

**AFSC 5R0X1  
Religious Affairs**

**CAREER FIELD EDUCATION  
AND TRAINING PLAN**



The olive wreath surrounding the shield symbolizes the peace that we defend through the execution of Warrior Care.

The pair of receptive hands symbolizes protection from material and spiritual foes. The opened and outstretched hands indicate both the desire to experience the divine and the willingness to serve others in their faith experience.

The three levels of award are signified by the addition of a star centered above the shield for the senior level and a star surrounded by an olive branch for the master level.

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***SUMMARY OF CHANGES***

This publication was changed to embrace Air Force Foundational Competencies and Religious Affairs Occupational Competencies to map deliberate development. Updates to the specialty description and requirements for entry, award and retention of AFSC are also included. In addition, the STS was substantially revised and must be completely reviewed.

**RELIGIOUS AFFAIRS SPECIALTY  
AFSC 5R0X1  
CAREER FIELD EDUCATION AND TRAINING PLAN**

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**RELIGIOUS AFFAIRS SPECIALTY  
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**Part I**

*Preface*

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. This CFETP was developed in accordance with the requirements in DAFMAN 36-2689, *Training Program*.

2. The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, experience, training, and other); and Section D indicates resource constraints. Some examples are funds, manpower, equipment and facilities. Section E, as applicable, identifies transition training guide requirements for SSgt through MSgt. There are currently no transition training requirements at this time.

2.2. Part II includes the following: Section A: identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training, wartime course and core task and correspondence course requirements. Section B: contains the course objective list (COL) and training standards supervisors will use to determine if Airmen satisfied training requirements. Section C: identifies available support materials. An example is a Qualification Training Package (QTP), which may be developed to support proficiency training; Section D: identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; Section E: identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers will use Part II to identify, plan and conduct training commensurate with the overall goals of this plan.

3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career and foster continual growth from Day 1 to Day Done. This plan will enable us to develop tomorrow's enlisted Airmen...today.

## ***ABBREVIATIONS/TERMS EXPLAINED***

**Advanced Distributed Learning (ADL)** – An evolving, outcomes-focused approach to education, training and performance aiding that blends standards-based distributed learning models emphasizing reusable content objects, content and learning management systems, performance support systems/devices, web applications services and connectivity. ADL is an evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks and learning management systems, yet may include some legacy methods and media. ADL is structured learning that takes place without requiring the physical presence of an instructor. Although the AF uses the term advanced distributed learning, some federal agencies and DoD components may use the term distance learning. These terms refer to the same basic concept.

**Advanced Training (AT)** – Formal course that provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills and knowledge to enhance their expertise in the career field. Training is for selected career Airman in the advanced level of the AFS.

**Air Force Career Field Manager (AFCFM)** – Representative appointed by the respective HQ DAF Deputy Chief of Staff or Under Secretariat, to ensure assigned AF specialties are trained and utilized to support AF mission requirements. The AFCFM is the OPR, but will work in concert with MAJCOM Functional Managers (MFMs) as required.

**Air Force Specialty (AFS)** – A group of positions with the same title and code that require common qualifications.

**Air Reserve Component (ARC)** – This term is used as an overarching term when referring to both the Air National Guard and Air Force Reserve component together.

**Career Field Education and Training Plan (CFETP)** – The CFETP is a comprehensive core training document identifying: life-cycle education and training requirements; training support resources; and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path and instill a sense of industry in career field training.

**Combatant Command** – Categorized as either geographical or functional combatant commands. Geographic combatant commands operate in clearly delineated areas of responsibility and have a regional military focus, while functional combatant commands operate world-wide across geographic boundaries and provide unique capabilities to geographic combatant commands and the armed services.

**Competencies** – The Air Force defines competencies a combination of knowledge, skills, abilities and other characteristics that manifest in observable and measurable pattern of behaviors required for mission success. The Religious Affairs community has rebuilt the entire training platform by using competencies to identify the behaviors that are needed to be successful on the job. This has been accomplished by identifying and integrating the 5R0X1, Religious Affairs, occupational competencies and leveraging the Air Force's foundational competencies in a

manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

**Competency Model** – A collection of competencies that together defines successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and retention.

**Core Task** – Tasks the AFCFM, upon the recommendation of the members on the Specialty Training Requirements Team (STRT), identifies as minimum qualification requirements for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC. In this CFETP, core tasks are identified with a 5, 7 or 9 in column 2 of the STS.

**Course Objective List (COL)** – A publication derived from initial and advanced skills course training standard, identifying the tasks and knowledge requirements and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations.

**Direct Reporting Unit (DRU)** – A subdivision of the Air Force, directly subordinate to the Chief of Staff. A DRU performs a mission that does not fit into any of the MAJCOMs. A DRU has many of the same administrative and organizational responsibilities as a MAJCOM.

**Distributed Training** – Structured learning mediated with technology that does not require the physical presence of the instructor. Distributed learning models can be used in combination with other forms of instruction or it can be used to create wholly virtual classrooms.

**Duty Position Tasks** – Tasks assigned to an individual for the position currently held. These include as a minimum all core tasks that correspond to the duty position as directed by the AFCFM or MFM, and tasks assigned by the supervisor.

**Field Command (FLDCMD)** – A subdivision of the Space Force, directly subordinate to the Chief of Space Operations (CSO). Field commands align with specific mission focuses and are led by officers in the grade of lieutenant general or major general, comparable to the United States Air Force's MAJCOM. A Field Command has many of the same administrative and organizational responsibilities as a MAJCOM.

**Field Operating Agency (FOA)** – FOAs are subdivisions of the Air Force directly subordinate to a headquarters US Air Force functional manager. A FOA performs field activities beyond the scope of the MAJCOMs. The activities are specialized or associated with an Air Force-wide mission and do not include functions performed in management headquarters (such as AMC), unless specifically directed by a DoD authority. Two examples are the Air Force Personnel Center (AFPC) under the DCS, Personnel, and the Air Force Office of Special Investigations (AFOSI) under The Inspector General. Similar organizations at MAJCOM level are called MAJCOM FOAs.

**Fieldcraft Chaplain Corps (FC-HC)** – The Fieldcraft Chaplain Corps Course (FC-HC) provides Advanced Deployment Readiness training to the 52R and 5R0 career fields. The curriculum focuses on how to provide spiritual support to service members and themselves during conflict in any operational environment. Additionally students will learn how to provide ministry during a crisis with considerations that the “X” can be anywhere. This course equips students with a warrior ministry ethos and focuses on potential for operations in a Nation-State competition.

**Foundational Competencies** – The foundational competencies are a set of accepted and valued competencies, which enable success across a wide-array of DAF missions, roles, functions, and duties. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible via AF Portal) to complete a self-assessment, which will have them evaluate themselves on the 26 Airmen’s foundational competencies or a 360-degree assessment, where subordinates, peers, and leaders can also provide feedback. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a personal improvement plan with targeted resources (videos, reading content, developmental opportunities) are provided for continued self-development.

**Figure 1.** Airmen’s Foundational Competencies.



**Functional Manager** – Senior leaders, designated by the appropriate functional authority (FA) who provide day-to-day management responsibility over specific functional communities at the MAJCOM, FLDCMD, FOA, DRU or ARC level. While they should maintain an institutional focus in regards to resource development and distribution, FMs are responsible for ensuring their specialties are equipped, developed and sustained to meet the functional community’s mission as well as encourage force development opportunities in order to meet future needs of the total Air Force mission.

**Go/No-Go** – Tasks are trained and qualified to the “Go” level. “Go” means the individual can perform the task without assistance and meets local demands for accuracy, timeliness, and

correct use of procedures. “No-Go” is the stage at which the trainee has not gained enough skill, knowledge, and experience to perform the task without supervision, does not meet task standard.

**Initial Skills Training** – A formal school course that results in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualified officers.

**Master Task List (MTL)** – A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or Air Force Job Qualification Standard (AFJQS) and locally developed AF Forms 797 (as a minimum). Should include tasks required for deployment and/or UTC requirements.

**Master Training Plan (MTP)** – Employs a strategy for ensuring the completion of all work center job requirements by using a Master Task Listing and provides milestones for task, Career Development Course (CDC) completion and prioritizes deployment/UTC, home station training tasks, upgrade and qualification tasks.

**Mission Essential Skills Training (MEST)** – (ANG only) Days to support upgrade training to align Religious Affairs Airmen with units that afford the opportunity to gain proficiency in tasks that are not as readily performed at home unit. Similar to Reserve Seasoning Training Program.

**Occupational Competencies** – Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. These competencies provide a framework that describes the knowledge, skills, abilities, and other characteristics needed to perform that function’s mission successfully.

**Occupational Survey Report (OSR)** – A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

**On-The-Job Training (OJT)** – Hands-on, “over-the-shoulder” training conducted to certify personnel in both upgrade (skill level award) and job qualification (position certification training).

**Proficiency Training** – Additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

**Qualification Training (QT)** – Hands-on performance training designed to qualify personnel in a specific position. This training occurs both during and after upgrade training to maintain up-to-date qualifications.

**Religious Affairs Apprentice Course (RAAC)** – The Religious Affairs Apprentice Course is an initial skills technical training course (Type-3) providing training to newly assigned Religious Affairs Airmen. Upon graduation, students are awarded the 3-skill level.

**Resource Constraints** – Resource deficiencies, such as money, facilities, time, manpower and equipment that preclude desired training from being delivered.

**Seasoning Training Program (STP) – (Reserve Only)** Is designed to build a ready force by allowing 3-skill Level formal school graduates to accelerate training to the mission capable level. The program allows eligible Airmen to voluntarily remain in an active duty for training (ADT) status for the purpose of on-the-job training (OJT).

**Specialty Training** – The total training process used to qualify Airmen in their assigned specialty.

**Specialty Training Standard (STS)** – An AF publication that describes an AFS in terms of tasks and knowledge an Airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, 7- or 9-skill level within an enlisted AFS. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an AFSC are taught in formal schools and correspondence courses.

**Standard** – An exact value, a physical entity, or an abstract concept, the appropriate authority, custom, or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results. A fixed quantity or quality.

**Total Force** – All DAF components (RegAF, reserve, guard, and civilian elements) in support of the US Air Force and US Space Force.

**Trainer** – A trained and qualified person who teaches personnel to perform specific tasks through OJT methods. Also, equipment used to teach personnel specific tasks.

**Training Capability** – The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, study reference materials, and so on in determining a unit's training capability.

**Upgrade Training (UGT)** – Mandatory training leading to attainment (award) of higher level of proficiency (skill level).

**Utilization and Training Workshop (U&TW)** – A forum used to determine education and training requirements, by bringing together the expertise to establish the most effective mix of formal and on-the-job training for the AFS skill level. The U&TW process begins with a Specialty Training Requirements Team (STRT) meeting that is conducted prior to the U&TW and results in the development of a Course Resource Estimate (CRE). The primary participants in the U&TW process include AFCFM, Training Pipeline Manager (TPM), AETC Training Manager (TM), MAJCOM & FLDCOM Functional Managers, ARC personnel, and AFS Subject Matter Experts (SMEs). Other participants may include representatives from Air Force Career Development Academy (AFCDA) for CDCs, AETC CDC Writers, and AETC/A3/OAS for occupational analysis information and briefings, Air Force Personnel Center (AFPC) Education, Training, and Classification, and AETC Instructional Technology Unit (ITU) Representative.

## ***Section A - General Information***

**1. Purpose:** This CFETP provides information necessary for the Air Force Career Field Manager (AFCFM), MAJCOM & FLDCOM Functional Managers (MFM), commanders, training managers, supervisors and trainers to plan, develop, manage and conduct an effective and efficient career field-training program. This plan outlines the training that individuals in this AFS should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the AF or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. For AFSC 5R0X1, initial skills training is conducted at 335th Training Squadron, Keesler AFB MS. Upgrade training identifies the mandatory courses, task/competency qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7- and 9-skill levels. Qualification training is actual hands-on task performance training designed to qualify an Airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. **Advanced** training is formal specialty training used for selected Airmen. **Proficiency** training is additional training, either in-residence or exportable advanced training courses, or on-the-job training provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes, to include:

**1.1.** Serves as a management tool to plan, conduct, oversee and evaluate a career field-training program. Also, it is used to help supervisors identify training opportunities at the appropriate point in an individual's career.

**1.2.** Identifies task/competency and knowledge requirements for each skill level in the specialty and recommends education and training throughout each phase of an individual's career.

**1.3.** Lists training courses available in the specialty, identifies sources of training, and the training delivery method.

**1.4.** Identifies major resource constraints which impact full implementation of the desired career field training process.

**2. Uses.** The plan will be used by MAJCOM & FLDCOM Functional Managers and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

**2.1.** AETC training personnel will develop or revise formal resident, non-resident, field and exportable training based upon requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

**2.2.** MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training, contract training, or exportable

courses can satisfy identified requirements. MAJCOM/FLDCOM developed training to support this AFSC must be identified for inclusion into this plan.

**2.3.** Each individual will complete the mandatory training requirements specified in this plan. The lists of courses in Part II will be used as a reference to support training.

**3. Coordination and Approval.** The AFCFM is approval authority and will initiate an annual review of this document (through 335 TRS/TRR) to ensure currency and accuracy. MAJCOM and FLDCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training.

## ***Section B - AFS Career Progression and Information***

### **4. Specialty Description.**

**4.1. Specialty Summary.** The Chaplain Corps' core capabilities are Religious Accommodation, Spiritual Fitness and Advising Leaders. The Religious Affairs Career Field builds a culture of spiritual fitness and facilitates the free exercise of religion for assigned service members, their families and other authorized personnel. As experts in principles of religious diversity, religious accommodation, major faith group requisites, privileged communication and religious program management, Religious Affairs advise leaders at all levels on religious accommodation, ethical, moral and morale issues, especially for the enlisted force.

Religious Affairs meet the diverse needs of military communities through religious program management, administrative, financial and facility support. They recruit, train and organize volunteers for Chaplain Corps programs and events. As the enlisted component of Religious Support Teams (RST), Religious Affairs are uniquely trained in crisis intervention to include intervention counseling in moments of crisis, response to crises and suicide prevention and intervention.

In addition, Religious Affairs are actively engaged and intentionally integrated into unit engagement plans to include unit meetings, commander calls, training with the unit and other unit activities. They also are trained to equip one's self and teammates to perform religious support and force protection functions to successfully operate in any given environment or Area of Responsibility (AOR). Religious Affairs conduct themselves in a manner that brings credit, pride and honorable distinction to the Department of the Air Force and its Chaplain Corps. Related DoD Occupational Subgroup: 156100.

### **4.2. Duties and Responsibilities:**

#### **4.2.1. Religious Accommodation.**

**4.2.1.1. Manage religious programs.** Religious Affairs partner with chaplains to develop, manage, control and evaluate religious programs to ensure effectiveness. This capability is critical to Airmen, Guardians, and their dependents in contingency and steady state environments.

**4.2.1.2. Resource and manage support of religious observances** to include worship, liturgies, rites and other religious requirements for all faith groups.

**4.2.1.3. Manage, in conjunction with Chaplain Corps personnel** (e.g., Chaplains, GS [General Service] employees) manage manpower positions, personnel, volunteers, appropriated funds, Chapel Tithes and Offerings Funds (CTOF), non-appropriated and MWR funds, religious facilities, supplies and equipment.

**4.2.1.4. Manage chapel administration** to include records management, forms, publications, publicity, professional correspondence, background checks, operating instructions, suspense actions and other administrative needs of the Chaplain Corps mission.

#### **4.2.2. Spiritual Fitness.**

**4.2.2.1.** Conduct crisis intervention counseling. The Chaplain Corps is the only function with 100% privileged communication (see 10 U.S.C. Chapter 47A, *Military Rules of Evidence*, Rule 503) and Religious Affairs are commonly the first line of care for Airmen and Guardians in need. Facilitating care for Airmen and Guardians early in a crisis enhances resiliency, mission readiness and capability.

**4.2.2.1.1.** Crisis intervention counseling is an immediate, interventional approach to providing mental and moral support with the aim of restoring the person to the level of functioning prior to the crisis. This capability includes counseling in moments of crisis, response to crises and suicide prevention and intervention.

**4.2.2.1.2.** While every NCO performs counseling (see AFPAM 36-2241, *Professional Development Guide*, and Section 10E), Religious Affairs possess the core capability to care for Airmen and Guardians at the point of crisis. They are specially trained to identify potential problems and assist individuals get the professional help they need. Through crisis intervention counseling, Religious Affairs mitigate crises such as suicide, grief, traumatic stress or other forms of crisis.

**4.2.2.1.3.** Religious Affairs will not, at any time, conduct spiritual counseling and will immediately refer individuals in need of spiritual counseling to a chaplain. Religious Affairs may make referrals to other agencies for issues not of a spiritual nature as appropriate.

**4.2.2.2.** Conducts Unit Engagement. Intentionally integrate, as part of the RST, into unit ministry and engagement plans as a resource for meeting the spiritual needs of Airmen, Guardians and their families. Unit Engagement is best defined when unit members embrace Religious Affairs Airmen as “one of them” through participation in unit meetings, commander calls and other unit activities. Religious Affairs conduct unit engagement jointly with their RST partner(s) or independently.

**4.2.2.3.** Manage RST functions, personnel readiness and deployment taskings. Develops, coordinates and reviews operations plans and annexes. Coordinates religious and pastoral support requirements with base supporting agencies. Manages religious support during contingencies for combat or humanitarian relief operations. Coordinates religious and pastoral support requirements with base agencies. Prepares and presents religious customs and culture briefings.

**4.2.2.4.** Responds to aircraft crash and mass casualty sites, hostage situations, casualty collection points, evacuation and deployment processing points and work centers. Conducts spiritual triage by applying listening, observation and interviewing skills. Protects privileged communication obtained through chaplain pastoral counseling and intervention counseling. Coordinates and facilitates force protection and security measures for the RST.

#### **4.2.3. Advising Leaders:**

**4.2.3.1.** Advise leadership at all levels on religious accommodation, ethical, moral, morale issues and needs, primarily for, and regarding, the enlisted force. Commanders, Command Chiefs, group superintendents, first sergeants and supervisors at all levels should know the issues affecting their Airmen and Guardians and how to best address them. Religious Affairs are a trusted source for valid, real-time information.

**4.2.3.2.** As the faces and voices of our enlisted Airmen and Guardians, Religious Affairs Airmen integrate into units and appropriately advise leaders on the issues and challenges Airmen and Guardians face.

**4.2. Occupational Competency Model.** A career field's competencies can be viewed in a competency model, which is an organized collection of competencies pertinent to the career field. The occupational competency model provides a framework to effectively assess, maintain, and monitor the competencies required for mission success for Airmen within the Religious Affairs community. The occupational competency modeling process follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field's strategic objectives.

**4.2.1.** Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models will be different for each career field. The model focuses on integrating not just the technical components, but also leadership, management, combat, joint, all-domain, and social mastery competencies required for Airmen to succeed in their career field. Figure 2 provides an example of a competency model for the 5R0X1 career field.

**Figure 2.** 5R0X1, Religious Affairs, Occupational Competency Model

Competency	Sub-Competency	Sub-Competency Description
Warrior Care	Community Care	Organizes spiritual fitness and spiritual resiliency programs, family and relationship enrichment, and memorial/funeral support for Airmen, Guardians and their families.
	Unit Engagement	Advises leadership and intentionally integrates into unique organizational cultures to assess and meet the needs of Airmen, Guardians and families.
	Crisis Intervention	Provides confidential care to Airmen and Guardians in crisis (e.g., suicide intervention/aftermath, traumatic stress response, death and grief, counseling, solution focused counseling, natural disaster, care for wounded or dying).
Religious Accommodation	Religious Accommodation	Assesses, facilitates, and advocates for the free exercise of religion for all Airmen and their families.
Management	Resources	Manages funding, purchasing, contracting, manpower, and facilities in order to directly and indirectly support the mission (e.g., APF, CTOF, UFR).
	Personnel	Organizes, trains, develops, and evaluates Chaplain Corps and resource personnel (e.g., officers, enlisted, civilians, contractors, volunteers).
Readiness	Readiness	Equipping one's self and teammates to perform religious support and force protection functions to successfully operate in any given environment to include home station or AOR.

**4.3.2. Occupational Competency Rubric.** After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of the competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn which behaviors are aligned to the career field’s strategic direction, the professional developmental expectations, and the criteria for success. Figure 3 provides an example of a competency rubric for 5R0X1 career field.

**Figure 3. 5R0X1, Religious Affairs, Occupational Competency Rubric for Quality Assurance**

Competency	Proficiency Levels	Observable Behaviors
Warrior Care	<p><i>Expert</i></p> <p><b>Consistency of Application:</b> Model, guide, and teach, others the competency of how to apply the competency</p>	<ul style="list-style-type: none"> <li>- Interprets and implements AF Chaplain Corps vision</li> <li>- Provides in-depth consultation in the areas of complex training goals for a needs assessment</li> </ul>
Sub-Competency	<p><i>Advanced</i></p> <p><b>Consistency of Application:</b> Sustained application of over time in complex situations</p>	<ul style="list-style-type: none"> <li>- Briefs statistical data to wing leadership for trend analysis to meet the needs of the wing/installation</li> <li>- Addresses individual and/or unit needs within sensitive circumstances</li> <li>- Manages and plans GSU engagements</li> </ul>
Unit Engagement		
<p><b>Description</b></p> <p>Advises leadership and intentionally integrates into unique organizational cultures to assess and meet the needs of Airmen and families.</p>	<p><i>Intermediate</i></p> <p><b>Consistency of Application:</b> Sustained consistency of application over time in a variety of situations</p>	<ul style="list-style-type: none"> <li>- Meets with leadership for expectations of care and intent</li> <li>- Develops unit visitation plan</li> <li>- Oversees and compiles needs assessment of a unit</li> <li>- Conducts CAF (Comprehensive Airmen's Fitness) events and/or briefing</li> </ul>
<p><b>Supporting Competencies</b></p> <p>Relationship Building Listening Approachability Social Skills</p>	<p><i>Basic</i></p> <p><b>Consistency of Application:</b> Sustained consistency of application over time</p>	<ul style="list-style-type: none"> <li>- Implements and maintains a unit visitation plan</li> <li>- Establish relationship with peer groups and organizational culture</li> <li>- Assess the needs of individuals</li> <li>- Advises leaders of ethical, moral, morale, and spiritual resiliency trends</li> <li>- Provides capabilities brief (e.g. resiliency, event opportunities, resources)</li> </ul>

4.3.2.1. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in figure 4a-c.

**Figure 4a.** Competency Rubric Section 1.

<b>Competency</b>	←	The competency section states the competency group.
Warrior Care		
<b>Sub-Competency</b>	←	The sub-competency section states the narrower category that forms part of the competency group.  <b>Note:</b> Some models may only consist of a competency and not include a sub-competency.
Unit Engagement		
<b>Description</b>	←	The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
Advises leadership and intentionally integrates into unique organizational cultures to assess and meet the needs of Airmen, Guardians and families.		
<b>Supporting Competencies</b>	←	The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.
Relationship Building Listening Approachability Social Skills		

**Figure 4b.** Competency Rubric Section 2.

<p><b>Proficiency Levels</b></p>		<p>The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.</p> <p>Under each proficiency level are predetermined criteria selected by a group of Subject Matter Experts (SMEs) from your career field and validated by the career field. The criteria were used as the basis to develop the observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert.</p> <p>Some of the criteria (e.g. depth of knowledge, consistency of application/complexity, and thinking challenge) allows an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly move up different proficiency levels while serving as a technician at a flight; the individual moves quickly because he/she is exposed to a variety of situations.</p> <p>While other criteria (e.g. scope, impact, and reach of influence) requires more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do in certain jobs. For example, if scope at the expert level requires job integration at the DAF-level, then the individual may have to be in a position where they can gain that experience (i.e. at HHQ, Wing, Delta, or an organization with far reaching capabilities).</p>
<p><i>Expert</i>  <b>Consistency of Application:</b>          Model, guide, and teach, others the competency of how to apply the competency</p>		
<p><i>Advanced</i>  <b>Consistency of Application:</b>          Sustained application of competency over time in complex situations</p>		
<p><i>Intermediate</i>  <b>Consistency of Application:</b>          Sustained application of competency over time in a variety of situations</p>		
<p><i>Basic</i>  <b>Consistency of Application:</b>          Sustained application of competency over time</p>		

**Figure 4c.** Competency Section 3.

Observable Behaviors	←
<ul style="list-style-type: none"> <li>– Interprets and implements AF Chaplain Corps vision</li> <li>– Provides in-depth consultation in the areas of complex training goals for a needs assessment</li> </ul>	
<ul style="list-style-type: none"> <li>– Briefs statistical data to wing leadership for trend analysis to meet the needs of the wing/installation</li> <li>– Addresses individual and/or unit needs within sensitive circumstances</li> <li>– Manages and plans GSU engagements</li> </ul>	<p>The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p>
<ul style="list-style-type: none"> <li>– Meets with leadership for expectations of care and intent</li> <li>– Develops unit engagement plan</li> <li>– Oversees and compiles needs assessment of a unit</li> <li>– Conducts CAF (Comprehensive Airman Fitness) events and/or briefing</li> </ul>	<p>They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like.</p>
<ul style="list-style-type: none"> <li>– Implements and maintains a unit engagement plan</li> <li>– Establish relationship with peer groups and organizational culture</li> <li>– Assess the needs of individuals</li> <li>– Advises leaders of ethical, moral, morale, spiritual fitness and resiliency trends</li> <li>– Provides capabilities brief (e.g. resiliency, event opportunities, resources)</li> </ul>	<p>The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.</p>

**4.3.2.2.** A member can use the rubric to learn what behaviors are needed for his/her current job and plan for the future. Another key component within the rubric is the supporting competencies section at the bottom left-hand corner. These are the top four supporting competencies that can help members excel and be successful in that particular sub-competency. Some of these supporting competencies are foundational competencies, while others may be unique to the career field. Having these supporting competencies identified and linked to a career field's competency model can cultivate the behaviors needed to succeed on the job. Leaders, supervisors, trainers, instructors, or mentors can now set members up for greater success by building these supporting competencies and placing their Airmen in situations where they can apply those strategies. All of these elements come together to ensure we can develop Airmen who are better prepared, present and future mission focused, and ready to succeed in any situation. Additionally, AFH 36-2643, *Air Force Mentoring Program*, has information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

## **5. Skill and Career Progression.**

Adequate training and timely progression from the apprentice to the superintendent skill level plays an important role in the Air Force and Space Force's ability to accomplish its mission. It is essential that everyone involved in training, do their part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

**5.1. Apprentice (3) Level.** The RAAC must be completed for the award of the 5R031 AFSC. Initial skills training requirements were identified during the 5R0X1 Specialty Training Requirements Team (STRT) meeting held in April 2022. The decision to train specific tasks and knowledge items in the initial skills course was based on a review of the Occupational Survey Report (OSR) data and SME inputs. Task and knowledge training requirements are identified in the specialty training standard, at Part II, Sections A and B. Individuals must complete the initial skills course to be awarded AFSC 5R031.

**5.2. Journeyman (5) Level.** Qualification in and possession of AFSC 5R031 is mandatory for award of AFSC 5R051. UGT to the 5-skill level in this specialty consists of task and knowledge training provided in CDC 5R051; completion of the core task requirements identified in the STS (Part II, Section A of this CFETP); and all duty position tasks identified by the supervisor. Mandatory experience consists of religious program management, advising leadership, crisis intervention counseling and unit engagement.

**5.3. Craftsman (7) Level.** Qualification in and possession of AFSC 5R051 is mandatory for award of AFSC 5R071. In addition, completion of Religious Affairs Craftsman Course (once implemented) is required, begin upgrade training to the 7-skill level upon selection to SSgt. UGT consists of completing all core task requirements identified in the STS (Part II, Section A of this CFETP) and all duty position requirements identified by the supervisor. Mandatory experience consists of managing personnel and resources to advise leadership, religious accommodation, conducting crisis intervention counseling, engaging in units and managing religious programs.

**5.4. Superintendent (9) Level.** Qualification in and possession of AFSC 5R071 is mandatory for award of AFSC 5R091. SMSgts are awarded AFSC 5R091 upon assuming the required grade, completion of USAF Senior NCO Academy, completing all core task requirements identified in the STS, and recommendation of the supervisor. Mandatory experience consists of leading and managing Chaplain Corps activities throughout the tactical and operational levels.

**6. Training Decisions.** The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the Religious Affairs career field. Significant changes were made to transition away from a task-based training standard to one that is outcomes-based. A task is a unit of work activity or operation which forms a significant part of a duty. These are singular in nature and are usually accomplished in one continuous action, which also can occur independently of other tasks. Conversely, outcomes are learning goals that typically consist of a multitude of tasks. These outcomes are actions and performances that embody and reflect the learner's competence in using content, information, ideas, and tools successfully. Focusing on learning outcomes allow organizations, leaders, supervisors, and trainers to incorporate foundational competencies and underlying characteristics (values, traits, attitudes) into learning, which is necessary for developing Airmen with the competencies needed for future challenges. The following decisions were made as a result of close coordination

between HQ AETC, 2AF Technical Training, school house instructors and staff, field SMEs, functional managers and the AFCFM. The final training requirements are then approved by the Career Field Manager.

**6.1.** A planning meeting was held from 14-18 June 2021. Members of the planning meeting sought to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the Religious Affairs occupational competency model and then by asking what does an Airman need to be able to know and do in order to master a specific behavior. The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. During the planning meeting, members made a decision (approved at the STRT) to remove the qualitative proficiency code key and use a behavioral statement coding system for the STS. As a result, each line item will consist of a verb and the coding system for formal training will only use P (performance), K (knowledge), and pk (performance-knowledge)

**6.2.** The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Religious Affairs career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The following decisions were made by a career field STRT held at Keesler AFB, MS on 11-15 April 2022.

**6.2.1.** The STRT went line by line through Part 1 and Part 2 of the CFETP and the AFECD. The team shaped the accession, entry, and retention requirements and then mapped the development opportunities and behaviors of performance for basic, intermediate, advanced, and expert competency levels. Their efforts paved the way for a hybrid 7-level course (combo in-res/online) and penned 260 behaviors in the Specialty Training Standard (STS). This is a 56% increase in training objectives/behaviors; previous STS had 167 tasks. Moreover, the new CFETP outlines 9-level/expert behaviors something that was non-existent in previous versions. This training plan also includes special experience identifiers, continuing education and certification opportunities that support our occupational competencies and make our RAAs more competitive in the civilian sector. The new CFETP clearly charts deliberate development throughout the continuum of learning, ensuring that RAAs have opportunities to grow at every level.

**6.2.2.** Initials Skills Training. The integration of the competency tasks and virtual/augmented reality into the course projects a course length increase from 30 to 40 days. Additionally, overall class size (seats per course) will be limited to 12 students to reduce the instructor/student ratio and empower competency-based learning. The RAAC Instructor Cadre plan to run two courses concurrently to ensure training throughput meets mission demands/end strength requirements.

**6.2.3.** Five Level Upgrade Training Requirements. Upgrade to the five-skill level requires completion of 5R0X1 CDCs and completion of the core tasks. The core tasks are the minimum number of tasks an individual must be certified on in order to be upgraded to the next skill level. However, there may be instances where an individual cannot be certified on a given task due to lack of resources. Refer to DAFMAN 36-2689 for training guidance and proper documentation procedures. Trainee must complete a minimum of 4 months in 5 level upgrade training (UGT)/

4 months for retrainees to be awarded their 5 level. Changes to the 5-level CDCs for AFSC 5R0X1 are major and include divesting from paper CDCs and embracing digital format, video/audio capabilities, knowledge checks and open-book, timed block tests versus a cumulative final exam.

**6.2.4. Seven Level Upgrade Training Requirements.** Seven-level upgrade will be accomplished through completion of on-the-job training and core tasks. The core tasks are the minimum number of tasks an individual must be certified on in order to be upgraded to the next skill level. However, there may be instances where an individual cannot be certified on a given task due to lack of resources. In this case, contact the Base Education and Training Office for guidance and on the proper procedures to annotate the individual's training record. Trainee must complete a minimum of 3 months in 7-level UGT/3 months for retrainees to be awarded the 7 skill level. A hybrid online/in-residence 7-Level Course is in development. Upon course development completion and validation, the 7-Level Course will become a pre-requisite for upgrading to the 7 skill level.

**6.2.5. Nine Level Upgrade Training Requirements.** There are now ten (10) 9 skill level core tasks required for upgrade and tasks/behaviors outlined for the expert competency level to ensure that deliberate development occurs beyond 7 level upgrade training.

**6.3. Proficiency Training.** Any additional knowledge and skill requirements that were not taught through initial skills or upgrade training are assigned as continuation training. Purpose of continuation training is to provide training exceeding minimum upgrade training requirements with emphasis on present and future duty positions. MAJCOMs & FLDCOMs must develop a continuation training program that ensures personnel in the 5R0X1 career field receive the necessary training at the appropriate point in their careers. The training program will identify both mandatory and optional training requirements.

**6.4. Competency Development.** The intent of moving towards a competency-based system is to sharpen our Airmen's tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of USAF and USSF missions. This occurs not in a classroom but on the job by combining education, training, and experiences to provide Airmen with a better developmental pathway as they move along their careers. Airmen are still required to complete specific training courses, core tasks, and other training requirements in order to attain a 3-, 5-, 7-, and 9-skill levels. Competency development allows Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The information included within the competency model will allow members within the Religious Affairs community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

**6.5. The CFETP Part II identifies seven (7) sub-competencies.** Each competency is further broken down into the following proficiency levels; basic, intermediate, advanced, and expert. The proficiency levels are not tied to a specific rank or position. Additionally, each occupational competency has supporting competencies tied to them. The supporting competencies can allow Airmen to intentionally develop those transferrable underlying characteristics that will translate

to mission capabilities, mission readiness, and mission success for the agile, future thinking Airman. Airmen, supervisors, trainers, mentors, and leaders should look for opportunities to integrate the supporting competencies into every facet of an Airmen’s development as they seek to gain and increase proficiency within the Religious Affairs competencies.

**7. Community College of the Air Force (CCAF).** CCAF is one of several federally chartered degree-granting institutions; however, it is the only 2-year institution exclusively serving military enlisted personnel. The college is regionally accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award AAS degrees designed for specific Air Force occupational specialties and is the largest multi-campus community college in the world. Upon completion of basic military training and assignment to an AF career field, all enlisted personnel are registered in a CCAF degree program and are afforded the opportunity to obtain an Associate in Applied Science degree. In order to be awarded, degree requirements must be successfully completed before the student separates from the Air Force, retires, or is commissioned as an officer. See the CCAF website for details regarding the AAS degree programs at <http://www.au.af.mil/au/barnes/ccaf/>. Select the current CCAF catalog to view the CCAF degree requirements for AFSC 5R0X1.

**7.1. CCAF Degree Requirements.** All enlisted Airmen are automatically entered into the CCAF program. Prior to completing an associate degree, the 5-level must be awarded, and the following requirements must be met:

	<u>Semester Hours</u>
Technical Education.....	24
Leadership, Management, and Military Studies .....	6
General Education.....	15
Program Elective.....	15
	Total: 60

**7.1.1. Technical Education (24 Semester Hours):** Completion of the career field apprentice course satisfies some semester hours of the technical education requirement. A minimum of 24 semester hours of Technical Core subjects/courses must be applied and the remaining semester hours applied from Technical Core/Technical Elective courses. Refer to the CCAF General Catalog for specific degree requirements for your specialty.

**7.1.2. Leadership, Management, and Military Studies (6 Semester Hours):** Enlisted Professional Military Education (EPME) and/or civilian management courses.

**7.1.3. General Education (15 Semester Hours):** Applicable courses must meet the criteria for application of courses to the General Education Requirements (GER) and be in agreement with the definitions of applicable General Education subjects/courses as provided in the CCAF General Catalog.

**7.1.4. Program Elective (15 Semester Hours):** Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. A maximum of nine semester hours of

CCAF degree applicable technical credit otherwise not applicable to the program of enrollment may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Science for this specialty.

**7.1.5. CCAF Institutional Credit Requirement (Residency) (15 Semester Hours):** At least 25% of the credit hours required for the degree must be earned through formal instruction delivered by CCAF schools. Therefore, to graduate, the student must have at least 15 semester hours of CCAF institutional credit earned and applied. Note: Upgrade Training (UGT), Special Duty Qualification Training (SQT), and credentialing credit is not institutional credit.

**7.2. CCAF Professional Certifications.** Certifications assist the professional development of our Airmen by broadening their knowledge and skills. Additionally, specific certifications may be award collegiate credit by CCAF and civilian colleges, saving time and Air Force tuition assistance funds. It also helps Airmen to be better prepared for transition to civilian life. To learn more about professional certifications and certification programs offered by CCAF, visit <http://www.au.af.mil/au/barnes/ccaf/certifications.asp>. In addition to its associate degree program, CCAF offers the following certification programs and resources:

**7.2.1. CCAF Instructor Certification (CIC) Program.** CCAF offers the three-tiered CIC Program for qualified instructors teaching at CCAF affiliated schools who have demonstrated a high level of professional accomplishment. The CIC is a professional credential formally recognizing the extensive faculty development training, education and qualification requirement, and practical teaching experience required to teach a CCAF accredited course.

**7.2.2. CCAF Instructional Systems Development (ISD) Certification Program.** CCAF offers the ISD Certification Program for qualified curriculum developers and managers who are formally assigned at CCAF affiliated schools to develop and manage CCAF collegiate courses. The ISD Certification is a professional credential that recognizes the curriculum developer's or manager's extensive training, education, qualifications and experience required to develop and manage CCAF courses. The certification also recognizes the individual's ISD qualifications and experience in planning, developing, implementing and managing instructional systems.

**7.3. Air Force Credentialing Opportunities On-Line (AF COOL).** AF COOL is a valuable resource for enlisted Airmen and Guardians. The AF COOL Program is managed by CCAF and provides a research tool designed to increase an enlisted Airman and Guardian's awareness of national professional credentialing and funding opportunities available for all Air Force enlisted occupational specialties. AF COOL also provides information on specific occupational specialties, civilian occupational equivalencies, specialty-related national professional credentials, credentialing agencies, and professional organizations. AF COOL includes information such as:

- Background information about civilian credentials, including eligibility requirements and resources to prepare for an exam.
- Identify credentials relevant to an AFSC, Special Duty Identifier (SDI), and Reporting Identifier (RI).
- Learn how to fill gaps between Air and Space Force training, experience, and civilian credentialing requirements.

- Information on AF COOL funding opportunities to pay for credentialing coursework, textbooks, exams, associated fees, and recertification.
- Resources available to enlisted Airmen and Guardians that can help them gain civilian job credentials.

For information concerning national professional credentials applicable to specific occupational specialties, visit the AF COOL website at <https://afvec.us.af.mil/afvec/af-cool>.

**7.4.** Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an AETC Instructor must possess, as a minimum, an associate degree or should be actively pursuing an associate degree. Special Duty Assignment (SDA) requires an AETC instructor candidate to have a CCAF degree or be within one year of completion (45 semester hours). A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

## **8. Religious Affairs Certification Partnerships & Opportunities**

**8.1.** American Institute for Healthcare Professionals (AIHCP). Participants have up to two years to complete the certification program from the date initially enrolled in the first course. Upon successful completion, participants will be certified through AIHCP for 4 years and qualify for a Special Experience Identifier (SEI) within the Religious Affairs Career Field; this SEI will enable talent management and empower senior leaders to leverage skills as unique requirements emerge, i.e., humanitarian operations, mass casualties, natural disaster response, etc.

**8.1.1.** Crisis Intervention Counseling Certification Program. AIHCP offers a full program of continuing education courses in Crisis Intervention Counseling and Consulting. Completion of seven (7) courses qualifies the educational component necessary to apply for Certification; coursework consists of 275 continuing education units/hours in subjects on Crisis Intervention Theory, Crisis Intervention & Treatment, Clinical Stress Management, Crisis & Trauma Counseling, Relaxation Strategies & Crisis Intervention Treatment Planning. For more information, access <https://aihcp.net/crisis-intervention-counseling-certification/>

**8.1.2.** Funeral Service Associate Certification Program. The American Institute of Funeral Service Associates offers a comprehensive, quality, certification program for qualified applicants practicing as funeral service associates or assistants in a funeral home. Certification is by educational preparation and/or practice experience; coursework consists of 240 continuing education units/hours in subjects on Death, Dying & Mourning; Psychosocial Issues in Grief and Death and Dying; Funeral Services I – Process and Function; Funeral Services II – Embalming and Preparation & Safety; and Customer Service & Funeral Planning. The American Institute of Funeral Service Associates is a division of the AIHCP. For more information, access <https://aihcp.net/funeral-assistant-certification/>

**8.2.** American Association of Suicidology (AAS) Individual Crisis Specialist Certification Program. AAS individual certification is an evaluation process for assessing the qualifications of crisis specialists for practice in crisis management. The certification process signifies those individuals providing crisis services have met the standards and requirements defined by the Individual Certification Committee of the American Association of Suicidology, a national certifying body in the crisis field. Certification means that the certificate holder has met a

sufficiently stringent test of knowledge, experience, and ability to perform effectively in the crisis field. Experience in crisis work is fortified by USAF/USSF training, Chaplain Corps training, continuing education units (See Para 7.4.3. PESI), Crisis Specialist Certification training, and required reading textbook. For more information, access <https://suicidology.org/training-accreditation/crisis-worker-certification/>

**8.3.** PESI Continuing Education Courses & Digital Library. Continuing education opportunities are available in-residence and/or digitally. In-person courses occur in conjunction with Religious Affairs Resiliency Courses and are also offered throughout the year as funding and logistics can support. In-person courses enable RAAs to practice occupational competencies, i.e. crisis intervention techniques, motivational interviewing, etc. in a safe training environment. The PESI Digital Library affords 24/7 access to continuing education units.

**8.3.1.** The courses available include prescribed core courses and electives. Note: The Religious Affairs Training Plan for AAS Individual Crisis Specialist Certification requires a minimum of 24 hours of digital training from the PESI Library. Go to <https://catalog.pesi.com/Group/Landing/686>. Every Religious Affairs Airman is granted access thanks to an annual subscription paid for by the Chief of Chaplains Office.

**8.3.2.** Prescribed Core Courses:

- Multicultural Awareness: Individualized Strategies to Build Rapport and Cultural Competency, 6.25 hrs
- Cultivating Presence through Mindful Self-Care, 1 hr
- Certification Training for Compassion Fatigue Professionals, 6 hrs

**8.3.3.** Electives:

- Healing Grief and Loss, 8 hrs
- Suicide and Self Harm: Stopping the Pain, 8.5 hrs
- Intensive Mindfulness Training Course, 12 hrs
- Suicidal and High-Risk Clients, 12.5 hrs
- Motivational Interviewing, 9 hrs
- Behavioral Emergencies: Accurately Assess & Manage Patients in Crisis, 6 hrs
- Mental Health Emergencies: Breakthrough Strategies for Crisis Intervention, 6 hrs
- Domestic Violence: Treatment Strategies to Stop the Cycle and Heal the Pain, 6 hrs
- Shame, Guilt and Self-Criticism Course, 12 hrs
- Loving Bravely: Helping Clients Who Are Single and Dating, 20 hrs
- Technology Overuse: A Step-by-Step Guide to Assessment and Treatment for Children, Adolescents and Families, 2 hrs
- The Gottman Method Approach to Transforming Relationships: Evidence-Based Strategies for Overcoming Conflict, Trauma, and More, 8.75 hrs
- Spirituality & Mental Health: Effective Strategies to Integrate Faith in Clinical Treatment, 5.5hrs
- Restoring Life After Sexual Trauma, 5.5 hrs

**8.4. Recommended Reading Resources.** Note: The Religious Affairs Training Plan for AAS Individual Crisis Specialist Certification requires reading at least one book from the below listing.

- Death, Society and Human Experience, by Robert J. Kastenbaum
- The Psychosocial Aspects of Death and Dying, by John D. Canine
- Last Rites: The Work of the Modern Funeral Director, by Glennys Howarth
- The Resiliency Advantage, by Al Siebert
- Comprehensive Stress Management, (15th ed.) by Jerrold S. Greenberg
- A Guide to Crisis Intervention. (6th ed.) by Kristi Kanel
- The Complete Guide to Crisis & Trauma Counseling: What to Do and Say When it Matters Most, H. Norman Wright
- Myths About Suicide, by Thomas Joiner
- Why People Die by Suicide, by Thomas Joiner
- The Relaxation Response. By, Herbert Benson
- Beyond the Relaxation Response. By, Herbert Benson
- The Worry Solution: Using Your Healing Mind to Turn Stress and Anxiety into Better Health and Happiness. By: Martin Rossman
- Motivation Interviewing: Helping People Change (3rd ed.) By William R. Miller & Stephen Rollnick

## **9. Special Experience Identifiers (SEI).**

### **9.1. SEIs unique to Religious Affairs Career Field**

**9.1.1. 5CF: Funeral Service Associate** - Requires successful completion of Funeral Service Associate Certification coursework (minimum of 200 contact hours of study), 1 year of experience supporting funeral operations (port mortuary, Arlington National Cemetery, etc.) and award of certification under the American Institute of Funeral Service Associates, a division of the American Institute of Health Care Professionals, Inc. (AIHCP) as a Funeral Service Associate. Certification means that the certificate holder has met a sufficiently stringent test of knowledge, experience, and ability to perform effectively in funeral service support. Coursework includes: Death, dying, and mourning; Psychosocial issues in grief; Funeral services; Embalming, preparation and safety and Funeral planning.

**9.1.2. 5CG: Crisis Intervention Counselor** - Requires successful completion of Crisis Intervention Counseling Certification coursework (minimum of 275 contact hours of study), 2 years of experience supporting crisis work and award of certification under the American Institute of Health Care Professionals, Inc. (AIHCP) as a Crisis Intervention Counselor. Certification means that the certificate holder has met a sufficiently stringent test of knowledge, experience, and ability to perform effectively in crisis interventions. Coursework includes: Crisis Intervention Theory; Crisis Assessment & Treatment; Stress Management; Crisis & Trauma Counseling; Relaxation Strategies and Motivational Interviewing.

**9.1.3. 5CH: Crisis Specialist** - Requires 2 years of crisis work/response experience, completion of 24 hours of Continuing Education Units, required reading, letter of recommendation, Crisis Specialist Webinar/Course and Exam which lead to award of certification under the American

Association of Suicidology (AAS) as a Crisis Specialist. Certification means that the certificate holder has met a sufficiently stringent test of knowledge, experience, and ability to perform effectively in the crisis field; focuses on the crisis specialist's formal preparation in crisis management, and demonstration of practice/skills, theoretical knowledge, and attitudes appropriate for crisis workers/specialists.

**9.2.** SEIs that compliment Religious Affairs Career Field and occupational competencies.

**9.2.1.** 107: Master Resilience Trainer (MRT) - Award requires successful completion of the Master Resilience Trainer Course or HAF/A1S prescribed formal training or contractor facilitated course by a qualified MRTIC Instructor.

**9.2.2.** 7BB: Education with Industry (EWI) - Requires successful participation/completion in the EWI program. Note: This SEI is to be awarded by AFIT upon completion of EWI. If not, then AFIT concurrence or EWI certificate of completion is required to be awarded.

## **10. Strong Bonds Course Certifications.**

**10.1.** These certifications empower Chaplain Corps members to fortify Spiritual Fitness. Upon certification, attendees can present in-person or virtual trainings to military and civilian clients in military or civilian settings. More details are available on the Chaplain Corps Resource Hub; see "Strong Bonds Course Portfolio." The Resource Hub listing will be the updated system of record for authorized Strong Bonds courses, so additions or deletions in that system will be determinative.

**10.2.** \*Challenge Levels (CL) - Each course is rated with a challenge level commensurate with how easy/complex it might be for someone to facilitate.

Level 1: Information presented is foundational; public speaking experience not required.

Level 2: Information presented contains more complex concepts but are learned fairly easily; minimal public speaking experience required.

Level 3: Information presented is more complex; some prior experience with the subject recommended; experience with public speaking and conducting enrichment events recommended.

## **10.3. Course List.**

### **10.3.1. Vendor: Active Relationships Center, LLC**

Course: Active Choices for Individuals (Singles; CL: 2\*)

Course: Active Military Life & Resiliency Skills (AMLRS) + Master Series Suite of 3 (Couples; CL: 3\*)

Course: AMLRS + Master Series Suite of 3 (Singles; CL: 3\*)

Course: Active Romance for Lasting Love (Couples; CL: 3\*)

### **10.3.2. Vendor: Family Wellness Associates, LLC**

Course: Family Wellness: Survival Skills for Healthy Military Families

(Couples/Families; CL: 2\*)

**10.3.3. Vendor: Financial Peace University**

Course: Financial Peace University (Couples/Families/Singles; CL: 1\*)

**10.3.4. Vendor: Five Love Languages**

Course: Five Love Languages (Couples; CL: 1\*)

**10.3.5. Vendor: FranklinCovey**

Course: The 7 Habits of Highly Effective Families for Military Families (Couples/Families; CL: 2\*)

Course: The 7 Habits of Highly Effective People for Service Members (Singles; CL: 3\*)

Course: The 7 Habits of Highly Effective People for Marriage (Couples; CL: 3\*)

Course: The Speed of Trust for Service Members (Singles; CL: 2\*)

Course: The Speed of Trust for Strong Families (Couples/Families; CL: 2\*)

Course: The Speed of Trust for Strong Marriage (Couples; CL: 2\*)

**10.3.6. Vendor: Laugh Your Way America**

Course: Laugh Your Way to a Better Marriage (Couples; CL: 1\*)

**10.3.7. Vendor: Love Thinks, LLC**

Course: Couple LINKS 9.0 (Couples; CL: 2\*)

Course: Our Home Runs 9.0 (Families; CL: 2\*)

Course: PICK 9.0 (Singles; CL: 2\*)

**10.3.8. Vendor: PREP, Inc.**

Course: Got Your Back (Singles; CL: 2\*)

Course: PREP 8.0 (Couples; CL: 3\*)

**11. Enlisted Career Path.** All Religious Affairs Airmen will become familiar with, but are limited to, the following documents that guide the enlisted career path:

**11.1. Enlisted Force Development – The Blueprint.** This is a foundational resource linking all enlisted Airmen from entry to departure. The Blueprint is a living guide that connects Airmen with career pathways, partnerships, and opportunities across the Air Force. [https://www.af.mil/Portals/1/documents/ul/EFD-The\\_Blueprint.pdf](https://www.af.mil/Portals/1/documents/ul/EFD-The_Blueprint.pdf)

**11.2. The Enlisted Force Structure, known as the “Brown Book.”** This document provides a standard baseline to best meet mission requirements, while outlining foundational and occupational competencies Airmen should develop as they progress in rank and responsibility. It underscores the importance of character in each tier of the enlisted structure, and clearly outlines standards Airmen must meet and enforce to advance a culture of trust, respect and inclusion. [https://www.doctrine.af.mil/Portals/61/documents/Airman\\_Development/BrownBook.pdf](https://www.doctrine.af.mil/Portals/61/documents/Airman_Development/BrownBook.pdf)

**11.3.** The Profession of Arms: Our Core Values, known as the “Blue Book.” This document provides guidance to Airmen at all levels on the service’s institutional values and guiding principles. This revision extensively explains the Profession of Arms; Service Oaths for Enlisted, Officers and Civil Servants; Air Force Core Values and the Code of Conduct.  
[https://www.doctrine.af.mil/Portals/61/documents/Airman\\_Development/BlueBook.pdf](https://www.doctrine.af.mil/Portals/61/documents/Airman_Development/BlueBook.pdf)

**Figure 11a.** Enlisted Career Path with 5R0X1 Upgrade Requirements

Education and Training Requirements	GRADE REQUIREMENTS			
	Rank	Average Sew-On	Earliest Sew-On	High Year of Tenure (HYT)
<b>Basic Military Training School</b>				
<b>Apprentice Technical School</b> (3-Skill Level)	Amn A1C	6 months 10 months		
<b>Upgrade To Journeyman</b> (5-Skill Level) - Minimum 4 months on-the-job training (OJT). - Minimum 4 months OJT for retrainees. - Complete all 5-level core tasks - Complete appropriate CDC	Amn A1C SrA	10 months 3 years	28 months	10 Years
<b>Airman Leadership School (ALS)</b> - Must be a SrA with 48 months’ time in service or be a SSgt Selectee. - Resident graduation is a prerequisite for SSgt sew-on (RegAF Only).	<b>Trainer</b> - Recommended by supervisor. - Qualified to perform the task. - Completed the Air Force Training Course. <b>Certifier</b> - Minimum rank of SSgt (E-5) with a 5-skill level or civilian equivalent, capable of evaluating the task being certified. - Completed the Air Force Training Course.			
<b>Upgrade To Craftsman</b> (7-Skill Level) - Minimum rank of SSgt. - 3 months OJT. - 3 months OJT for retrainees. - Complete all 5- and 7-level core tasks. - Complete craftsman course if/when available.	SSgt	4.5 years	3 years	20 Years
<b>Noncommissioned Officer Academy (NCOA)</b> - Must be a TSgt or TSgt Selectee - Resident graduation is a prerequisite for MSgt sew-on (RegAF Only).	TSgt  MSgt	9.5 years  14.5 years	5 years  8 years	22 years  24 years
<b>*USAF Senior NCO Academy (SNCOA)</b> - Must be SMSgt Selectee, or SMSgt.	SMSgt	18 years	11 years	26 Years
<b>Upgrade To Superintendent</b> (9-Skill Level) - Minimum rank of SMSgt. - Complete all 5-, 7-, and 9-level core tasks. - Complete superintendent course if/when available.	CMSgt	21 years	14 years	30 years

## ***Section C - Skill Level Training Requirements***

### **12. Purpose.**

Skill level training requirements in this specialty are defined in terms of behaviors/tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award and retention of each skill level. The specific task and knowledge training requirements are identified in the STS at Part II, Sections A and B, of this CFETP.

**13. Specialty Qualification Requirements**, which are aligned with Air Force Enlisted Classification Directory (AFECD):

### **13.1. Apprentice Level Training:**

#### **13.1.1. Specialty Qualifications:**

**13.1.1.1. Knowledge.** Knowledge is mandatory of the concepts and principles of religious diversity, religious accommodation, major faith group requirements, privileged communications, conflict management, screening and interviewing techniques, crisis intervention counseling, trauma response, suicide intervention and prevention, volunteer management, Chaplain Corps projects and programs management, resource administration and internal controls, contingency planning, deployment and mobilization procedures, personnel readiness, force protection and physical security of resources.,

**13.1.1.2. Education.** For entry into this specialty, completion of courses in English composition, accounting, computer operations, world religions and human behavior is desirable.

**13.1.1.3. Training.** For award of AFSC 5R031, completion of the Air Force Religious Affairs Apprentice Course is mandatory.

**13.1.1.4. Experience.** N/A

**13.1.1.5. Other.** The following are mandatory as indicated:

**13.1.1.5.1. Mandatory requirements.** The following is mandatory for entry into this AFSC:

**13.1.1.5.1.1.** Ability to speak English clearly and distinctly.

**13.1.1.5.1.2.** RegAF Only Entry Requirements:

**13.1.1.5.1.2.1.** Non-Prior Service students must undergo a standardized entry interview process; the CFM is the POC for current process. CFM coordinates with the Air Force Recruiting Service (AFRS) to identify eligible applicants and Religious Affairs interview panels are leveraged to identify AFSC prior to Basic Military Training shipment. (AFRC and ANG do not access Non-Prior Service students into 5R0 career field).

**13.1.1.5.1.2.2.** Non-Prior Service students in a reclassification status must undergo a standardized entry interview process; the AETC MFM is the POC. AETC MFM coordinates with 2 AF/Det 1 to identify eligible applicants and process administrative requirements for new AFSC assignment is leveraged alongside Religious Affairs interview panels at technical training locations. (AFRC and ANG do not access Non-Prior Service students into 5R0 career field).

**13.1.1.5.1.3.** All components (RegAF, Reserve & Guard) Entry Requirements: Current qualification in any AFSC at the 5-skill level or higher (or 3-skill level if no 5-skill level exists).

**13.1.1.5.1.3.1.** (Retraining Only) A memorandum of record from the applicant's commander, superintendent/SEL, and/or first sergeant stating that the Automated Military Justice Analysis and Management System (AMJAMS) and PIF have been reviewed and there is no record of disciplinary action (LOR or Article 15) within the last 3 years. Memo also confirms that applicant has no unresolved mental health problems, maintains local network access, and conducts themselves in a manner that brings credit, pride and honorable distinction to the United States Air Force and the United States Space Force.

**13.1.1.5.1.3.2.** Retraining applicants must shadow a Religious Affairs Airman for a minimum of eight hours, interview and provide a letter of recommendation by the Wing Chaplain and Senior Enlisted Leader/NCOIC, Religious Affairs, that the individual is acceptable for entry into the career field and receive a recommended approval by the MAJCOM/FLDCOM Religious Affairs Functional Manager.

**13.1.1.5.1.3.3.** Retraining recommendation letters are valid for the current fiscal year (FY). If the retraining window overlaps a FY and/or applicant wants to re-apply for 5R0X1 retraining at a later date, an updated recommendation letter is required that confirms that the applicant is still qualified for retraining into the 5R0X1 career field.

**13.1.1.5.1.4.** The following are mandatory for entry, award and retention of the 5R0X1 AFSC:

**13.1.1.5.1.4.1.** No unresolved mental health problems (e.g., failure to engage in help-seeking behaviors, chronic mental health disorders, a pattern of relapse in symptoms/illness, unwillingness, or inability to overcome mental health disorder)

**13.1.1.5.1.4.2.** No convictions by courts-martial or convictions by a civilian court except for minor traffic violations and similar infractions listed in AFI 36-2002, *Regular Air Force and Special Category Accessions*.

**13.1.1.5.1.4.3.** No record of disciplinary action for financial irresponsibility, sexual assault, sexual harassment, discrimination, domestic violence or child abuse.

**13.1.1.5.1.4.4.** Never convicted in civil or UCMJ proceedings (to include judicial and nonjudicial punishment) for any type of drug abuse or drug-related offense.

**13.1.1.5.1.4.5.** No history of disciplinary action (Letter of Reprimand (LOR), Article 15) in the Personnel Information File (PIF) for displaying religious bias or unauthorized disclosure of privileged/confidential communication.

**13.1.1.5.1.4.6.** No history of disciplinary action (Article 15 or court-martial) for engaging in an unprofessional or inappropriate relationship as defined in AFI 36-2909, *Professional and Unprofessional Relationships*.

**13.1.1.5.1.4.6.** No record of disciplinary action (Letter of Reprimand [LOR] or Article 15) in the PIF within the last 3 years for lack of integrity, for violating ethical standards, or failure to exercise sound leadership with respect to morale or welfare of subordinates.

**13.1.1.5.1.4.7.** If member is under investigation for above mentioned offenses, coordination with Commander (with G-Series Orders) and First Sergeant for suitability, award, and retention of AFSC and/or recommendation to remain in previously held AFSC is required.

**13.1.1.5.1.4.9.** 5R031 Religious Affairs Apprentice Course class dates/training seat will be removed from retraining applicant if disqualifying offenses occur between selection for retraining and class start date.

**13.1.1.5.1.4.10.** Must maintain local network access IAW AFI 17-130, *Cybersecurity Program Management* and AFMAN 17-1301, *Computer Security*.

**13.1.2. Training Sources and Resources.** Completion of the Religious Affairs Apprentice Course satisfies the knowledge and training requirements specified in the specialty qualification section (above) for award of the 3-skill level.

**13.1.3. Implementation.** Completion of the Religious Affairs Apprentice Course, E3ABR5R031 0A1A, results in award of the 3-skill level.

**13.2. Journeyman Level Training:** Entry into 5-skill level upgrade training is initiated when an individual is awarded the 3-skill level. Enrollment in CDC 5R051 is mandatory.

### **13.2.1 Specialty Qualification.**

**13.2.1.1. Knowledge.** Mandatory knowledge consists of religious diversity, religious accommodation, major faith group requirements, privileged communications, conflict management, screening and interviewing techniques, crisis intervention counseling, trauma response, suicide intervention and prevention, volunteer and religious projects and programs management, resource administration and internal controls, contingency planning, deployment and mobilization procedures, personnel readiness, force protection, physical security of resources.

**13.2.1.2. Education.** N/A

**13.2.1.3. Training.** Completion of Career Development Course 5R051, Religious Affairs Journeyman, and STS core tasks is mandatory.

**13.2.1.4. Experience.** The following experience is mandatory for award of AFSC 5R051:

**13.2.1.4.1.** Qualification in and possession of AFSC 5R031.

**13.2.1.4.2.** Experience in religious program management, advising leadership, crisis intervention counseling and unit engagement. Observable behaviors should align with intermediate occupational competency level.

**13.2.1.5. Other.** N/A

**13.2.2. Training Sources and Resources.** N/A

**13.2.3. Implementation.** The 5-skill level is awarded upon successful completion of CDC 5R051; the core tasks listed in column 2 in the STS; duty position tasks identified by the supervisor; minimum time-in-training, recommendation of the supervisor and approval by the unit commander.

**13.3. Craftsman Level Training:** Entry into 7-skill level training is initiated when an individual possesses the 5-skill level and is a SSgt or SSgt Selectee. Once the Religious Affairs Craftsman Course is implemented, completion of it is mandatory for the award of 5R071.

**13.3.1. Specialty Qualification.** All 5R031 and 5R051 qualifications apply to 5R071 requirements.

**13.3.1.1. Knowledge.** Mandatory knowledge consists of religious diversity, religious accommodation, major faith group requirements, privileged communications, conflict management, screening and interviewing techniques, crisis intervention counseling, trauma response, suicide intervention and prevention, volunteer and religious projects and programs management, resource administration and internal controls, contingency planning, deployment and mobilization procedures, personnel readiness, force protection, physical security of resources.

**13.3.1.2. Education.** N/A

**13.3.1.3. Training.** Completion of the Religious Affairs Craftsman Course (when/if available) and STS core tasks.

**13.3.1.4. Experience.** The following experience is mandatory for award of AFSC 5R071.

**13.3.1.4.1.** Qualification in and possession of AFSC 5R051.

**13.3.1.4.2.** Experience in managing personnel and resources to advise leadership, conducting crisis intervention counseling, engaging in units, and managing religious programs, which align with the advanced occupational competency levels.

**13.3.1.5. Other.** N/A

**13.3.2. Training Sources and Resources.** Upgrade and qualification training are provided by qualified trainers.

**13.3.3. Implementation.** The 7-skill level is awarded upon completion of all STS core tasks, all duty position tasks identified by the supervisor, craftsman course (when/if available), recommendation of the supervisor and approval by the unit commander.

**13.4. Superintendent Level Training:** Entry into 9-skill level training is initiated when an individual possesses the 7-skill level and required grade.

**13.4.1. Specialty Qualification.**

**13.4.1.1. Knowledge.** Mandatory knowledge consists of religious diversity, religious accommodation, major faith group requirements, privileged communications, conflict management, screening and interviewing techniques, crisis intervention counseling, trauma response, suicide intervention and prevention, volunteer and religious projects and programs management, resource administration and internal controls, contingency planning, deployment and mobilization procedures, personnel readiness, force protection, physical security of resources.

**13.4.1.2. Education.** N/A

**13.4.1.3. Training.** N/A

**13.4.1.4. Experience.** The following experience is mandatory for the award of AFSC 5R091.

**13.4.1.4.1.** Qualification in and possession of AFSC 5R071.

**13.4.1.4.2.** Experience in leading and managing Chaplain Corps activities with observable behaviors at the expert occupational competency levels.

**13.4.1.5. Other.** N/A

**13.4.2. Training Sources/Resources.** N/A

**13.4.3. Implementation.** The 9-skill level is awarded upon completion of all STS core tasks, assuming the required grade of SMSgt, recommendation by the supervisor and approval by the unit commander.

## ***Section D - Resource Constraints***

**14. Purpose.** This section identifies known resource constraints that impact the execution of education and training such as funds, equipment, and manpower. It includes specific constraints for skills training, exportable training, and proficiency training.

**15. Apprentice, 3-Skill Level Training Constraints:** Following the 2022 STRT, the Cost Resource Estimate (CRE) projects additional training days and increase from three to five RAAC instructors (this includes the instructor supervisor).

**16. Journeyman, 5-Skill Level Training Constraints:** Transitioning from paper CDCs to digital version that affords enrolled RAAs to interact with the course material via videos, audio clips, and progress checks. The new CDCs will enable participants to take tests at the end of each block versus one overall test. CDC 5R0X1 is scheduled to beta-test the new version September 2022; estimated course roll-out to career field is 15 November 2022.

**17. Craftsman, 7-Skill Level Training Constraints:** CRE price-out outlines the expenses required to develop a hybrid virtual and in-person 7-level course. Coordination is required between 335 TRS and the Air Force Chaplain Corps College (AFCCC) to identify course material that needs to build into the 7-level course based upon new STS, course material taught by the AFCCC, and previous 7-level course material, as applicable. Estimated beta-test date for new course is set for FY24.

***Section E. Transitional Training Guide***

*There are currently no transition training requirements. This area is reserved.*

## Part II

### *Section A – Specialty Training Standard*

**1. Implementation.** This STS will be used for technical training provided by AETC for the 3-skill level Religious Affairs Apprentice Course, course number E3ABR5R031 0A1A. In addition, this STS will be effective for CDC 5R051, Religious Affairs Journeyman, with a projected release date of November 2022.

**2. Purpose.** As prescribed in AFI 36-2651, *Air Force Training Program*, this STS:

**2.1.** Lists in column 1 (Task, Knowledge, and Technical Reference) are the most common tasks, knowledge, and Technical References (TR) necessary for Airmen to perform duties in the 3, 5, 7, and 9-skill level. Column 2 (Core Tasks) identifies by “5, 7, or 9,” the core task training requirements.

**NOTE:** Tasks are grouped by competency, sub-competency, and proficiency levels to aid task selection and reduce duplication. Supervisors may select tasks from any attachment to accurately define a job.

**2.2.** Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification or completed date. (As a minimum, use the following column designators: Training Start, Training Complete, Trainer Initials, and Trainee Initials).

**2.3.** Shows formal training requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task and knowledge and the career knowledge provided by the correspondence course.

**2.4.** Qualitative Requirements (Attachment 1) contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

**2.5.** Use to document task completion when placed in AF Form 623, Individual Training Record Folder and used according to DAFMAN 36-2689.

**2.6.** Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the USAF Occupational Measurement Squadron, by senior NCOs with extensive practical experience in their career fields. The test samples knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based on study references listed in the Enlisted Promotions References and Requirements Catalog (EPRRC), which can be accessed through the myPers site. An EPRRC is published for each grade and promotion cycle, i.e. “EPRRC (2022 Promotion for E6 Cycle).” WAPS is not applicable to the Air Reserve Component.

**2.7. Documentation.** Using the MTL, identify all duty position requirements, including those core tasks associated with the current duty position, by circling the sub-paragraph number next to the task statement.

**2.7.1.** When completing the identification page, only the last 4 digits of the SSN are required.

**2.7.2.** For documentation, decertification, recertification, and transcribing procedures, see DAFMAN 36-2689.

**2.8. Core Tasks.** Tasks identified with a 5, 7, or 9 in Column 2 are core tasks. Core tasks are tasks the AFCFM, with guidance from the EDT, identify as minimum qualification requirements for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC.

**2.9.** This CFETP will be used during the initial evaluation of all newly assigned personnel.

**3. Recommendations.** Report unsatisfactory performance of individual course graduates to 335 TRS/TRR, 709 Meadows Drive, Keesler AFB MS, 39534. A Customer Service Information Line (CSIL) has been installed for the supervisors' convenience. For a response to concerns, call our CSIL at DSN 597-4566 or e-mail us at 81 TRG/TGE Workflow. Reference this AFSC and identify the specific area of concern (paragraph, training standard element, etc.).

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

RANDALL E. KITCHENS, Major General, USAF  
Chief of Chaplains

4 Attachments

1. Identification Page
2. Qualitative Requirements
3. Religious Affairs Occupational Competencies Knee Board
4. Specialty Training Standard (STS)

**Attachment 1: Identification Page**

This Block is for Identification Purposes Only		
<b>Name of Trainee</b>		
<b>Printed Name (Last, First, Middle Initial)</b>	<b>Initials (Written)</b>	<b>SSAN (Last Four)</b>
<b>Printed Name of Trainer and Certifying Official and Written Initials</b>		
N/I	N/I	

## Attachment 2: Qualitative Requirements

<b>QUALITATIVE REQUIREMENTS</b>	
<b>Behavioral Statement STS Coding System</b>	
<b>Code</b>	<b>Definition</b>
<b>K</b>	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze or evaluate the subject.
<b>P</b>	Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the filed requirements for speed and accuracy.
<b>pk</b>	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles and operational theory for the task.
-	No training provided in the course or CDC.
<b>X</b>	Training is required but not provided due to limitations in resources.

**Attachment 3: Religious Affairs Occupational Competencies Knee-Board**

<b>Competency</b>	<b>Sub-Competency</b>	<b>Sub-Competency Description</b>
<b>Warrior Care</b>	Community Care	Organizes spiritual and resiliency programs, family and relationship enrichment, and memorial/funeral support for Airmen and their families.
	Unit Engagement	Advises leadership and intentionally integrates into unique organizational cultures to assess and meet the needs of Airmen and families.
	Crisis Intervention	Provides confidential care to Airmen in crisis (e.g., suicide intervention/aftermath, traumatic stress response, death and grief, counseling, solution focused counseling, natural disaster, care for wounded or dying).
<b>Religious Accommodation</b>	Religious Accommodation	Assess, facilitates, and advocates for the free exercise of religion for all Airmen and their families.
<b>Management</b>	Resources	Manages funding, purchasing, contracting, manpower, and facilities in order to directly and indirectly support the mission (e.g., APF, CTOF, UFR).
	Personnel	Organizes, trains, develops, and evaluates Chaplain Corps and resource personnel (e.g., officers, enlisted, civilians, contractors, volunteers).
<b>Readiness</b>	Readiness	Equipping one's self and teammates to perform religious support and force protection functions to successfully operate in any given environment or AOR.

**Attachment 4: STS**  
**(Insert STS here)**

## ***Section B--Course Objective List***

**1. Methods of Instruction.** The following list identifies the methods of instruction utilized for training courses. Immersive technology such as Virtual Reality (VR) and Augmented Reality (AR) is also leveraged.

- CS – Case Studies
- D – Dialogue
- DP – Demonstration-Performance
- E – Evaluation
- FL – Formal Lecture
- GD – Guided Discussion
- GL – Guest Lecturer
- IL – Informal Lecture
- PD – Panel Discussion
- PEE – Practical Exercise, Experiential
- PEF – Practical Exercise, Field Trip
- PEI – Practical Exercise, Individual Project
- QA – Question and Answer
- R – Reading
- SP – Self-Paced
- SS – Student Speech
- TI – Teaching Interview
- V – Video

**2. Standard.** The standard is 70% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. Instructor assistance is provided as needed during the progress check, and students may be required to repeat all or part of the behavior until satisfactory performance is attained. A student will undergo academic review upon failing their second written examination or a written examination and two performance tests or four performance tests. The range of actions includes probationary continuation, special individualized assistance/re-test, wash-back or elimination.

**3. Proficiency Level.** Most task performance is taught to the "pk" proficiency level which means the student can relate simple facts, procedures, operating principles and operational theory for the task.

### **4. Course Objectives:**

#### **4.1. Religious Affairs Apprentice Course:**

4.1.1. Course objectives maintained by 335 TRS/TRR.

## ***Section C - Support Materials***

The following list of support materials is not all inclusive; however, it covers the most frequently referenced areas.

<b>Reference</b>	<b>Title</b>	<b>Developer</b>
CDC 5R051	Religious Affairs Journeyman	CDC Writer
AFMAN 33-326	Preparing Official Communications	SAF/CNZA
AFH 33-337	The Tongue and Quill	SAF/CNZA

***Section D - Training Course Index***

**1. Purpose.** This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM/FLDCOM in their career field training programs.

**2. Air Force In-Residence Courses.**

**2.1. Mandatory Courses.**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>LOCATION</b>
E3ABR5R031 0A1A	Religious Affairs Apprentice Course	Keesler AFB MS

**2.2. Other Courses.**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>LOCATION</b>
FH-CH Level 1	Field Craft Chaplain Corps Course	Joint Base McGuire-Dix-Lakehurst NJ
MAFCSI 131	Religious Affairs Strategic Leadership Course (RASLC)	Maxwell AFB AL
MAFCSI 136	Religious Affairs Intervention Crisis Counseling Course	Maxwell AFB AL
MAFCSI 137	Superintendent/NCOIC, Religious Affairs Course	Maxwell AFB AL
MAFCSI XXX	Embedded Religious Support Team Course (ERC)	Maxwell AFB AL
RARC-A	Religious Affairs Resiliency Course – Airmen	Hurlburt Fld FL
RARC-N	Religious Affairs Resiliency Course – NCO	Hurlburt Fld FL
RARC-S	Religious Affairs Resiliency Course – SNCO	Hurlburt Fld FL

**3. Air University/A4L Courses.**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>LOCATION</b>
CDC 5R051	Religious Affairs Journeyman	Keesler AFB MS

#### 4. Exportable Courses

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>LOCATION</b>
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*N/A*

**5. Courses Under Development/Revision**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>LOCATION</b>
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E3ABR5R071	Religious Affairs Craftsman	Hybrid: Keesler AFB MS/Distance Learning
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***Section E – MAJCOM/FLDCOM Unique Requirements***

The following list of MAJCOM/FLDCOM unique requirements is not all inclusive; however, it covers the most frequently referenced areas.

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>LOCATION</b>
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LivingWorks ASIST, 2 Days	Applied Suicide Intervention Skills Training; RAAC & various locations for refresher training	
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LivingWorks safeTALK, 1 Day; locations vary

LivingWorks Training for Trainers (T4T) safeTALK and/or ASIST, 2-5 Days; locations vary



1. Tasks, Knowledge And Technical References	Outcome Behavior Match	2. Core Tasks	3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (see note)		
			A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
			Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
1.1.1.9. Creates required external/internal publicity items for events/programs (e.g., funeral memorial, worship service, chaplain corps sponsored events)	2	5					P		
1.1.1.10. Determines appropriate and utilizes various/applicable advertisement platforms (e.g., digital, web-based)	2	5					P		
1.1.1.11. Coordinate event/program requirements with protocol	2								
<b>1.1.2. COMMUNITY CARE INTERMEDIATE</b>									
<b>Required Behaviors:</b>									
1) Leads a team to execute an event									
2) Identifies requirements for an event/program (e.g., venue, transportation, lodging)									
<b>Criteria:</b>									
<i>(Impact on entire event/project)</i>									
1.1.2.1. Discusses event objectives with the team	1								
1.1.2.2. Assigns team roles and responsibilities	1								
1.1.2.3. Communicates with senior leaders on event milestones (e.g., Sr Religious Support Team (RST) and Unit leadership)	1	5					P		
1.1.2.4. Determine individual caregiver spiritual resiliency needs	1							K	
1.1.2.5. Determine team spiritual resiliency needs	1							K	
1.1.2.6. Executes caregiver resiliency program	1								
1.1.2.7. Determines legal, ethical, and effective funding source	2						K		
1.1.2.8. Identifies applicable guidance (e.g., protocol and Government Purchase Card (GPC))	2						K		
1.1.2.9. Interprets unit requirements	2	5						P	
1.1.2.10. Identifies and solves problems (e.g., funding, facilities, manpower, and logistics)	2	5						P	
1.1.2.11. Develops detailed actionable steps (e.g. checklist) for events/programs	2	5						P	
1.1.2.12. Identifies local clergy resources/personnel	2								
1.1.2.13. Creates event/program timelines, suspenses and itineraries	2	5							
1.1.2.14. Identifies and develops formal written communication products (such as talking paper, bullet background paper, executive summary, etc.)	2	5						pk	
1.1.2.15. Evaluate, monitor, and provide feedback before during and after event/program	2								
1.1.2.16. Complete after action report	2	5						pk	
1.1.2.17. Creates event/program script	2								
<b>1.1.3. COMMUNITY CARE ADVANCED</b>									
<b>Required Behaviors:</b>									
1) Incorporates supporting Commander's (CC's) mission/vision/intent in order to execute the annual ministry plan									
2) Directs multiple teams to execute all events/programs									
3) Assesses effectiveness of religious events/resiliency programs									
<b>Criteria:</b>									
<i>(Impact on management decisions for events/projects)</i>									
1.1.3.1. Coordinates w/senior leaders to develop needs assessment for the annual ministry plan	1	7						pk	
1.1.3.2. Analyzes needs based on community demographics (e.g., alpha roster, status of discipline meeting, and blotter)	1	7							
1.1.3.3. Interprets and applies commander's functional intent	1	7							
1.1.3.4. Manages teams and assesses capabilities to perform mission	2	7							
1.1.3.5. Prioritizes events to direct workload to meet program objectives	2	5						P	

1. Tasks, Knowledge And Technical References	Outcome Behavior Match	2. Core Tasks	3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (see note)		
			A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
			Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
1.1.3.6. Assesses formal written communication products (such as talking paper, bullet background paper, executive summary, emails, etc.)	3	7							P
1.1.3.7. Validates programs to meet community needs with performance indicators (e.g., survey feedback, attendance/participations, and trend analysis)	3	7							P
<b>1.1.4. COMMUNITY CARE EXPERT</b> <b>Required Behaviors:</b> 1) Creates a vision and strategy through Air Force Instructions (AFIs), policies, and guidance to meet leadership priorities <b>Criteria:</b> (Impact on MAJOR COMMAND (MAJCOM)/Air Force (AF)-level practices within the Chaplain Corps)									
1.1.4.1. Creates and maintains Airman Ministry Plan (AMP) in conjunction w/senior leadership mission objectives	1	7							P
1.1.4.2. Developing data collection methods to meet strategic intent	1	9							
1.1.4.3 Analyze and deliver data metrics (e.g., Department of Defense (DoD), Department of the Air Force (DAF), and Civilian sector) and align Chaplain Corps mission w/DAF priorities	1								P
<b>1.2. UNIT ENGAGEMENT</b> <b>Description:</b> Advises leadership and intentionally integrates into unique organizational cultures to assess and meet the needs of Airmen and families. <b>Supporting Competencies:</b> Relationship Building, Listening, Approachability, Social Skills <b>Training References:</b> AFI 52-101, <i>Planning and Organizing</i> AFPD 52-2, <i>Accommodation of Religious Practices in the Air Force</i> DAFI 52-105, <i>Chaplain Corps Resourcing</i> DAFI 52-201, <i>Religious Freedom in the Department of the Air Force</i> <a href="#">Chaplain Corps Resource Hub</a> Religious Affairs Journeyman M-01 Resources course (myLearning), Module 4, Lesson 1, <i>Develop Unit Engagement Plan</i> AFI 25-201, <i>Intra-Service, Intra-Agency, and Inter-Agency Support Agreements Procedures</i> AFMAN 33-326, <i>Preparing Official Communications</i> Air Force Enlisted Classification Directory DAFH 33-337, <i>The Tongue and Quill</i> DAFI 90-5001, <i>Integrated Resilience</i> DODI 1300.17, <i>Religious Liberty in the Military Services</i> <a href="#">Emotional Intelligence for Leaders, Jamie Andres, MBA, SPHR</a> <a href="#">Instructional Systems - Air Force Learning Professionals</a> JP 3-83, <i>Religious Affairs in Joint Operations</i> <i>The Building Blocks of Building Trust</i> (eLearning: 29 mins), Library ID: pe 04 a01 bs enus									
<b>1.2.1. UNIT ENGAGEMENT BASIC</b> <b>Required Behaviors:</b> 1) Implements and maintains a unit engagement plan 2) Establish relationship with peer groups and organizational culture 3) Assess the needs of individuals 4) Advises leaders of ethical, moral, morale, and spiritual resiliency trends 5) Provides capabilities brief (e.g., resiliency, event opportunities, resources) <b>Criteria:</b> (Sustained consistency of application over time)									NOTE: Numbers in this column align with numbers of each required behavior
1.2.1.1. Follows and updates a unit engagement plan	1								
1.2.1.2. Attends unit events for observation and immersion in unit culture	2								
1.2.1.3. Collects information specific to unit	2								
1.2.1.4. Employ relationship building strategies	2	5					P		
1.2.1.5. Identifies behavioral trends affecting health of unit	3							K	
1.2.1.6. Identifies cultural beliefs and practices (e.g. unit, spiritual, and personal)	2/3						K		
1.2.1.7. Provides leaders with cultural data (e.g., group behavior and dynamics, unit trends, and influences)	4								
1.2.1.8. Provides leaders with referral networks	4	5							
1.2.1.9. Briefs Chaplain Corps unit specific core capabilities and LIMFACs	5	5					P		

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			Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
<b>1.2.2. UNIT ENGAGEMENT INTERMEDIATE</b>									
<b>Required Behaviors:</b>									
1) Meets with leadership for expectations of care and intent									
2) Develops unit engagement plan									
3) Oversees and compiles needs assessment of a unit									
4) Conducts Comprehensive Airmen's Fitness (CAF) events and/ or briefing									
<b>Criteria:</b>									
<i>(Sustained consistency of application over time in a variety of situations)</i>									
1.2.2.1. Consults with leadership and/or organizations to identify engagement priorities	1							pk	
1.2.2.2. Collaborates with a variety of helping agencies	1						pk		
1.2.2.3. Communicates enlisted capabilities to leadership (e.g. unique Religious Affairs Airmen (RAA) competencies)	1						K		
1.2.2.4. Develops and maintains unit engagement plan	2	5							
1.2.2.5. Assigns unit RSTs	2								
1.2.2.6. Analyzes result of needs assessment to determine gaps to build or enhance future programs and processes	3	7							P
1.2.2.7. Delivers approaches, services, activities, and events via gap analysis (needs assessment) to meet group needs	4								
<b>1.2.3. UNIT ENGAGEMENT ADVANCED</b>									
<b>Required Behaviors:</b>									
1) Briefs statistical data to wing leadership for trend analysis to meet the needs of the wing/installation									
2) Addresses individual and/or unit needs within sensitive circumstances									
3) Manages and plans Geographically Separated Unit (GSU) engagements									
<b>Criteria:</b>									
<i>(Sustained consistency of application over time in complex situations)</i>									
1.2.3.1. Interprets and provides Course of Action (COA) to CC on behavioral trends	1	7							P
1.2.3.2. Reviews and justifies relevant requirements (e.g., religious accommodations, moral, morale, and ethical)	2								
1.2.3.3. Employs emotional intelligence strategies	2								pk
1.2.3.4. Identifies and allocates resources for GSU support	3								pk
1.2.3.5. Establishes GSU management plans for resource support	3								pk
<b>1.2.4. UNIT ENGAGEMENT EXPERT</b>									
<b>Required Behaviors:</b>									
1) Interprets and implements AF Chaplain Corps vision									
2) Provides in-depth consultation in the areas of complex training goals for a needs assessment									
<b>Criteria:</b>									
<i>(Model/guide/teach)</i>									
1.2.4.1. Translates strategic vision to stakeholders (e.g., MAJCOMs, Numbered Air Forces (NAF), and Wings)	1								pk
1.2.4.2. Advises senior leaders on working relationships and mission impact at all levels and incorporates new Chaplain Corps opportunities	1	9							pk
1.2.4.3. Develops and organizes training materials, multimedia visual aids and educational materials	2								P
1.2.4.4. Analyzes training needs to develop new or update existing programs	2	9							
<b>1.3. CRISIS INTERVENTION</b>									
<b>Description:</b> Provides confidential care to Airmen in crisis (e.g., suicide intervention/aftermath, traumatic stress response, death and grief, counseling, solution focused counseling, natural disaster, care for wounded or dying).									
<b>Supporting Competencies:</b>									
Listening, Empathy, Managing Difficult Conversations, Caring									
<b>Functional Areas:</b> Confidential Communications									
<b>Training References:</b>									
AFI 52-101, <i>Planning and Organizing</i>									
Religious Affairs Journeyman M-01 Resources course (myLearning)									
AFI 25-201, <i>Intra-Service, Intra-Agency, and Inter-Agency Support Agreements Procedures</i>									
AFI 44-153, <i>Disaster Mental Health Response &amp; Combat and Operational Stress Control</i>									
AFI 90-5001, <i>Integrated Resilience</i>									
ASIST Training Materials, Livingworks.net									
DAFH 33-337, <i>The Tongue and Quill</i>									
DAFI 36-3002, <i>Casualty Services</i>									
PESI Digital Library									
MRE 503, <i>Communications to Clergy</i>									
<b>1.3.1. CRISIS INTERVENTION BASIC</b>									
<b>Required Behaviors:</b>									
1) Performs triage; assess the situation and make referrals									

2) Diffuses a crisis by using intervention counseling skills <b>Criteria:</b> (Sustained consistency of application over time)									
1. Tasks, Knowledge And Technical References	Outcome Behavior Match	2. Core Tasks	3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (see note)		
			A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
			Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
1.3.1.1. Conducts Applied Suicide Intervention Skills Training (ASIST) assessment (e.g., risk factors and safety)	1						P		
1.3.1.2. Performs effective triage strategies (e.g., expectant member(s), crisis intervention, suicide intervention)	1	5					P		
1.3.1.3. Escorts member(s) to referral care	1						P		
1.3.1.4. Recognize crisis indicators and determine referral care to appropriate agency	1						K		
1.3.1.5. Identifies grieving process (stages of grief)	1						K		
1.3.1.6. Utilizes attentive listening techniques to identify key points of the crisis situation	2	5					P		
1.3.1.7. Applies confidential communication principles	2	5					P		
1.3.1.8. Identifies key principles of crisis care (e.g. traumatic stress response, combat and operational stress reactions)	2						K		
<b>1.3.2. CRISIS INTERVENTION INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Implements crisis intervention skills to diffuse a crisis 2) Partners w/appropriate agencies (e.g., Disaster Mental Health, Human Performance Optimization Team) to respond to a crisis <b>Criteria:</b> (Sustained consistency of application over time in a variety of situations)									
1.3.2.1. Applies the four steps of intervention (e.g., active listening, Pathway to Assisting Life (PAL), interviewing, initiates referral action(s), and follows up)	1						P		
1.3.2.2. Implements crisis response plan (e.g., Memorandum of Understanding (MOU), Memorandum of Agreement (MOA), support agreements)	2	5							
1.3.2.3. Explains roles and responsibilities to avoid redundant operations	2							K	
<b>1.3.3. CRISIS INTERVENTION ADVANCED</b> <b>Required Behaviors:</b> 1) Applies solution focused intervention counseling skills 2) Directs intervention in overwhelming situations (e.g., mass casualty, natural disaster) 3) Coordinates training opportunities for team <b>Criteria:</b> (Sustained consistency of application over time in complex situations)									
1.3.3.1. Develops action plans for goal-oriented solutions	1							pk	
1.3.3.2. Applies interpersonal communication skills to achieve cognitive and emotional stability	1								
1.3.3.3. Develops crisis response plan (e.g., MOUs, MOAs, support agreements)	2								P
1.3.3.4. Coordinates with internal/external agencies to identify training needs required to support intervention plans, processes and changes	3							pk	
<b>1.3.4. CRISIS INTERVENTION EXPERT</b> <b>Required Behaviors:</b> 1) Develops and provides training for teams with realistic scenarios in preparation for a response in a wartime/garrison crisis 2) Coordinates response with MAJCOM to meet the needs of a unit and/or team (internal/external) following a traumatic event (e.g. suicide, death) <b>Criteria:</b> (Model/Guide/Teach)									
1.3.4.1. Guides Chaplain Corps personnel training in crisis interventions to meet mission objectives	1								pk
1.3.4.2. Researches training initiatives and employs best practices	1								
1.3.4.3. Evaluates training plans and recommends modifications	1	9							
1.3.4.4. Integrates Chaplain Corps capabilities into MAJCOM directives (e.g. Non-Combatant Evacuation Operations [NEO], mass casualty response)	2	7							
1.3.4.5. Develops and delivers specialized care plans to Chaplain Corps teams in response to traumatic events/incidents (e.g., care for the care giver)	2								P

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			Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
<b>2. RELIGIOUS ACCOMMODATION</b>									
<b>2.1. RELIGIOUS ACCOMMODATION</b>									
<p><b>Description:</b> Assess, facilitates, and advocates for the free exercise of religion for all Airmen and their families.</p> <p><b>Supporting Competencies:</b> Diversity Awareness, Unbiased, Information Seeking, Problem Solving</p> <p><b>Functional Areas:</b> Religious Accommodation, Religious Awareness, Religious Observances, Religious Program Management, Spiritual Care Program Management, Support Worship, Liturgies and Rites</p> <p><b>Training References:</b> AFPD 52-1, <i>Chaplain Corps</i> AFPD 52-2, <i>Accommodation of Religious Practices in the Air Force</i> DAFI 52-105, <i>Chaplain Corps Resourcing</i> DAFI 52-201, <i>Religious Freedom in the Department of the Air Force</i> Air Force Culture and Language Center (AFCLC) website/app AFI 36-7001, <i>Diversity and Inclusion</i> DAFI 36-2710, <i>Equal Opportunity Program</i> DAFI 36-2903, <i>Dress and Personal Appearance of United States Air Force and United States Space Force Personnel</i> DODI 1300.17, <i>Religious Liberty in the Military Services</i> DoD 5500.7-R, <i>Joint Ethics Regulation</i> JP 3-83, <i>Religious Affairs in Joint Operations</i></p>									
<b>2.1.1. RELIGIOUS ACCOMMODATION BASIC</b>									
<p><b>Required Behaviors:</b> 1) Executes established guidance for religious observances 2) Coordinates with required agencies to acquire resources to support religious needs/requirements of an individual</p> <p><b>Criteria:</b> (Depth of knowledge within some areas)</p>									
NOTE: Numbers in this column align with numbers of each required behavior									
2.1.1.1. Researches and applies knowledge on religious practices (e.g., addresses religious requests/needs, tenets, liturgies, rites, observances)	1						P		
2.1.1.2. Employs religious pluralism	1						K		
2.1.1.3. Sets up religious observances	1	5					P		
2.1.1.4. Advise leaders on religious tenets/accommodations	1	7							
2.1.1.5. Supports religious education requirements	1								
2.1.1.6. Promote a culture of spiritual inclusion and respect	1						pk		
2.1.1.7. Provide or provide for emergency ministrations	2						P		
2.1.1.8. Provide or provide for spiritual/religious needs (e.g., faith groups specific literature, robes, and vestments)	2						P		
2.1.1.9. Provides neutral environment for variety of religious practices (i.e., religious inclusivity)	2	5					P		
2.1.1.10. Collaborates w/ internal/external agencies for identified religious needs and requirements (e.g., contacts Dining Facility/Cafeteria (DFAC) for dietary requirements, off-base religious organizations)	2	5							
2.1.1.11. Coordinates religious accommodation request	2	5						P	
2.1.1.12. Develops partnerships through religious leader engagement	2	5							
<b>2.1.2. RELIGIOUS ACCOMMODATION INTERMEDIATE</b>									
<p><b>Required Behaviors:</b> 1) Directs the execution of procedures for religious needs/observances 2) Organizes multiple religious observances in any environment utilizing available resources</p> <p><b>Criteria:</b> (Depth of knowledge within all areas)</p>									
2.1.2.1. Manage religious accommodation process	1							P	
2.1.2.2. Applies knowledge of religious ethics within Military culture	1						pk		
2.1.2.3. Provides advisement on religious requirements (e.g., holy day requirements)	1						pk		
2.1.2.4. Employ relationships to determine procedures for religious observance collaborations	2								
2.1.2.5. Prioritizes resources and logistics for religious observances/needs	2	7							

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<b>2.1.3. RELIGIOUS ACCOMMODATION ADVANCED</b>									
<b>Required Behaviors:</b>									
1) Implements new policies and guides the execution of religious accommodations									
<b>Criteria:</b>									
<i>(Depth of knowledge to establish new practices)</i>									
2.1.3.1 Translates new policies into local procedures	1								
2.1.3.2. Advises senior leaders on the impact of religious accommodation issues (e.g., morale, cultural, moral, and ethical)	1	7							P
2.1.3.3. Evaluates and integrates current policies and procedures based on Public policy/Law, DoD, DAF, and MAJCOM guidance and mission	1								
2.1.3.4. Analyzes and interprets religious accommodation data/demographics	1	7						pk	
2.1.3.5. Guides the RST's roles & responsibilities in religious leader engagement, communities, Non-Governmental Organizations (NGOs), international organizations, and other relevant organizations	1	7							
2.1.3.6. Researches and verifies the religious practice requests follows applicable guidance	1								pk
<b>2.1.4. RELIGIOUS ACCOMMODATION EXPERT</b>									
<b>Required Behaviors:</b>									
1) Develops policies and guidance for religious accommodations									
2) Enhances the religious accommodation process									
<b>Criteria:</b>									
<i>(Depth of knowledge as a credible resource)</i>									
2.1.4.1. Develops MOUs, Standard Operating Procedures (SOPs) for religious accommodation processes	1								P
2.1.4.2. Interprets & disseminates relevant religious accommodation process and guidance to senior leadership	1	7							
2.1.4.3. Identifies & advises the commander on pertinent cultural & religious sensitivities affecting their Area of Responsibility (AOR), such as NGOs, international organizations, etc.	1								pk
2.1.4.4. Advises senior leadership on religious pluralism	1	7							
2.1.4.5. Develops religious ethics training	1								pk
2.1.4.6. Cultivate a culture of spiritual inclusion and respect	2								pk
2.1.4.7. Refine the application of the religious accommodation process	2	9							
<b>3. MANAGEMENT</b>									
<b>3.1. RESOURCES</b>									
<b>Description:</b> Manages funding, purchasing, contracting, manpower, and facilities in order to directly and indirectly support the mission (e.g., Appropriated Funds (APF), Chapel Tithes and Offerings Fund (CTOF), Unfunded Requests (UFR)).									
<b>Supporting Competencies:</b>									
Resource Management, Planning, Verbal Communication, Organization									
<b>Functional Areas:</b> Air Reserve Component (ARC) Support, Appropriated Funds, Annual Ministry Plan, Chaplain Corps Statistical Reports, Chapel Tithes and Offerings Fund, CTOF Government Purchase Card Program, Government Contracting Instruments, Intellectual Property, Internal Controls, Manpower, Operating Instructions, Support Agreements/Memorandums of Agreement, Strategic Planning									
<b>Training References:</b>									
AFI 52-101, <i>Planning and Organizing</i>									
DAFI 52-105, <i>Chaplain Corps Resourcing</i>									
DAFMAN 52-107, <i>CTOF Management</i>									
AFI 25-201, <i>Intra-Service, Intra-Agency, and Inter-Agency Support Agreements Procedures</i>									
AEI 32-1001, <i>Civil Engineer Operations</i>									
AFI 34-101, <i>Air Force Morale, Welfare, and Recreation (MWR) Programs and Use Eligibility</i>									
AFI 38-101, <i>Manpower and Organization</i>									
AFI 62-138, <i>Acquisition of Services</i>									
AFI 65-201, <i>Enterprise Risk Management and Managers' Internal Control Program Procedures</i>									
AFI 90-201, <i>The Air Force Inspection System</i>									
DAFI 36-2619, <i>Military Personnel Appropriation Manday Program</i>									
DAFI 64-117, <i>GPC Program</i>									
DAFMAN 32-1084, <i>Standard Facility Requirements</i>									
DAFMAN 65-60SV1, <i>Budget Guidance and Technical Procedures</i>									
DAFPD 65-2, <i>Risk Management and Internal Control Program</i>									
DoD 5000.72, <i>DoD Standard for Contracting Officer's Representative Certification</i>									
DODI 4000.19, <i>Support Agreements</i>									
FAR, part 37									
FOB105 – <i>Financial Management (FM) Body of Knowledge</i> , in myLearning									
HQ RIO Det 5 IR Guide									
Title 17 USC, 102-106, 501									

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<b>3.1.1. RESOURCES BASIC</b> <b>Required Behaviors:</b> <ol style="list-style-type: none"> <li>Utilizes CTOF and APF purchase instruments/systems to meet requirements</li> <li>Inventories resources to identify future needs (e.g., personnel, facilities, supplies, funds)</li> <li>Observes and supports contract execution</li> <li>Executes Operating Instructions to meet mission objectives</li> <li>Identifies legal/copyright requirements on internal/external communications</li> </ol> <b>Criteria:</b> <i>(Sustained consistency of application over time)</i>	NOTE: Numbers in this column align with numbers of each required behavior								
3.1.1.1. Executes funding sources to accomplish the Chaplain Corps mission IAW established guidance and requirements (e.g., Financial Acquisition Regulations (FAR), Acquisition Decision Authority (ADA), and AFIs)	1								
3.1.1.2. Maintains the proper funding documentation to ensure accountability for financial surety	1	5							pk
3.1.1.3. Identifies local mission requirements for safeguarding offerings, donations, collections and funds	1								
3.1.1.4. Verifies accuracy of CTOF GPC purchase records (or CTOF financial purchases)	1								
3.1.1.5. Executes GPC duties/responsibilities	1								
3.1.1.6. Applies basic accounting terminology & accounting principles (e.g. debit, credit, accounts payable, accounts receivable, balance sheet, double entry accounting, closing the books, balancing the book)	1	7							pk
3.1.1.7. Recognizes roles and responsibilities of the key stakeholders within the financial execution process (e.g. CTOF Account Manager, Resource Advisor (RA), Approving Official (AO), Agency/Organization Program Coordinator (A/OPC), Contract Officer Representative (COR), Contracting Officer (CO))	1/3								K
3.1.1.8. Conducts market research for purchases/contracts	1,3	5							
3.1.1.9. Assists in preparation of resourcing documents (e.g., Performance Work Statement (PWS), Statement of Work (SOW), purchase requests, and CTOF forms)	1,3								P
3.1.1.10. Participates in the Annual Ministry Plan process	2	5							
3.1.1.11. Conducts supply inventory	2								
3.1.1.12. Assists with facility utilization & management	2								
3.1.1.13. Records individual-level Chaplain Corps metrics	2	5							P
3.1.1.14. Identifies the purpose of the Chaplain Corps' metrics at all echelons	2								K
3.1.1.15. Recruits, screens, interviews, and trains volunteers to assist with Chaplain Corps programs/events	2								
3.1.1.16. Identifies resources, manpower, and funding for authorized religious requirements (e.g., copyright permissions, contractors, and ecclesiastical supplies)	2								K
3.1.1.17. Provides feedback to COR/CO on contract execution	3								
3.1.1.18. Perform duties consistent with APF/CTOF regulations and requirements	4								
3.1.1.19. Ensures application of legal/copyright requirements	5	5							pk

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<b>3.1.2. RESOURCES INTERMEDIATE</b> <b>Required Behaviors:</b> <ol style="list-style-type: none"> <li>Executes budget and oversees purchases</li> <li>Identifies/creates UFRs</li> <li>Tracks CTOF and APF forms for requests to support requirements</li> <li>Establishes requirements and executes contracts (e.g., personnel, lodging, transportation, catering)</li> <li>Utilizes established processes to execute facility requirements</li> <li>Executes processes and changes to the Annual Ministry Plan</li> <li>Collects Chaplain Corps Statistical Reports data to enable data driven decisions to meet mission requirements</li> <li>Assists with development and review of local Operating Instructions to meet safety and security requirements</li> <li>Executes legal/copyright requirements on internal/external communications</li> </ol> <b>Criteria:</b> <i>(Sustained consistency of application over time in a variety of situations)</i>									
3.1.2.1. Assesses and monitors resource management processes and procedures	1								
3.1.2.2. Identifies basic roles & responsibilities of Resource Management Working Group members	1								
3.1.2.3. Identifies, document, and implement Resource Management Working Group actions (e.g. timelines, milestones, meeting minutes)	1,2,4								
3.1.2.4. Prioritizes and communicates budgetary limitations and mission impacts	2	7							
3.1.2.5. Performs cost benefit analysis on Chaplain Corps purchases	2	5							
3.1.2.6. Assists with contract lifecycle IAW applicable guidance	4						pk		
3.1.2.7. Prioritizes and implements facility management practices to ensure facility safety, security, and maintenance	5	5							
3.1.2.8. Executes required facility maintenance processes (e.g., Civil Engineering Squadron (CES), Contractors, and Public Health)	5								
3.1.2.9. Allocate and leverage resources to meet AMP requirements (e.g., prior year AMP, commander's intent, needs assessment)	6	7							
3.1.2.10. Compiles & distributes data metrics to the appropriate agencies	7								
3.1.2.11. Generates SOPs for day-to-day operations	8								
3.1.2.12. Research and implement legal/copyright requirements (e.g. live stream, flyers, music)	9								
<b>3.1.3. RESOURCES ADVANCED</b> <b>Required Behaviors:</b> <ol style="list-style-type: none"> <li>Develops APF and CTOF budgets IAW Annual Ministry Plan</li> <li>Evaluates/inspects APF and CTOF income and expenditures</li> <li>Advises leadership and Chapel staff on processes and changes to the Annual Ministry Plan</li> <li>Provides inputs to leadership to secure facilities</li> <li>Negotiates/procures contracts (e.g. personnel, lodging, transportation, catering)</li> <li>Submits requests for manpower changes or backfills</li> <li>Manages ARC support to ensure available personnel resources to meet mission requirements</li> <li>Evaluates and inspects Operating Instructions to meet safety and security requirements</li> </ol> <b>Criteria:</b> <i>(Sustained consistency of application over time in complex situations)</i>									













1. Tasks, Knowledge And Technical References	Outcome Behavior Match	2. Core Tasks	3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (see note)		
			A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
			Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
4.1.3.2. Identifies and up-channels manning shortfalls where military personnel cannot fully support responses to Sr leaders (e.g., mass casualty, NEO, and natural disasters)	1								P
4.1.3.3. Collects and analyzes religious data for planning and execution phases to facilitate crisis response platforms (e.g., religious estimate, joint publications)	1	7							
4.1.3.4. Collaborates w/ external agencies to ensure security measures are executed for operating environment (e.g., national voluntary organizations active in disaster NVOAD.Org)	2							pk	
4.1.3.5. Translates contingency plans and selects training (e.g., facilities, logistics, ADCON, TACON, and OPCON) to promote interoperability	3								P
4.1.3.6. Develops and synchronizes religious support plan in Joint, Interagency, Intergovernmental, and Multinational (JIIM) formation across full spectrum of operation (e.g., Installation Deployment Officer (IDO), Unit Deployment Manage (UDM), Unit Training Manager (UTM), and Logistics Readiness Squadron (LRS))	3								P
4.1.3.7. Analyzes and implements lessons learned from after-action reports	3								pk
4.1.4. READINESS EXPERT Required Behaviors: 1) Develops and oversees training for teams with realistic force protection and movement measures in response to kinetic environments and other crisis situations (e.g., natural disasters and mass casualty) 2) Develops strategy, policy, and guidance for Chaplain Corps readiness 3) Builds Chaplain Corps readiness and response measures into unit plans, exercises, and training Criteria: (Model/Guide/Teach)									
4.1.4.1. Builds contingency training to promote interoperability across multiple domains (e.g., Rehearsal of Concept (ROC) drill/table top, and simulations)	1,2,3	9							P
4.1.4.2. Designs Total Force mobilization plans	1,3	7							P
4.1.4.3. Determines force generation requirements	2								P
4.1.4.4. Advises senior leaders on status of guidance integration/operability and recommends policy updates based on future requirements (e.g., after-action reports, lessons learned)	2	9							pk
4.1.4.5. Develops plans, orders, and annexes for strategic support in JIIM environments	2	9							P
4.1.4.6. Assesses the readiness of Chaplain Corps' capabilities	3	9							