content was directed to education and training factors only. If "time to perform" is to be used operationally, each task and equipment statement should be examined by expert job incumbents to remove possible overlaps which could confound "time to perform" data. This review process would also serve other purposes cited above.

A general precaution is in order.

When task analysis inventories are poorly prepared, loosely administered, administered according to less than rigorous sampling, or are handled casually in processing or interpretation, they will inevitably produce poor or questionable data, at best. At worst, such practices will result in loss of money and time, and produce dangerous data. Inventories should be prepared, applied, processed and interpreted only by knowledgeable professional and technical personnel. As in the cases of ethically controlled behavior tests, inventories should not be casually copied or distributed, and should remain under the control of authorized, trained personnel. Factors effecting reliability and validity should be fully appreciated.

GENERAL INSTRUCTIONS

There are two parts to be completed for this survey:

- Part I Career Background Information
 (answers to be recorded in this
 TASK BOOKLET)

- Part II A List of Tasks (answers to be
 recorded on the accompanying
 RESPONSE BOOKLET)

- B List of Instruments and
 Equipment (answers to be
 recorded on the accompanying
 RESPONSE BOOKLET)

Each part is preceded by a set of instructions. Be sure to read them carefully before you start answering each part. All instructions are found on the tinted pages.

PLEASE USE ONLY NUMBER 2 LEAD PENCILS. ERASE ALL CHANGES CAREFULLY AND COMPLETELY. DO NOT PUT ANY MARKS OTHER THAN YOUR ANSWERS ON EACH RESPONSE PAGE.

DO NOT FOLD, WRINKLE, CREASE OR DETACH PAGES FROM EITHER TASK BOOKLET OR RESPONSE BOOKLET.

WHEN RECORDING YOUR ANSWERS YOU MAY WANT TO USE A RULER TO READ ACROSS ANSWER AND QUESTION COLUMNS.

WHEN YOU HAVE COMPLETED YOUR RESPONSES, PUT THE TASK INVENTORY BOOKLET AND THE RESPONSE BOOKLET IN THE ENCLOSED SELF-ADDRESSED ENVELOPE. SEAL AND RETURN TO THE OFFICER WHO GAVE YOU THIS PACKAGE. COMPLETED BOOKLETS SHOULD BE RETURNED WITHIN ONE WEEK OF RECEIPT.

Part I

CAREER BACKGROUND INFORMATION

Check that the Form and Serial Number in this box match those on the cover of this Booklet

Please fill out completely

Name of your Duty Station _____

City & State (if applicable) _____

Your Name _____

Social Security Number _____

DO NOT FILL IN

N
Form Serial No.

(1)

(7)

(14)

PLEASE ANSWER QUESTIONS BELOW BY ENTERING THE PROPER NUMBER IN THE BLANKS PROVIDED. TWO BLANKS REQUIRE A TWO-DIGIT ANSWER. DISREGARD NUMBERS IN PARENTHESIS.

ENTER
ANSWERS
HERE

Q1. Select the number to indicate the Corps to which you belong:

1. Dental Technician
2. Hospital Corps

Q1. ____ (23)

Q2. Indicate your military status:

1. USN
2. USNR

Q2. ____ (24)

Q3. Indicate your pay grade:

1. E1
2. E2
3. E3
4. E4
5. E5
6. E6
7. E7
8. E8
9. E9

Q3. ____ (25)

Q4. Indicate your total years of active duty in the Navy to date: (estimate to the nearest year)

1. Less than 2 years
2. 2 to 4 years
3. 5 to 8 years
4. More than 8 years

Q4. ____ (26)

ENTER
ANSWERS
HERE

Q5. Select the number to indicate your present immediate supervisor:

1. Physician
2. Dentist
3. Nurse
4. MSC Officer
5. HM or DT
6. Other (Specify) _____

Q5.____ (27)

Q6. Select the number to indicate the average number of hours you work per week: (estimate to the nearest hour)

1. 35 to 40 hours
2. 41 to 50 hours
3. More than 50 hours

Q6.____ (28)

Q7. Please give an estimate of the percent of time you spend on the following (write five percent as 05):

1. Inpatient care
2. Outpatient care
3. Teaching
4. Administration
5. Other (specify) _____

Q7.

- 1._____% (29)
- 2._____% (31)
- 3._____% (33)
- 4._____% (35)
- 5._____% (37)

Q8. Assuming that most or all of the following factors are of importance to you, select the three which, if improved, would contribute most to your job satisfaction:

- 01 Salary and/or promotion opportunities
- 02 Retirement benefits
- 03 Housing
- 04 Educational advancement opportunities
- 05 Stability of tour of duty
- 06 Physical facilities and equipment
- 07 Administrative and clerical support
- 08 Work load
- 09 Personal career planning
- 10 Opportunity to attend professional meetings

Q8.____ (39)

____ (41)

____ (43)

ENTER
ANSWERS
HERE

- Q9. Using the list on page vii specify your current NEC by writing the last two digits of the CODE. Q9. __ __ (45)
- Q10. Select the number to indicate your years of experience corresponding to the NEC stated in Q9: (estimate to the nearest year) Q10. __ __ (47)
1. Less than 1 year 4. 6 to 10 years
2. 1 to 2 years 5. 11 to 15 years
3. 3 to 5 years 6. More than 15 years
- Q11. If you have other NEC(s) in addition to the one specified in Q9, check page vii and indicate the last two digits of the CODE(s). If you have none, enter "99" in answer space for Q11 and Q12. Q11a. __ __ (48)
b. __ __ (50)
- Q12. Select the number to indicate the years of experience you had in the NEC(s) stated in Q11 (estimate to the nearest year). Q12a. __ __ (52)
b. __ __ (53)
1. Less than 1 year 4. 6 to 10 years
2. 1 to 2 years 5. 11 to 15 years
3. 3 to 5 years 6. More than 15 years
- Q13. From the list below, write the two-digit CODE to indicate the specialty of the department in which you are currently functioning. Q13. __ __ (54)

CODE

- | | |
|--------------------------|--------------------|
| 01 Administration | 18 Urology |
| 02 Education | 19 Intensive Care |
| 03 Anesthesiology | 20 Operating Room |
| 04 Coronary Care | 21 Emergency Room |
| 05 Dermatology | 00 Other (specify) |
| 06 Medicine - OPD | |
| 07 Medicine - Wards | |
| 08 Obstetrics/Gynecology | |
| 09 Ophthalmology | |
| 10 Orthopedics | |
| 11 Otolaryngology | |
| 12 Medical Laboratory | |
| 13 Pediatrics | |
| 14 Psychiatry | |
| 15 Public Health | |
| 16 Radiology | |
| 17 General Surgery-Wards | |

ENTER
ANSWER
HERE

Q14. Select the number to indicate the type of duty station at which you currently work, and have been working for at least 30 days:

Q14.____ (56)

1. Hospital
2. Dispensary
3. Aboard ship/sub, no M.O. (or D.O.) aboard
4. Aboard ship/sub, M.O. (or D.O.) aboard
5. Aviation squadron/wing, Navy or Marine
6. Marine ground forces
7. Administrative Commands
8. Research Commands or PMUs
9. Dental Clinic
0. Other _____

Q15. Indicate the number of people you normally supervise:

Q15.____ (57)

- | | |
|---------|------------|
| 0. None | 3. 6-10 |
| 1. 1-2 | 4. 11-20 |
| 2. 3-5 | 5. over 20 |

MEDICAL/DENTAL NEC (NAVAL ENLISTED CODE) AND TITLE

0000 General Service, Hospital or Dental Corpsman
3371 Health Physics & Process Control Technician
3391 Nuclear Power Plant Operator
8402 Nuclear Submarine Medicine Technician
8403 Submarine Medicine Technician
8404 Medical Field Service Technician
8405 Advanced Hospital Corps Technician (Class B)
8406 Aviation Medicine Technician
8407 Nuclear Medicine Technician
8408 Cardiopulmonary Technician
8409 Aviation Physiology Technician
8412 Clinical Laboratory Assistant Technician
8413 Tissue Culture Technician
8414 Clinical Chemistry Technician
8415 Medical Technology Technician
8416 Radioactive Isotope Technician
8417 Clinical Laboratory Technician
8432 Preventive Medicine Technician
8433 Tissue Culture and Tissue Bank Technician
8442 Medical Administrative Technician
8452 X-ray Technician
8453 Electrocardiograph/Basal Metabolism Technician
8454 Electroencephalograph Technician
8462 Optician (General) Technician
8463 Optician Technician
8466 Physical and Occupational Technician
8472 Medical Photography Technician
8482 Pharmacy Technician
8483 Operating Room Technician
8484 Eye, Ear, Nose, & Throat Technician
8485 Neuropsychiatry Technician
8486 Urological Technician
8487 Occupational Therapy Technician
8488 Orthopedic Appliance Mechanic
8489 Orthopedic Cast Room Technician
8492 Special Operations Technician
8493 Medical Deep Sea Diving Technician
8494 Physical Therapy Technician
8495 Dermatology Technician
8496 Embalming Technician
8497 Medical Illustration Technician
8498 Medical Equipment Repair Technician
8703 DT General, Advanced
8707 DT Field Service
8713 DT Clinical Laboratory
8714 DT Research Assistant
8722 DT Administrative
8732 DT Repair
8752 DT Prosthetic, Basic
8753 DT Prosthetic, Advanced
8765 DT Maxillofacial Prosthetic

RESPONSE BOOKLET INSTRUCTIONS

- To complete Part II, you need this TASK BOOKLET and the accompanying RESPONSE BOOKLET. Record all your answers to Part II in the RESPONSE BOOKLET.
- All pages of the RESPONSE BOOKLET are machine readable. In order for responses to be properly read, please be sure to:
 1. Use a No. 2 pencil only
 2. Carefully and completely shade the number corresponding to your answer under each column.
- Complete Page 00 of the RESPONSE BOOKLET first. Follow instructions given on the page. Fill in Line 1, and Boxes 2, 3, 4, and 5. Ignore all other boxes. BE SURE TO ENTER YOUR SOCIAL SECURITY NUMBER (WRITE DOWNWARD) IN THE BLANK SPACES IN BOX 3: then darkly shade the corresponding number on each line. An example of a completed Page 00 is shown on the next page (the handwritten notes in this example are for clarification only. Please do not make similar notes on your RESPONSE BOOKLET.)
- After completing Page 00, carefully read and follow instructions given on pages x through xiv.
- PLEASE HANDLE YOUR RESPONSE BOOKLET CAREFULLY. KEEP IT CLEAN AND AWAY FROM CHEMICALS. DO NOT DETACH, FOLD, WRINKLE OR CROSS OUT ANY PAGE.

DO NOT MARK IN THESE BOXES	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
	RESPONSE BOOKLET			
	Serial No. 0233			

my name is

1 NAME

Mary Smith

Ignore these boxes

TASK ANALYSIS BACKGROUND
DATA SHEET

INSTRUCTIONS	
1.	Use No. 2 pencil <u>ONLY</u> .
2.	Indicate responses with solid black mark in space provided.
3.	Erase <u>COMPLETELY</u> all changes.
4.	Do not detach forms from packet.
5.	Answer questions 2 through 5 below.
6.	See Task Statement Booklet for further instructions for completing boxes to the right.

Today is June 4, 1972
June = 06
4 = 04
1972 = 72

2 TODAY'S DATE	MONTH	0 1 2 3 4 5 6 7 8 9
	DAY	0 1 2 3 4 5 6 7 8 9
	YEAR	0 1 2 3 4 5 6 7 8 9
	YEAR	0 1 2 3 4 5 6 7 8 9

3 SOCIAL SECURITY NUMBER	3	0 1 2 3 4 5 6 7 8 9
	0	0 1 2 3 4 5 6 7 8 9
	4	0 1 2 3 4 5 6 7 8 9
	2	0 1 2 3 4 5 6 7 8 9
	6	0 1 2 3 4 5 6 7 8 9
	9	0 1 2 3 4 5 6 7 8 9
	7	0 1 2 3 4 5 6 7 8 9
	5	0 1 2 3 4 5 6 7 8 9
	1	0 1 2 3 4 5 6 7 8 9

SEE COVER OF YOUR TASK BOOKLET Form Nao, Ser.No. 0233

4 TASK BOOKLET	FORM	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
	SERIAL NO.	0 1 2 3 4 5 6 7 8 9
		0 1 2 3 4 5 6 7 8 9
		0 1 2 3 4 5 6 7 8 9
		0 1 2 3 4 5 6 7 8 9

5 DATE OF BIRTH	MONTH	0 1 2 3 4 5 6 7 8 9
	DAY	0 1 2 3 4 5 6 7 8 9
	YEAR	0 1 2 3 4 5 6 7 8 9
	YEAR	0 1 2 3 4 5 6 7 8 9

my birthday is May 10, 1940
May = 05 1940 = 40

SEE TASK STATEMENT BOOKLET FOR INSTRUCTIONS TO COMPLETE BOXES	6	0 1 2 3 4 5 6 7 8 9	13 0 1
		0 1 2 3 4 5 6 7 8 9	14 0 1
		0 1 2 3 4 5 6 7 8 9	15 0 1
		0 1 2 3 4 5 6 7 8 9	16 0 1
	7	0 1 2 3 4 5 6 7 8 9	17 0 1
		0 1 2 3 4 5 6 7 8 9	18 0 1
		0 1 2 3 4 5 6 7 8 9	19 0 1
		0 1 2 3 4 5 6 7 8 9	20 0 1
	8	0 1 2 3 4 5 6 7 8 9	21 0 1
		0 1 2 3 4 5 6 7 8 9	22 0 1
		0 1 2 3 4 5 6 7 8 9	23 0 1
		0 1 2 3 4 5 6 7 8 9	24 0 1
9	0 1 2 3 4 5 6 7 8 9	25 0 1	
	0 1 2 3 4 5 6 7 8 9	26 0 1	
	0 1 2 3 4 5 6 7 8 9	27 0 1	
	0 1 2 3 4 5 6 7 8 9	28 0 1	
10	0 1 2 3 4 5 6 7 8 9	29 0 1	
	0 1 2 3 4 5 6 7 8 9	30 0 1	
11	0 1 2 3 4 5 6 7 8 9	31 0 1	
	0 1 2 3 4 5 6 7 8 9	32 0 1	
12	0 1 2 3 4 5 6 7 8 9	33 0 1	
	0 1 2 3 4 5 6 7 8 9	34 0 1	

Ignore these boxes

PART II

PART II A LIST OF TASKS

PART II B LIST OF INSTRUMENTS AND EQUIPMENT

HOW TO RESPOND TO TASK STATEMENTS AND INSTRUMENTS

Your responses to each statement should be marked on the corresponding page, column and item number in your RESPONSE BOOKLET.

Note that each page in your RESPONSE BOOKLET has two response blocks. The left-hand block (items 1-25) is for entering responses to statements printed on LEFT pages of this TASK BOOKLET; the right-hand block (items 26-50) is for the responses to statements printed on RIGHT pages. Make sure that your answers are recorded in the appropriate block on every page. DO NOT MAKE ANY MARKS OTHER THAN YOUR ANSWERS!

Each time you start a new page in your RESPONSE BOOKLET, check the page on your TASK BOOKLET. See that the numbers match; then mark the page number in "Box X" in the response page (see instructions at the top of response page.) This is necessary for computer processing.

Tear the Response Guide (p. xiii) at the perforation, and use the correct side to respond to each task or instrument found on the following white pages. Note the following detailed explanation of responses.

Column A - (the responses to Column A differ for Part II A and Part II B, be sure to use the appropriate set of responses.)

Part II A

How often did you do this task within the last month?
(If you were on leave, consider your immediate past working month.)

- 0 = Did not do
- 1 = Did less than 5 times
- 2 = Did 5 to 20 times
- 3 = Did 21 to 50 times
- 4 = Did 51 to 100 times
- 5 = Did more than 100 times

Part II B

How often did you use this instrument or piece of equipment within the last month? (If you were on leave, consider your immediate past working month.)

- 0 = Did not use
- 1 = Used less than 5 times
- 2 = Used 5-20 times
- 3 = Used 21-50 times
- 4 = Used 51-100 times
- 5 = Used more than 100 times

If answer in Column A is 0, go to the next statement. If answer is 1, 2, 3, 4 or 5, answer also Columns B, C & D.

Column B

Indicate the approximate time you spent on a single performance the last time you performed this task.

0 = less than one minute

1 = 1 to 4 minutes

2 = 5 to 10 minutes

3 = 11 to 20 minutes

4 = 21 to 30 minutes

5 = 31 to 60 minutes

6 = 1 to 2 hours

7 = more than 2 hours

Column C

Do you feel you need additional training to perform this task?

0 = No

1 = Yes

RESPONSE GUIDE

(DO NOT LOSE THIS TAB)

HOW TO RESPOND TO PART IIA - LIST OF TASKS

ANSWER COL. A FIRST. IF A = 0, GO TO NEXT STATEMENT: IF A = 1-5, ANSWER COLUMNS B, C & D ALSO.

A	B	C	D
FREQUENCY	TIME CONSUMED (single performance the last time performed)	DO YOU FEEL YOU NEED ADDITIONAL TRAINING TO PER- FORM THIS TASK?	OPTION (Additional instructions will be given if this column is used)
0=DID NOT DO LAST MONTH	0=LESS THAN 1 MINUTE	0=NO	
1=DID LESS THAN 5 TIMES	1=1 TO 4 MINUTES	1=YES	
2=DID 5 TO 20 TIMES	2=5 TO 10 MINUTES		
3=DID 21 TO 50 TIMES	3=11 TO 20 MINUTES		
4=DID 51 TO 100 TIMES	4=21 TO 30 MINUTES		
5=DID MORE THAN 100 TIMES	5=31 TO 60 MINUTES		
	6=1 TO 2 HOURS		
	7=MORE THAN 2 HOURS		

RESPONSE GUIDE

(DO NOT LOSE THIS TAB)

HOW TO RESPOND TO PART IIB - LIST OF INSTRUMENTS AND EQUIPMENT

ANSWER COL. A FIRST. IF A = 0, GO TO NEXT STATEMENT: IF A = 1-5, ANSWER COLUMNS B, C & D ALSO.

A

B

C

D

FREQUENCY

TIME CONSUMED
(last time used)

DO YOU FEEL YOU
NEED ADDITIONAL
TRAINING TO PER-
FORM THIS TASK?

OPTION
(Additional instructions
will be given if this
column is used)

xlv

0=DID NOT USE LAST MONTH
1=USED LESS THAN 5 TIMES
2=USED 5 TO 20 TIMES
3=USED 21 TO 50 TIMES
4=USED 51 TO 100 TIMES
5=USED MORE THAN 100 TIMES

0=LESS THAN 1 MINUTE
1=1 TO 4 MINUTES
2=5 TO 10 MINUTES
3=11 TO 20 MINUTES
4=21 TO 30 MINUTES
5=31 TO 60 MINUTES
6=1 TO 2 HOURS
7=MORE THAN 2 HOURS

0=NO
1=YES

Part II A
LIST OF TASKS

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 01 OF RESPONSE BOOKLET
1	SCREEN PATIENT ON ARRIVAL TO DETERMINE WHICH STAFF MEMBER PATIENT SHOULD SEE
2	TALK WITH PATIENT TO ASCERTAIN NEEDS/PROBLEMS
3	REFER PATIENT TO DOCTOR FOR TREATMENT
4	MAKE SUGGESTION REGARDING PATIENT CARE, E.G. NEED OF MEDICATION, TREATMENT
5	CONFER WITH PATIENT/FAMILY TO PLAN PATIENT CARE
6	ARRANGE FURNITURE/SET UP EQUIPMENT/SUPPLIES FOR PROCEDURE, E.G. EXAM, TREATMENT
7	GIVE REPORT ON CHANGES/SPECIAL CARE/TREATMENT/TESTS FOR PATIENT
8	CONDUCT TEAM/WARD CONFERENCE (CLASS) ON PROBLEM/PROGRESS OF INDIVIDUAL PATIENT
9	CONFER WITH CORPSMAN TO DISCUSS PATIENT TREATMENT/PROGRESS/ PROBLEM
10	DETERMINE PATIENT CARE ASSIGNMENT FOR INDIVIDUAL STAFF MEMBER
11	EVALUATE PATIENT'S PROGRESS/RESPONSE TO THERAPEUTIC REGIME
12	REVIEW DOCTOR'S ORDERS AND INSTRUCTIONS WITH DOCTOR
13	PLAN OCCUPATIONAL THERAPY FOR PATIENT
14	SELECT THERAPEUTIC EXERCISES FOR PATIENT
15	COORDINATE PATIENT TREATMENT PLAN WITH OTHER DEPARTMENTS/ AGENCIES
16	MODIFY PATIENT CARE ACCORDING TO PATIENT'S RESPONSE/NEED, E.G. PHYSICAL ACTIVITY
17	EVALUATE PATIENT'S SOCIO-CULTURAL BACKGROUND FOR INFLUENCES ON HEALTH CARE
18	RECOMMEND/GIVE PATIENT/FAMILY SUPPLEMENTARY HEALTH EDUCATION PAMPHLETS OR BOOKS
19	ADJUST SIDERAILS/HEIGHT OF BED FOR PATIENT COMFORT/SAFETY
20	CHANGE PATIENT'S SOILED LINEN AND CLOTHING
21	ASSIST PATIENT WITH BEDPANS/URINALS/COMMODE CHAIRS
22	LISTEN TO PATIENT/FAMILY DISCUSS THEIR PERSONAL PROBLEMS
23	REASSURE/SUPPORT PATIENT FOLLOWING TRAUMATIC INJURY, E.G. LOSS OF VISION, LIMB
24	ORIENT PATIENT/FAMILY TO FACILITY, E.G. ROUTINES, REGULATIONS, PHYSICAL LAYOUT, PERSONNEL
25	INFORM PATIENT/FAMILY OF MILITARY SERVICES, E.G. NAVY RELIEF, VETERANS BENEFITS

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 01 OF RESPONSE BOOKLET
26	INFORM PATIENT/FAMILY OF RECREATIONAL ACTIVITIES IN THE COMMUNITY, E.G. SENIOR CITIZEN CLUB
27	DELIVER SUPPLIES FOR PATIENT'S ENTERTAINMENT OR RECREATION, E.G. RADIO, TV, GAMES
28	REMOVE/SECURE/RETURN PATIENTS PERSONAL EFFECTS
29	PERFORM ERRANDS FOR PATIENTS, E.G. MAKE PHONE CALLS, GO TO STORE
30	CONDUCT GAME ACTIVITIES FOR HOSPITALIZED PATIENTS
31	PARTICIPATE IN RECREATIONAL THERAPY FOR PATIENTS, E.G. PLAY CARDS, GAMES, SPORTS
32	OBSERVE FOR/REPORT SYMPTOMS OF DEHYDRATION
33	OBSERVE FOR/REPORT SYMPTOMS OF WOUND INFECTION
34	OBSERVE/RECORD PATIENT'S PHYSICAL/EMOTIONAL RESPONSE TO TREATMENT/DIAGNOSTIC PROCEDURES
35	OBSERVE PATIENT FOR/REPORT AND DESCRIBE ABNORMAL RESPIRATIONS
36	OBSERVE/DESCRIBE OR REPORT CHARACTERISTICS OF CONVULSIONS/ SEIZURES
37	OBSERVE FOR/DESCRIBE OR REPORT CHARACTERISTICS OF TWITCHING, TREMORS, TICS
38	EVALUATE PATIENT'S COMPLAINTS OR SYMPTOMS OF PAIN
39	OBSERVE/REPORT SYMPTOMS OF SIDE EFFECTS TO TREATMENT/MEDICATION
40	CHECK COLOR OF SKIN, E.G. CYANOSIS, BLANCHING, JAUNDICE, MOTTLING
41	OBSERVE FOR/REPORT CHARACTERISTICS OF COUGH
42	OBSERVE/RECORD OR DESCRIBE CHARACTERISTICS OF DRAINAGE FROM INTERNAL BODY ORGANS
43	OBSERVE/RECORD OR DESCRIBE CHARACTERISTICS OF DRAINAGE FROM INCISIONS/WOUNDS
44	CHECK/OBSERVE ELIMINATION PATTERNS, E.G. FREQUENCY, URGENCY, INCONTINENCE
45	OBSERVE PATIENT FOR SIGNS OF CHILLING
46	OBSERVE PATIENT'S GENERAL APPEARANCE, E.G. DRESS, GROOMING
47	OBSERVE FOR/REPORT PATIENT'S LEVEL OF PHYSICAL ACTIVITY, E.G. LETHARGY, HYPERACTIVITY
48	OBSERVE/REPORT PATIENT'S LEVEL OF RESPONSIVENESS
49	OBSERVE FOR/REPORT SYMPTOMS OF DRUG ABUSE, E.G. ACID, SPEED
50	DETERMINE NEED TO NOTIFY DOCTOR/NURSE OF PATIENT'S CONDITION

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 02 OF RESPONSE BOOKLET
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| 1 | GIVE/RECEIVE VERBAL REPORTS ABOUT PATIENT |
| 2 | MAKE PATIENT ROUNDS OF WARDS/SECTION/UNIT/HOSPITAL |
| 3 | MAKE PATIENT ROUNDS/SICK CALL WITH DOCTOR |
| 4 | PALPATE JOINTS FOR SWELLING, DEFORMITY, PAIN |
| 5 | EXAMINE FOR SYMPTOMS OF FRACTURES |
| 6 | OBSERVE/REPORT PATIENT'S MUSCLE TONE, E.G. RIGID, FLACCID, SPASTIC, SPASMS |
| 7 | EXAMINE LEGS TO DETECT/RULE OUT CALF TENDERNESS/VARICOSE VEINS |
| 8 | CHECK SKIN TURGOR (ELASTICITY) |
| 9 | CHECK PATIENT'S RESPONSE TO PAINFUL STIMULUS AND TEMPERATURE |
| 10 | CHECK PATIENT'S RESPONSE TO TOUCH, PRESSURE, TEMPERATURE |
| 11 | CHECK TEXTURE OF SKIN, E.G. DRY, OILY, SCALY |
| 12 | CHECK PATIENT FOR SWEATING/DIAPHORESIS |
| 13 | CHECK TEMPERATURE OF SKIN |
| 14 | CHECK SKIN FOR ABNORMAL CONDITIONS, E.G. PRESSURE SORES, BRUISES, NEEDLE MARKS |
| 15 | CHECK I.V. SITE FOR INFILTRATION, PHLEBITIS, CELLULITIS |
| 16 | CHECK/EXAMINE INCISIONS/WOUNDS FOR PROGRESS OF HEALING |
| 17 | EXAMINE AND DESCRIBE BURNS, I. E. SOURCE, AREA, DEGREE |
| 18 | TAKE PUS SPECIMEN FROM PATIENT |
| 19 | OBSERVE FOR/REPORT SYMPTOMS OF MALARIA |
| 20 | EXAMINE FOR SYMPTOMS OF EXTERNAL FUNGAL INFECTIONS, E.G. RINGWORM |
| 21 | CHECK PATIENTS TEMPERATURE |
| 22 | OBSERVE FOR/REPORT SYMPTOMS OF SHOCK |
| 23 | CHECK RADIAL (WRIST) PULSE |
| 24 | CHECK PEDAL PULSE FOR PRESENCE AND QUALITY |
| 25 | TAKE BLOOD PRESSURE |

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 02 OF RESPONSE BOOKLET
26	POSITION EXTREMITIES TO REDUCE SWELLING OR BLEEDING
27	POSITION PATIENT WHO HAS DIFFICULTY BREATHING
28	POSITION PATIENT WHO HAS SYMPTOMS OF SHOCK
29	POSITION PATIENT IN BODY ALIGNMENT
30	APPLY/REMOVE SPLINT
31	APPLY/REMOVE BRACE
32	APPLY/REMOVE SLING, E.G. APM, LEG
33	TAPE ANKLE, WRIST, KNEE, CHEST FOR IMMOBILIZATION
34	APPLY/CHANGE BANDAGES, E.G. ROLLER, TRIANGULAR, KURLEX
35	APPLY TOPICAL SKIN/LIP MEDICATION, E.G. OINTMENT, POWDER
36	APPLY/CHANGE STERILE DRESSINGS
37	REINFORCE DRESSINGS, I.E. ADD DRESSINGS
38	DEBRIDE WOUND/SUPN
39	CLEAN WOUND, CUT, ABRASION
40	GIVE SPECIAL SKIN/DECUBITUS CARE, E.G. APPLY MEDICATION, DRESSINGS, IRRIGATE
41	TEACH PATIENT/FAMILY NURSING CARE PROCEDURES, E.G. DRESSING CHANGE, CAST CARE
42	TEACH PATIENT/FAMILY CARE OF SPECIFIC DISEASES/DISABILITIES, E.G. DIABETES, CVA
43	ACCOMPANY PATIENT TO OTHER DEPARTMENTS/CLINICS
44	TRANSPORT NON AMBULATORY PATIENT TO OTHER DEPARTMENTS/CLINICS
45	GIVE CARE TO PATIENT IN REVERSE ISOLATION
46	PASS STERILE MATERIALS, EQUIPMENT, MEDICATION, TO PERSONNEL PERFORMING STERILE PROCEDURE
47	CONNECT DRAINAGE TUBE TO DRAINAGE EQUIPMENT, E.G. BAG, BOTTLE, MACHINE
48	GLOVE FOR STERILE PROCEDURE
49	ASSIST PATIENTS IN/OUT OF BED, EXAM OR O.R. TABLES
50	PREPARE SKIN SITE WITH ANTISEPTIC SOLUTION PRIOR TO INCISION/ SUTURING/TREATMENT OR EXAMINATION

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 03 OF RESPONSE BOOKLET
1	DRAPED/GOWN PATIENT FOR EXAMINATION/TREATMENT
2	CLEAN AND CLOTHE PATIENTS AFTER SURGERY/TREATMENT/EXAMINATION
3	POSITION/HOLD PATIENT FOR EXAMINATION, TREATMENT, SURGERY
4	MOVE/POSITION COMATOSE/ANESTHETIZED PATIENT
5	TURN PATIENT ON CIRCOELECTRIC BED
6	TURN PATIENT ON STRYKER FRAME
7	PROTECT PATIENT FROM INJURY DURING CONVULSION
8	RESTRAIN/CONTROL CHILDREN FOR EXAMINATION/TREATMENT/TEST
9	LOAD/UNLOAD PATIENTS FROM STRETCHERS (GURNEY)
10	MOVE/POSITION PATIENT WITH SUSPECTED FRACTURES OF EXTREMITIES
11	MOVE/POSITION PATIENT WITH SUSPECTED SPINAL FRACTURES OR CORD INJURIES
12	WRITE STANDARD INSTRUCTIONS FOR PATIENT CONCERNING EXAMINATIONS/THERAPY OR PROCEDURES
13	REVIEW WITH PATIENT PRINTED INSTRUCTIONS FOR EXAMINATION/THERAPY PROCEDURES
14	INFORM PATIENT OF PROCEDURES REQUIRED PRIOR TO/DURING EXAMINATION/TEST/TREATMENT
15	REASSURE/CALM APPREHENSIVE (ANXIOUS) PATIENT
16	REASSURE APPREHENSIVE PARENTS OF PEDIATRIC PATIENT
17	EXPLAIN/ANSWER QUESTIONS ABOUT DOCTOR'S INSTRUCTIONS TO PATIENT/FAMILY
18	EXPLAIN/ANSWER PATIENT'S QUESTIONS REGARDING EXAMINATION/TEST/TREATMENT PROCEDURES
19	EXPLAIN/ANSWER QUESTIONS ABOUT TREATMENT PROCEDURE VIA TELEPHONE
20	INFORM PATIENT OF PROGRESS OF THERAPY
21	EXPLAIN/ANSWER QUESTIONS ABOUT THERAPEUTIC DIETS TO PATIENT/FAMILY
22	EXPLAIN/ANSWER PATIENT'S QUESTIONS REGARDING SYMPTOMS/DISEASE/TREATMENT
23	EXPLAIN PHYSIOLOGICAL BASIS FOR THERAPY/TREATMENT TO PATIENT/FAMILY
24	ASK PATIENT/CHECK CHART FOR CONTRAINDICATION FOR TREATMENT, PROCEDURE, TEST
25	INFORM DOCTOR/NURSE OF PATIENT'S CONDITION, E.G. DESCRIPTION OF INJURY, SYMPTOMS, RESPONSE

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 03 OF RESPONSE BOOKLET
26	NOTIFY MEDICAL PERSONNEL OF TREATMENT NEEDS FOR PATIENT
27	CONFER WITH PARAMEDICAL PERSONNEL TO DISCUSS PATIENT PROGRESS/ PROBLEMS, E.G. O.T., P.T., SOCIAL WORKER
28	WRITE THERAPY PROGRESS NOTES
29	MAKE ENTRIES ON DOCTOR'S PROGRESS NOTES
30	CONSULT DOCTOR OR NURSE TO OBTAIN INFORMATION/ADVICE ON PATIENT CARE
31	ENSURE THAT DOCTOR'S ORDERS ARE CARRIED OUT
32	CARRY OUT DOCTOR'S VERBAL ORDERS
33	COUNSEL PATIENT/FAMILY ON WHEN AND WHERE TO SEEK MEDICAL CARE
34	INFORM PATIENT/FAMILY WHERE TO OBTAIN MEDICAL SUPPLIES
35	COUNSEL FAMILY IN CARE OF GERIATRIC PATIENT
36	TEACH PATIENT/FAMILY HEALTH PROMOTION PRACTICES, E.G. ROUTINE PHYSICALS, EXERCISE, DIET
37	TEACH PATIENT/FAMILY HOME ACCIDENT PREVENTION
38	INSTRUCT PATIENT IN PREVENTIVE CARE OF FINGER AND TOENAIL ABNORMALITIES
39	CONDUCT CLASSES FOR GROUPS OF PATIENTS REGARDING CARE OF SPECIFIC DISABILITY/DISEASE
40	GIVE CARE/INSTRUCTION TO PATIENT WHO CANNOT SPEAK OR UNDERSTAND ENGLISH
41	TAKE BASELINE MEASUREMENTS
42	CHART/GRAPH DATA
43	CHECK/CORRECT CALCULATIONS PERFORMED BY OTHER TECHNICIANS
44	MEASURE/WEIGH PATIENT OR PERSONNEL
45	MEASURE SKULL
46	MEASURE BONY STRUCTURE OF PELVIS, I.E. CLINICAL PELVIMETRY
47	MEASURE MUSCLE GIRTH
48	ADMINISTER AND EVALUATE CERAMIC-MOSAIC TEST
49	ADMINISTER AND EVALUATE MECHANICAL ABILITY TEST, E.G. MINNESOTA MANIPULATION TEST
50	MEASURE RANGE OF MOTION OF JOINTS

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 04 OF RESPONSE BOOKLET
1	CHECK ELBOW/KNEE-JERK, I.E. BICEPS/PATELLAR REFLEX
2	CHECK/COUNT RESPIRATIONS
3	TEACH PATIENT MODEL BUILDING TECHNIQUES
4	TEACH PATIENT SCULPTING TECHNIQUES
5	TEACH PATIENT POTTERY MAKING TECHNIQUES
6	TEACH PATIENT WEAVING TECHNIQUES
7	TEACH PATIENT LAPIDARY TECHNIQUES
8	TEACH PATIENT WOODWORKING TECHNIQUES
9	TEACH PATIENT JEWELRY MAKING TECHNIQUES
10	TEACH PATIENT LEATHER WORKING TECHNIQUES
11	TEACH PATIENT MOSAIC TECHNIQUES
12	TEACH PATIENT PAINTING TECHNIQUES
13	TEACH PATIENT TO OPERATE PRINTING PRESS
14	FABRICATE PATTERN FOR MOULDS
15	TEACH PATIENT GARDENING
16	MAKE FABRIC MATERIAL PATTERNS
17	MAKE AND MAINTAIN CERAMIC SLIP
18	READ EQUIPMENT MANUALS FOR OPERATION AND MAINTENANCE OF EQUIPMENT
19	CHECK COMPRESSED GAS TANKS FOR LEAK, E.G. OXYGEN
20	STORE PATIENTS OCCUPATIONAL THERAPY PROJECTS
21	SELECT AND ARRANGE MATERIALS TO TEACH PATIENTS ACTIVITY OF DAILY LIVING
22	FABRICATE SELF-HELP DEVICES FOR ACTIVITIES OF DAILY LIVING, E.G. SPECIAL SPOONS
23	TEACH PATIENT TO FEED SELF
24	ENCOURAGE PATIENT INDEPENDENCE AND/INVOLVEMENT IN SELF CARE
25	TEACH HANDICAPPED PERSON TO ACCOMPLISH SELF CARE BY SEQUENTIAL BODY MOVEMENTS

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 04 OF RESPONSE BOOKLET
26	TEACH PATIENT/FAMILY TRANSFER TECHNIQUES, E.G. BED TO CHAIR, CHAIR TO COMMODE
27	TEACH PATIENT TO WRITE WITH UNAFFECTED HAND
28	TEACH ONE HANDED TYPING
29	TEACH PATIENT TO TYPE USING HEAD DEVICE
30	GIVE HYDROTHERAPY TO REDUCE INFECTIONS/CLEAN WOUNDS
31	GIVE HYDROTHERAPY TO INCREASE CIRCULATION
32	GIVE HYDROTHERAPY FOR 'WARM UP' PRIOR TO EXERCISE
33	GIVE HYDROTHERAPY TO HELP PATIENT ACHIEVE RANGE OF MOTION
34	GIVE CONTRAST BATH
35	GIVE PARAFFIN BATH TREATMENT
36	ADJUST HYDROTHERAPY BATH ACCORDING TO PATIENT'S CONDITION, E.G. ADDITIVE, AGITATION, TEMPERATURE
37	CALCULATE AND PREPARE PERCENT SOLUTIONS
38	CONVERT MEDICATION DOSAGE FROM CC TO MINIMS, GRAINS TO GRAM
39	PREPARE ISOTONIC SOLUTIONS
40	CONVERT CENTIGRADE TEMPERATURE TO FAHRENHEIT OR VICE VERSA
41	POUR STERILE SOLUTION, E.G. STERILE WATER, SALINE
42	GIVE PHYSICAL THERAPY TREATMENT TO PATIENT IN THERAPEUTIC POOL
43	DRAIN AND CLEAN THERAPEUTIC POOL
44	INSPECT THERAPEUTIC POOL FILTERING SYSTEM
45	CHECK THERAPEUTIC POOL AIR AND WATER TEMPERATURES
46	DRAIN AND CLEAN SWIMMING POOL
47	DO CHLORINATION OF POOL WATER
48	TAKE RELATIVE HUMIDITY READINGS
49	INSPECT SWIMMING POOL AND BATHHOUSE
50	GIVE MICROWAVE DIATHERMY TREATMENT

TASK NO. ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 05
OF RESPONSE BOOKLET

- 1 GIVE SHORT WAVE DIATHERMY TREATMENT
- 2 GIVE CONSTANT/PULSATING ULTRASOUND TREATMENT
- 3 GIVE COMBINATION ULTRASOUND AND ELECTRICAL STIMULATION
- 4 GIVE INTERMITTENT COMPRESSION TREATMENT
- 5 GIVE MOIST AIR BAKER TREATMENT
- 6 APPLY/CHANGE/ADJUST LEADS OR NEEDLE ELECTRODES, E.G. MONITOR, EKG, EEG
- 7 GIVE HEAT TREATMENT, E.G. HYDROCOLLATOR/K PACK, HEAT LAMP
- 8 GIVE ICE PACK TREATMENT
- 9 APPLY WET COMPRESSES/SOAKS/PACKS
- 10 GIVE INFRARED TREATMENT
- 11 GIVE ULTRAVIOLET TREATMENT
- 12 EXPLAIN UVL THERAPY PROCEDURES TO PATIENT
- 13 CALIBRATE EQUIPMENT
- 14 ASSESS PATIENT'S TOLERANCE OF EXERCISE OR ACTIVITY
- 15 PALPATE MUSCLES/TENDONS FOR CONTRACTION/CONTRACTURES
- 16 GIVE PASSIVE STRETCH AGAINST CONTRACTURE
- 17 INSTRUCT PATIENT HOW TO ACTIVELY STRETCH CONTRACTURE
- 18 TEACH COORDINATION EXERCISES, E.G. FRENKEL'S EXERCISES
- 19 TEACH MUSCLE STRENGTHENING/PROGRESSIVE RESISTANT EXERCISES
- 20 TEACH DELORM EXERCISES
- 21 TEACH BME EXERCISES (BRIEF MAXIMAL EFFORT)
- 22 TEACH OXFORD EXERCISES
- 23 TEACH ISOMETRIC EXERCISES
- 24 TEACH VASCULAR EXERCISES, E.G. BUERGER-ALLEN
- 25 TEACH ACTIVE RANGE OF MOTION EXERCISES

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 05 OF RESPONSE BOOKLET
26	USE PNF PATTERNS IN TEACHING OR HELPING PATIENT IN RANGE OF MOTION
27	FABRICATE DEVICES TO HELP PATIENT CARRY OUT RANGE OF MOTION
28	INSTRUCT PATIENT IN EXERCISES TO ACHIEVE/STRENGTHEN HAND GRASP
29	INSTRUCT PATIENT IN EXERCISES TO ACHIEVE/STRENGTHEN FINGER DEXTERITY
30	INSTRUCT PATIENT IN RECIPROCAL EXERCISES/ACTIVITIES, E.G. BIKE RIDING
31	GIVE PASSIVE RANGE OF MOTION EXERCISES
32	REEDUCATE MUSCLE GROUPS
33	DO MUSCLE REEDUCATION FOLLOWING TENDON/MUSCLE TRANSPLANT
34	TEACH PATIENT TO COUGH AND DEEP BREATHE
35	ASSIST PATIENT IN PERFORMING ACTIVE ASSISTIVE RANGE OF MOTION EXERCISES
36	ASSIST PATIENT TO STAND/WALK/DANGLE
37	TEACH BREATHING EXERCISES
38	TREAT PATIENT/PERSONNEL WHO HYPERVENTILATE, E.G. GIVE BREATHING INSTRUCTIONS, CARBON DIOXIDE
39	PERFORM CHEST VIBRATION AND CUPPING TREATMENT, I.E. CHEST PHYSIOTHERAPY
40	TEACH PRENATAL EXERCISES
41	TEACH PATIENT/FAMILY SELF USE OF THERAPEUTIC EQUIPMENT/DEVICES
42	TEACH POSTURAL DRAINAGE EXERCISES
43	TEACH PRE AND POST THORACTOMY EXERCISES
44	INSTRUCT WOMEN IN LABOR ON METHODS OF RELAXATION, BREATHING, BEARING DOWN
45	TAKE PATIENT IN AND OUT OF TRACTION
46	MODIFY EQUIPMENT ACCORDING TO PATIENT'S THERAPEUTIC NEED
47	GIVE MESSAGE FOR RELAXATION (SEDATIVE MESSAGE)
48	GIVE MESSAGE TO REDUCE EDEMA
49	GIVE MESSAGE TO STIMULATE CIRCULATION/INCREASE HEALING PROCESS
50	GIVE MESSAGE TO REDUCE MUSCLE SPASM

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 06 OF RESPONSE BOOKLET
1	GIVE MASSAGE FOR MYONEURO FASCILITATION
2	GIVE ICE MASSAGE
3	GIVE FRICTION MASSAGE
4	APPLY/REMOVE PROSTHETIC APPLIANCE
5	TEACH PATIENT HOW TO CLEAN AND DO MINOR REPAIRS OF PROSTHESIS
6	TEACH STUMP HYGIENE
7	TEACH PATIENT TO WRAP STUMP
8	TEACH PATIENT TO TOUGHEN AND MATURE STUMP, E.G. TAPOTEMENT
9	TEACH PATIENT IN USE OF STUBBIE PROSTHESES
10	TEACH ATHLETIC SKILLS TO PATIENT WITH PROSTHESIS, E.G. SKIING, GOLFING
11	INSTRUCT AND SUPERVISE PATIENT IN STUMP DYNAMICS TO STRENGTHEN MUSCLE-GROUPS
12	WRAP STUMP FOR SHAPE/SHRINKAGE
13	TEACH PATIENT WITH PROSTHESIS HOW TO OPERATE CAR
14	TEACH PATIENT HOW TO APPLY UPPER EXTREMITY PROSTHESIS
15	EVALUATE FITTING OF UPPER EXTREMITY PROSTHETIC APPLIANCE
16	INSTRUCT PATIENT WITH UPPER EXTREMITY PROSTHESIS HOW TO PICK UP OBJECTS
17	TEACH PATIENT TO WRITE USING HAND PROSTHESIS
18	EVALUATE PROGRESS OF PATIENT WITH PROSTHESIS
19	TEACH PATIENT HOW TO APPLY LOWER EXTREMITY PROSTHESIS
20	EVALUATE FITTING OF LOWER EXTREMITY PROSTHETIC APPLIANCE
21	TEACH BALANCE TO PATIENT WITH PROSTHESIS
22	TEACH PATIENT HOW TO FALL IN FOUR DIRECTIONS AND RISE TO PRONE POSITION
23	TEACH PATIENT TO WALK WITH PROSTHESIS, I.E. FORWARD AND BACKWARD
24	TEACH PATIENT WITH PROSTHESIS TO WALK ON INCLINE
25	TEACH PATIENT WITH PROSTHESIS SIDE-STEPPING

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 06 OF RESPONSE BOOKLET
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| 26 | TEACH PATIENT WITH PROSTHESIS HOW TO STEP OVER OBSTACLES FROM STANDING POSITION |
| 27 | TEACH PATIENT WITH PROSTHESIS TO MOUNT AND DESCEND STAIRS WITHOUT HANDRAIL |
| 28 | TEACH PATIENT WITH PROSTHESIS TO WALK ON SANDY, ROCKY, UNEVEN SURFACE/TERRAIN |
| 29 | TEACH PATIENT WITH PROSTHESIS HOP-SKIP GAIT |
| 30 | TEACH PATIENT WITH PROSTHESIS HOW TO DANCE |
| 31 | TEACH PATIENT WITH PROSTHESIS HOW TO GET IN/OUT OF CAR |
| 32 | TEACH PATIENT WITH PROSTHESES HOW TO GET IN/OUT OF CHAIRS |
| 33 | TEACH PATIENT WITH PROSTHESIS TO CROSS STREET |
| 34 | TEACH PATIENT TO BALANCE |
| 35 | TEACH PATIENT POSTURE |
| 36 | TEACH PATIENT TO USE AXILLARY CRUTCHES |
| 37 | TEACH PATIENT TO USE LOFSTRAND CRUTCHES |
| 38 | TEACH PATIENT TO USE CANES |
| 39 | TEACH PATIENT TWO POINT CRUTCH GAIT |
| 40 | TEACH PATIENT THREE POINT CRUTCH GAIT |
| 41 | TEACH PATIENT FOUR POINT CRUTCH GAIT |
| 42 | TEACH PATIENT WITH CRUTCHES TO ASCEND/DESCEND STAIRS AND RAMP |
| 43 | FIT CRUTCHES |
| 44 | TEACH PATIENT SWING TO OR SWING THROUGH GAIT |
| 45 | FIT CANES |
| 46 | SPLINT PARALYZED EXTREMITY TO PREVENT BUCKLING |
| 47 | RECOMMEND APPROPRIATE SPLINTS AND BRACES TO DOCTOR |
| 48 | FABRICATE COMFORT SLINGS, E.G. HEMIPLEGIC SLINGS |
| 49 | FABRICATE SPLINTS TO STABILIZE PARTS, E.G. BODY SPICA |
| 50 | FABRICATE SPLINTS TO INCREASE FUNCTION, E.G. TENODESIS SPLINTS |

TASK NO. ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 07
OF RESPONSE BOOKLET

- 1 FABRICATE SPLINTS TO PREVENT TRAUMA, E.G. FINGER PROTECTOR
- 2 FABRICATE SPLINTS FOR PREVENTION/CORRECTION OF ORTHOPEDIC DEFORMITY
- 3 FABRICATE THERMOPLASTIC ORTHOPEDIC BRACES
- 4 MAINTAIN/MODIFY/ADJUST SPLINTS AND BRACES
- 5 APPLY TRACTION SPLINTS
- 6 APPLY LONG ARM PLASTER CAST
- 7 DEVELOP COMMUNICATION TECHNIQUES FOR PATIENT WITH COMMUNICATION PROBLEM, E.G. CARDS
- 8 ADMINISTER AND EVALUATE APHASIA TEST USING SPELLING OR VERBAL IDENTIFICATION OF OBJECTS
- 9 OBSERVE PATIENT'S ABILITY TO RECEIVE OR EXPRESS SPOKEN, WRITTEN OR PRINTED COMMUNICATION
- 10 TEACH APHASIC PATIENT TO COMMUNICATE VIA WRITING
- 11 INFORM PATIENT OF THERAPEUTIC TRAINING PROGRAMS, E.G. LIP READING CLASSES
- 12 ENCOURAGE APHASIC PATIENT TO VERBALIZE
- 13 TEACH PATIENT SOUND RECOGNITION BY DEMONSTRATING TONGUE AND MOUTH MOVEMENTS
- 14 TEACH PATIENT WORD RECOGNITION, E.G. PICTURE/WORD RELATIONSHIPS
- 15 TEACH PATIENT SHAPE/COLOR RECOGNITION
- 16 TEACH BLIND PATIENT TO AMBULATE USING CANE
- 17 TEACH SELF-HELP TECHNIQUES TO BLIND PATIENT
- 18 ASSIST BLIND PATIENT WITH BRAILLE READING
- 19 GIVE CARE TO PATIENT WITH HEARING/SPEECH/SIGHT LOSS
- 20 ACCOMPANY/ESCORT PSYCHIATRIC PATIENTS, E.G. TO MOVIES, FIELD TRIPS
- 21 EVALUATE PSYCHOLOGICAL NEEDS OF PATIENT IN RELATION TO HIS PHYSICAL DISABILITY
- 22 ADMINISTER AZIMA BATTERY DIAGNOSTIC TEST
- 23 ADMINISTER HOUSE-TREE-PERSON TEST
- 24 RECOMMEND PSYCHOLOGICAL APPROACH TO USE WITH PATIENT
- 25 ELICIT INFORMATION TO ASCERTAIN PATIENT'S UNDERSTANDING/ ACCEPTANCE OF ILLNESS/TREATMENT

GO TO RIGHT HAND PAGE

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 07 OF RESPONSE BOOKLET
26	DETERMINE WORK THERAPY/ASSIGNMENT FOR PATIENT
27	REINFORCE PATIENT'S POSITIVE RESPONSE TO THERAPY
28	OBSERVE PATIENT'S ORIENTATION TO TIME, PLACE, PERSON
29	OBSERVE FOR/REPORT OR DESCRIBE SYMPTOMS OF IRRITABILITY, RESTLESSNESS, APPREHENSION
30	IDENTIFY/DESCRIBE MANIFESTATIONS OF LOSS OF CONTACT WITH REALITY, E.G. HALLUCINATIONS, DELUSIONS
31	OBSERVE PATIENT'S BEHAVIOR PATTERNS
32	DETERMINE PATIENT'S PATTERN OF INTERACTION WITH OTHERS
33	IDENTIFY FACTORS THAT INFLUENCE PATIENT'S PSYCHOLOGICAL STATE
34	OBSERVE PATIENT'S GENERAL EMOTIONAL CONDITION, E.G. FACIAL AND EYE EXPRESSIONS, QUALITY OF VOICE
35	IDENTIFY PATIENT'S PSYCHOLOGICAL NEEDS AND/OR PROBLEMS, E.G. AFFECTION, RECOGNITION
36	OBSERVE FOR PATIENT'S NEED TO VENTILATE FEELINGS
37	INTERACT WITH WITHDRAWN/UNCOMMUNICATIVE PATIENT
38	DIRECT PATIENT TO OUTLETS FOR RELEASE OF TENSION OR AGGRESSION, E.G. SPORTS, OTHER PHYSICAL ACTIVITIES
39	RESTRAIN/CONTROL PATIENT PHYSICALLY, E.G. ARM HOLD
40	RESTRAIN/CONTROL PATIENT VERBALLY
41	WATCH/GUARD PATIENT WHO IS ON PRECAUTION, E.G. ESCAPE
42	OBSERVE FOR/REPORT TENDENCIES TOWARD SUICIDAL BEHAVIOR
43	MAINTAIN UNIT/WARD/SECTION FIRST AID AND EMERGENCY EQUIPMENT
44	REVIEW AND EVALUATE ASEPTIC TECHNIQUES
45	DISINFECT INSTRUMENTS/MATERIALS/EQUIPMENT
46	CLEAN AND DISINFECT WORKING AREA
47	CHECK EQUIPMENT FOR ELECTRICAL HAZARDS AND GROUNDS
48	ENSURE THAT SAFE INDUSTRIAL PRACTICES ARE ADHERED TO, E.G. USE OF PROTECTIVE EYE GLASSES
49	INSPECT FOR AVAILABILITY AND USE OF SAFETY EQUIPMENT IN HAZARDOUS AREAS
50	ENFORCE ACCIDENT PREVENTION MEASURES

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 08 OF RESPONSE BOOKLET
1	INSPECT SPACES FOR CLEANLINESS
2	INVESTIGATE/REPORT ON INJURIES/INCIDENTS TO PATIENTS/STAFF/VISITORS
3	TRANSPORT STERILE EQUIPMENT/SUPPLIES, RETURN DIRTY OR EXPIRED ITEMS TO CENTRAL SUPPLY ROOM
4	DO FOLDING, WRAPPING AND STORING OF LAUNDRY/LINEN
5	TRANSPORT LAUNDRY TO/FROM LAUNDRY ROOM
6	REPLACE MATTRESS AND PILLOWS
7	CHANGE LINENS, E.G. BED, EXAM TABLES, BEDSIDE CURTAIN
8	WASH GLASSWARE/INSTRUMENTS
9	PAINT WALLS, CEILINGS, FURNITURE OR EQUIPMENT
10	DO HOUSEKEEPING/CLEANING DUTIES
11	COLLECT/REMOVE TRASH/GARBAGE
12	ADJUST HEATING/VENTILATION ACCORDING TO WEATHER CONDITIONS
13	EVALUATE EFFECTIVENESS OF UNIT'S OJT PROGRAM
14	SELECT WORK EXPERIENCES FOR STUDENT/TRAINEE
15	SUGGEST IMPROVEMENTS FOR COURSE/CURRICULUM CONTENT
16	WRITE REPORTS FOR CLASSES/CONFERENCES
17	SUGGEST TOPICS FOR CLASSES/CONFERENCES
18	CONFER WITH INSTRUCTIONAL STAFF ON INDIVIDUAL STUDENT PROBLEMS
19	WRITE LESSON PLANS
20	REQUISITION TRAINING AIDS FROM OTHER HOSPITALS/CLINICS OR CIVILIAN/GOVERNMENT HEALTH FACILITIES
21	ARRANGE FOR USE OF LECTURE/TEACHING/DEMONSTRATION AIDS AND EQUIPMENT
22	DEMONSTRATE NEW EQUIPMENT OR PRODUCTS TO STUDENTS/STAFF
23	SET UP/BREAK DOWN CLASSROOM DEMONSTRATIONS/TEACHING AIDS
24	ORIENT TRAINEES/STUDENTS TO PROGRAM, I.E. OBJECTIVES OF PROGRAM, CLASS SCHEDULE
25	COUNSEL PERSONNEL/TRAINEES ON CAREER PLANS, E.G. AVAILABILITY OF EDUCATIONAL PROGRAMS

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 08 OF RESPONSE BOOKLET
26	TEACH FORMAL CLASSES
27	SCHEDULE LECTURES
28	DEMONSTRATE CLINICAL PROCEDURES USING PATIENT/SUBJECT
29	SELECT CLINICAL MATERIAL FOR INSTRUCTIONAL PURPOSES, E.G. PATIENTS, CASE STUDIES
30	GIVE FIRST AID INSTRUCTION
31	ACT AS TEACHER-GUIDE ON FIELD TRIPS
32	MAINTAIN FILES OF TEST QUESTIONS OF KNOWN DIFFICULTY
33	DRAW UP STATISTICAL GRAPHS, TABLES, CHARTS
34	RECOMMEND GRADING PROCEDURES/PASS-FAIL CRITERIA
35	ADMINISTER EXAMINATIONS
36	SCORE/CORRECT QUIZZES/EXAMINATIONS MANUALLY
37	ASSIGN GRADES FOR INDIVIDUAL PERFORMANCE
38	EVALUATE STUDENTS PERFORMANCE/PROGRESS
39	POST/ENTER TRAINING INFORMATION INTO INDIVIDUAL RECORDS
40	PLAN CONFERENCES FOR STUDENTS DURING PRACTICAL TRAINING
41	MAINTAIN RECORD OF TRAINEE'S EXPERIENCE IN OJT PROGRAM, E.G. COURSES, PRACTICAL EXPERIENCE
42	DO ROUTINE FILING
43	ANSWER TELEPHONE/TAKE MESSAGES, MEMOS
44	MAINTAIN A SET OF REFERENCE BOOKS/MANUALS/PUBLICATIONS
45	MAINTAIN DAILY RECORDS ON PATIENT PROCEDURES/EXAMINATIONS PERFORMED
46	FOLLOW UP PATIENT TO DETERMINE IF NEEDED SERVICES WERE OBTAINED
47	FOLLOW UP FAILED APPOINTMENT, E.G. BY PHONE, LETTER, HOME VISIT
48	TYPE
49	LOG IN PATIENTS TO CLINIC/DEPARTMENT/SICK CALL
50	RECEIVE PATIENTS ON ARRIVAL, I.E. INTRODUCE SELF, OBTAIN PATIENT'S NAME

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 09 OF RESPONSE BOOKLET
1	SCHEDULE APPOINTMENTS FOR CLINIC/DEPARTMENT, E.G., MAINTAIN APPOINTMENT BOOK
2	PICK UP/DELIVER MAIL/PACKAGES
3	LOCATE MISPLACED CHARTS/HEALTH RECORDS
4	INSPECT THAT SUPPLIES/MATERIALS/EQUIPMENT ARE STORED PROPERLY
5	ASSIGN SPACE FOR EQUIPMENT AND SUPPLIES
6	PICK UP/DELIVER EQUIPMENT
7	STORE INSTRUMENTS
8	STORE SUPPLIES
9	ORDER SUPPLIES/EQUIPMENT THROUGH FEDERAL SUPPLY SYSTEM
10	PREPARE REQUISITIONS FOR SUPPLIES/EQUIPMENT
11	CHECK/LOCATE/IDENTIFY PART NUMBERS FROM CATALOGUES/MANUALS
12	MAKE RECOMMENDATIONS ON PURCHASE/REPLACEMENT OF EQUIPMENT/SUPPLIES
13	CONFER/VISIT MANUFACTURERS/CONTRACTORS TO OBTAIN FIRST HAND KNOWLEDGE OF EQUIPMENT/SUPPLIES
14	REVIEW REQUISITIONS
15	CONSULT ON CENTRAL/LOCAL SUPPLY PROBLEMS/PROCEDURES
16	ARRANGE FOR REPLACEMENT/REPAIR OF EQUIPMENT AS REQUIRED
17	SUPERVISE ROUTINE EQUIPMENT MAINTENANCE FOR SECTION/UNIT
18	EVALUATE NEW EQUIPMENT, I.E. USER TEST
19	EVALUATE THE MAINTENANCE AND USE OF SUPPLIES, EQUIPMENT AND WORK SPACE
20	DO MINOR REPAIR ON EQUIPMENT
21	DETERMINE IF EQUIPMENT NEEDS REPAIR/SERVICE
22	PERFORM PREVENTIVE MAINTENANCE
23	UNPACK EQUIPMENT
24	DO SUPPLY/EQUIPMENT INVENTORY
25	VERIFY/SIGN OFF ON REQUISITIONS/RECEIPTS FOR SUPPLIES/EQUIPMENT/MATERIAL

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 09 OF RESPONSE BOOKLET
26	ISSUE SUPPLIES/INSTRUMENTS/EQUIPMENT/MATERIALS
27	DISPOSE OF SUPPLIES/INSTRUMENTS/EQUIPMENT AFTER TIME LIMIT/ EXPIRATION DATE
28	DETERMINE THE PHYSICAL LAYOUT OF WORK AREA FURNITURE/EQUIPMENT
29	PREPARE PAPERWORK FOR EQUIPMENT REPAIR/MAINTENANCE
30	INSTRUCT PERSONNEL (USER) IN CARE AND MAINTENANCE OF MEDICAL/ DENTAL EQUIPMENT
31	REQUEST/RECOMMEND ADDITIONAL PERSONNEL WHEN REQUIRED
32	ROTATE PERSONNEL DUTIES, E.G. FOR EXPERIENCE/VARIETY
33	PLAN FOR OVERTIME/LEAVE/LIBERTY/TIME OFF
34	RECOMMEND LEAVE/TIME OFF FOR PERSONNEL
35	FILL OUT TIME SHEETS
36	ASSIGN PERSONNEL TO DUTIES/WORK ACCORDING TO SCHEDULE
37	PREPARE WATCH LISTS
38	RECOMMEND ASSIGNMENT OF STAFF PERSONNEL TO UNIT/WARD
39	GIVE DIRECT SUPERVISION TO CORPSMEN/TECHNICIANS
40	GIVE DIRECT SUPERVISION TO EMPLOYEES
41	EVALUATE THE PERFORMANCE OF PERSONNEL
42	COORDINATE WITH ADMIN STAFF OF BASE/UNIT REGARDING POLICIES AFFECTING STAFF
43	KEEP PERSONNEL INFORMED OF ADMINISTRATIVE COMMUNICATION CHANGES
44	GIVE FAMILIARIZATION BRIEFINGS TO NEWLY ARRIVING PERSONNEL
45	REVIEW/COMMENT ON/FORWARD PERSONNEL REQUESTS/MEMOS/LETTERS
46	REVIEW SUGGESTIONS AND COMPLAINTS FROM PERSONNEL
47	INTERVIEW/COUNSEL/ADVISE STAFF
48	PERFORM ADMINISTRATIVE ERRANDS, E.G. PICK-UP PAYCHECKS, DELIVER/ RETURN TIME CARDS
49	INITIATE NEW OR CHANGED TECHNICAL PROCEDURES
50	CONSULT WITH STAFF TO DESIGN/AMEND/UPDATE PROCEDURES /TECHNIQUES

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 10 OF RESPONSE BOOKLET
1	PREPARE STANDING OPERATING PROCEDURES, GUIDES AND INSTRUCTIONS FOR USE BY PERSONNEL
2	CONDUCT STAFF MEETINGS TO DISCUSS PLANS/ACTIVITIES/PROBLEMS
3	DRAFT ASSIGNED PROJECT REPORTS
4	ADJUST/COORDINATE CHANGES IN PATIENT SCHEDULES AS NEEDED
5	SUPERVISE THE MAINTENANCE OF OFFICE RECORDS
6	COORDINATE WITH OTHER DEPARTMENTS CONCERNING PROTOCOL VISITS/ CIVILIAN TOURS
7	PREPARE REPORT/FEEDER REPORT ON NUMBERS OF INPATIENT/OUTPATIENT SERVICES PERFORMED
8	PLAN RECORD KEEPING SYSTEM FOR THE SECTION/DEPARTMENT/ACTIVITY
9	CERTIFY CIVILIAN ATTENDANCE
10	DEVELOP/ESTABLISH STANDARDS TO EVALUATE MANPOWER PERFORMANCE
11	DEVELOP IMPROVED WORK METHODS AND PROCEDURES
12	CARRY OUT WORK SIMPLIFICATION OR WORK MEASUREMENT STUDIES, E.G. TIME AND MOTION, JOB ENRICHMENT
13	ADJUST DAILY ASSIGNMENT SHEET/WORK SCHEDULE AS NEEDED
14	INSTITUTE CHANGES TO IMPROVE WORKING CONDITIONS
15	MONITOR THE EXPENDITURES AND UTILIZATION OF FUNDS
16	TAKE ACTION ON NAVY DIRECTIVES, I.E. INSTRUCTIONS AND NOTICES
17	PERFORM SKETCHES/DRAWINGS FOR ASSIGNED PROJECTS
18	DELEGATE TYPING TASKS
19	SCREEN INCOMING/OUTGOING MAIL
20	ARRANGE TRANSPORTATION FOR PATIENTS/PERSONNEL
21	CONDUCT TOURS OF FACILITY FOR VISITORS
22	REVIEW REPORTS/REQUESTS FOR PROPER PREPARATION AND COMPLETION
23	REVIEW DUTY/WARD LOG BOOK
24	RESEARCH MATERIAL FOR PROJECTS, I.E. COMPILE STATISTICS, GATHER DATA FROM DIFFERENT SOURCES
25	DRIVE AMBULANCES OR AMBULANCE BUSES

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 10 OF RESPONSE BOOKLET
26	ACCOMPANY AMBULANCE ON CALLS
27	SERVE AS CHAUFFER FOR VISITORS OR VIPS
28	DIRECT/CONTROL TRAFFIC DURING EMERGENCY CALL
29	PARTICIPATE IN RIOT CONTROL
30	PARTICIPATE IN FIRE FIGHTING DRILLS
31	PARTICIPATE IN EMERGENCY EVACUATION DRILLS
32	PARTICIPATE IN JOINT DISASTER EXERCISES OR MANEUVERS
33	CARRY OUT OFFICE/AREA/UNIT SECURITY MEASURES
34	STAND SPECIAL SECURITY WATCH FOR VIPS, PRISONERS
35	STAND WATCH AT INFORMATION DESK
36	INSTRUCT/DIRECT PERSONNEL IN MAINTAINING SECURITY STANDARDS
37	ASSIST IN COMMAND INSPECTIONS
38	INSPECT LIVING QUARTERS
39	ENSURE THAT ALL PERSONNEL MAINTAIN PROPER MILITARY BEARING, E.G. CLEANLINESS, ATTIRE
40	ORGANIZE AND MAINTAIN WATCH, QUARTER AND STATION BILL
41	STAND FIRE/SECURITY/BARRACKS WATCH
42	RECOMMEND DISCIPLINARY ACTION FOR PERSONNEL AS REQUIRED
43	WORK IN ROUTINE WORKING PARTIES, E.G. LOAD, UNLOAD, CLEAN, MAINTAIN GROUNDS
44	CLEAN BARRACKS OR CREW'S QUARTERS
45	DO CLEANING/DEFROSTING REFRIGERATOR AS REQUIRED
46	OPERATE ELEVATOR
47	RELIEVE OTHERS FOR LUNCH/COFFEE BREAKS
48	SEARCH FOR ESCAPED PATIENTS
49	SERVE AS MESS/CLUB/INSTITUTE COMMITTEE MEMBER
50	OPERATE VEHICLE TO TRANSPORT MEDICAL MATERIAL

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 11 OF RESPONSE BOOKLET
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|---|------------------------------------|
| 1 | PARTICIPATE IN HELO EXERCISES |
| 2 | DO CAMOUFLAGE OF TENTAGE, VEHICLES |
| 3 | FIELD STRIP PERSONAL WEAPONS |
| 4 | FAM FIRE HANDGRENADES |

Part II B

LIST OF INSTRUMENTS AND EQUIPMENT

TASK NO. ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 12
OF RESPONSE BOOKLET

- | | |
|----|---|
| 1 | STETHOSCOPE |
| 2 | THERMOMETER, CLINICAL |
| 3 | SYRINGE/NEEDLES |
| 4 | RESTRAINING STRAPS |
| 5 | AIRWAYS |
| 6 | SET, MINOR SURGICAL |
| 7 | DRESSINGS (TRAY, CART, DRAWER) |
| 8 | AMBU BAG (HOPE BAG) |
| 9 | VOLUMETRIC GLASSWARE (OTHER THAN BURETS AND PIPETS) |
| 10 | CIRCOELECTRIC BED |
| 11 | BALKAN FRAME |
| 12 | WHEEL CHAIR |
| 13 | EXAMINATION TABLE (PLINTH) |
| 14 | HOSPITAL BEDS AND ACCESSORIES |
| 15 | ISOMETRIC MACHINE |
| 16 | TRACTION MACHINE, INTERMITTENT |
| 17 | ANKLE EXERCISER |
| 18 | AXIORESISTOR |
| 19 | SHOULDER WHEEL |
| 20 | WEIGHT LIFTING EQUIPMENT |
| 21 | PULL-UP BARS |
| 22 | WRIST ROLLER |
| 23 | PARALLEL BARS |
| 24 | WALKER |
| 25 | MIRROR, GLASS, (POSTURE TRAINING) |

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 12 OF RESPONSE BOOKLET
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| 26 | BICYCLE EXERCISER |
| 27 | ISOMETRIC TABLE |
| 28 | EXERCISE UNIT, N-K |
| 29 | EXERCISE UNIT STEEL FRAME, ELGIN |
| 30 | ROWING MACHINE |
| 31 | SPRING EXERCISER |
| 32 | SANDBAGS/TROCHANTER ROLLS |
| 33 | FINGER LADDER |
| 34 | MOTION PLATFORM |
| 35 | QUAD BRIDGES (STUMP BLOCKS) |
| 36 | CALIPER |
| 37 | GONIOMETER |
| 38 | CERVICAL COLLARS |
| 39 | CRUTCHES |
| 40 | CUSHION RING, INFLATABLE |
| 41 | STRIP, MATRIX, POLYETHYLENE, TREPHTHALATE, CLEAR |
| 42 | PLASTER, ORTHOPEDIC/DENTAL |
| 43 | SAFETY BELT |
| 44 | HEAT GUN |
| 45 | STRIP, METAL |
| 46 | CERAMIC MOLDS |
| 47 | CERAMIC KILN |
| 48 | POTTERS WHEEL |
| 49 | ROTARY MIXERS, ALL TYPES |
| 50 | SEWING MACHINE/ACCESSORIES |

TASK NO. ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 13
OF RESPONSE BOOKLET

- 1 PRINTING PRESS,--HAND
- 2 FLOOR AND TABLE LOOMS
- YARN WINDERS (ALL TYPES)
- 4 BELT SANDER
- JOINTER/PLANER/ROUTER
- 5 RIPPING AND CROSS CUT SAWS
- 7 CIRCULAR SAW
- 8 BAND SAW
- 9 SAWS, PEDAL POWERED
- 10 POWER WOODWORKING SAW
- 11 TOOLS, WOODWORKING/CARPENTER
- 12 STENCIL CUTTING MACHINE
- 13 MACHINIST HAND TOOLS
- 14 DRILL STAND, PORTABLE, COMPLETE WITH CONTROL
- 15 DRILL PRESS
- 16 MOTOR, BENCH, GRINDER
- 17 POWERED SHARPENERS, GRINDERS AND SANDERS
- 18 STONE, SHARPENING
- 19 DRILL, ELECTRIC
- 20 ELECTRIC SOLDERING GUN
- 21 MODELING TOOLS
- 22 GLOVES, ASBESTOS
- 23 RULES AND SQUARES
- COMPRESSED GAS TANKS/CYLINDERS (OTHER THAN OXYGEN)
- AIR COMPRESSOR

TASK NO. ENTER RESPONSES TO STATEMENTS BELOW IN RIGHT SIDE OF PAGE 13
OF RESPONSE BOOKLET

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| 26 | DRAFTING BOARD AND ACCESSORIES |
| 27 | HYDROTHERAPY TANKS |
| 28 | BATH WHIRLPOOL LEG |
| 29 | BATH WHIRLPOOL ARM |
| 30 | PARAFFIN BATH |
| 31 | BATH, HAMMOCK |
| 32 | WALKING TANK |
| 33 | BAKER, MOIST AIR |
| 34 | ICE PACK MACHINE |
| 35 | HYDROCOLLATOR MACHINE |
| 36 | HYDROCOLLATOR PACK |
| 37 | ICE COLLARS/PACKS |
| 38 | HYPOTHERMIA MACHINE |
| 39 | HYPO-HYPER-THERMIA MACHINE |
| 40 | ULTRAVIOLET LAMP, DERMATOLOGY (TREATMENT) |
| 41 | LIGHT, ULTRAVIOLET, PHYSICAL THERAPY |
| 42 | INFRA RED LAMP |
| 43 | GOGGLES, DARK ADAPTATION |
| 44 | JOBST COMPRESSION UNIT |
| 45 | DUPLICATOR, E.G. MIMEOGRAPH |
| 46 | ELECTROMYOGRAPH (EMG) RECORDER |
| 47 | DIATHERMY APPARATUS, MICROWAVE |
| 48 | DIATHERMY APPARATUS, SHORT WAVE |
| 49 | PROGRESSIVE WAVE GENERATOR |
| 50 | GENERATOR GALVANIC FARADIC SINUSODIAL |

TASK NO.	ENTER RESPONSES TO STATEMENTS BELOW IN LEFT SIDE OF PAGE 14 OF RESPONSE BOOKLET
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| 1 | STIMULATOR, MUSCLE |
| 2 | STIMULATOR, NERVE |
| 3 | STIMULATOR, CHRONAXIE CONSTANT CURRENT |
| 4 | POCKET STIMULATOR |
| 5 | STIMULATOR, MEDCOTRONIC |
| 6 | EDCOLATOR |
| 7 | SKELETON |
| 8 | APHASIA REHABILITATION MANUAL AND THERAPY KIT |
| 9 | PARQUETRY DESIGN BLOCKS |
| 10 | ABISCUS |
| 11 | TIMER, LABORATORY |
| 12 | STOP WATCH |
| 13 | HYDRAULIC LIFT |
| 14 | FIRE EXTINGUISHER |
| 15 | MOVIE PROJECTOR/ACCESSORIES |