



DEPARTMENT OF THE NAVY  
COMMANDER TRAINING AIR WING SIX  
390 SAN CARLOS ROAD SUITE C  
PENSACOLA FLORIDA 32508-5509

COMTRAWINGSIXINST 5351.1G  
N35  
4 Aug 16

COMTRAWING SIX INSTRUCTION 5351.1G

From: Commander, Training Air Wing SIX

Subj: NAVAL AIR TRAINING CLASS ADVISOR PROGRAM (NATCAP)

Ref: (a) CNATRAINST 5351.1B  
(b) CNATRAINST 1721.2

Encl: (1) Class Advisor Responsibilities  
(2) Student Responsibilities  
(3) Counseling Guidelines

1. Purpose. To provide policy, guidance and procedures for administration of the Naval Air Training Class Advisor Program (NATCAP) and implementation of Navy Regulation guidance regarding the advising of junior officers, as outlined in reference (a).
2. Cancellation. COMTRAWINGSIXINST 5351.1F
3. Scope. This instruction is applicable to all officer students assigned for flight training within Training Air Wing SIX (TW-6).
4. Records Management. Records created as a result of this instruction, regardless of media and format, must be managed per Secretary of the Navy manual 5210.1 of January 2012.
5. Review and Effective Date. Per OPNAVINST 5215.17A, the Wing Plans and Production Officer will review this instruction annually on the anniversary of its effective date to ensure applicability, currency, and consistency with Federal, DoD, SECNAV, and Navy policy and statutory authority using OPNAV 5215/40 Review of Instruction. This instruction will automatically expire five years after effective date unless reissued or canceled prior to the five-year anniversary date, or an extension has been granted.
6. Discussion. The goal of the NATCAP is to provide a structured process for students to receive the assistance required to more effectively complete training and continue to develop into professional officers. During each phase of training students will be assigned at least one class advisor to mentor students by resolving training difficulties, expanding students' awareness of the culture that exists in aviation, increasing students' sense of belonging, and ensuring students are provided the best possible training environment. Personal advisors can additionally be

assigned to each student in a class as the squadron dictates, to allow for the most appropriate instructor/student mentoring relationship that accounts for differing aircraft types, etc. The program is not a substitute for other established assistance programs such as medical, legal, or religious. Administration of this program will be a "special interest" item during CNATRA Training Assessment/Policy Reviews.

7. Action

a. Commanding Officers. Commanding Officers shall develop programs to implement policy per the guidelines contained in this instruction. Commanding Officers are responsible for the designation of a NATCAP Officer and other officers to act as advisors to junior personnel.

b. NATCAP Officer. Typically a squadron's Student Control Officer, the NATCAP Officer shall supervise the Class Advisor Program and ensure performance of the following specific duties:

(1) Assign an instructor or instructors to each incoming class as the class advisor and if not already established, assign the senior U.S. military officer student in a class as the class leader. Assign personal advisors as required.

(2) Ensure policies are set in place to keep class advisors informed on matters pertaining to their students (e.g., marginal or unsatisfactory performance).

(3) Explain the Command's class advisor program and provide a copy of advisor and student roles to each instructor and student upon squadron check-in. Enclosures (1) and (2) will be provided as applicable and subsequent changes will be communicated by the NATCAP Officer and the Plan of the Week.

(4) Provide adequate documentation of advisor/class/student interaction, using memoranda or CNATRA-GEN 1542/16, to include number of class advisor/student meetings and significant professional or personal problems that may affect a student's completion of training.

c. Class Advisor. The advisor program is dependent on regular effective interaction between advisors and students, enclosure (3). The class advisor should ensure weekly Class Advisor/Flight Leader correspondence occurs and is/are formalized in their discussions with the NFSs. Discussions should include: NFS progress, concerns, additional stressors, and plans for that upcoming weekend. The advisor shall perform the tasks as outlined in enclosure (1).

d. Students. The class advisor program is designed for the student's benefit. The class advisor is the first link in the chain of command and should be the first person contacted when trying to resolve issues that arise either on or off base. Student responsibilities shall be performed as outlined in enclosure (2).

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8. Documentation. Document interviews and progress reviews using CNATRA form 1542/66, form 1542/16, and memoranda as appropriate.

A handwritten signature in black ink, appearing to read 'Mark G. Stockfish', is centered on the page. The signature is written in a cursive style with a large, sweeping initial 'M'.

MARK G. STOCKFISH

Releasability and distribution:

This instruction is cleared for public release and is available electronically only via Training Air Wing SIX Web site, <https://www.cnatra.navy.mil/tw6/>

From: Naval Air Training Class Advisor Program (NATCAP) Officer, Training  
Squadron \_\_\_\_\_

To: \_\_\_\_\_

Subj: CLASS ADVISOR RESPONSIBILITIES

1. You have been assigned as class advisor for the following students:

RANK    FIRST NAME    LAST NAME

A copy of student contact information should be kept in the duty office recall binder.

2. As Class Advisor, you are tasked with performing the responsibilities as outlined in CNATRA and COMTRAWINGSIX 5351.1 series instructions, to include:

- a. Assume primary advisor duties for students assigned.
- b. Act as mentor and role model in resolving training-related difficulties. Provide a leadership role model as part of the continuing development of officer qualities, with particular emphasis on character and ethics.
- c. Be familiar with the personal history of each student, including educational background, marital status, previous military or flight experience, hometown, performance indicators such as AQT/FAR and previous flight training scores. Students should be fully aware of their responsibility to meet performance standards and that failure to do so may result in attrition.
- d. Conduct and document weekly reviews to monitor class and student training progress. Additionally, review student status related to ejection seat weight limits, if NFS is near minimum or maximum allowances.
- e. Counsel students experiencing training or personal difficulties or any student who is considering leaving the flight training program, i.e., "drop on request" (DOR).
- f. Conduct weekly meetings and Aviation Training Jacket (ATJ) reviews with students to monitor progress and ensure ATJ correctness and completeness. Discussions should include: NFS progress, concerns, additional stressors and plans for that upcoming weekend.
- g. Conduct ATJ reviews and counseling with those students identified as having marginal or unsatisfactory performance. Provide recommendations for remediation to the Student Control Officer.

h. Interview students whose progress results in an unsatisfactory event or an initial progress check, referring the student to the Student Control Officer with any recommendations for further counseling or remediation. The advisor should attempt to determine the reason for the student being behind and provide guidance to the student to correct the problem. If an advisor feels additional counseling is necessary due to a student being unresponsive to counseling at the advisor level, the advisor shall refer the student to the Student Control Officer for further counseling.

i. Inform Student Control of potential student problems that could impact successful completion and inform students of potential alternative training tracks.

j. Encourage class cohesiveness and camaraderie through inclusive, militarily appropriate events.

k. Counsel students on officer-like qualities.

l. Attempt to resolve interpersonal difficulties within the command.

m. Inform the Student Control Officer should conditions preclude performance of any or all advisor duties.

n. Document all interviews, counseling sessions and jacket reviews on CNATRA form 1542/66, Jacket Review Dividers. If more detailed information needs to be documented, use CNATRA form 1542/16, Supplementary Jacket Forms.

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Signature

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From: Naval Air Training Class Advisor Program (NATCAP) Officer, Training  
Squadron \_\_\_\_\_

To: \_\_\_\_\_

Subj: STUDENT RESPONSIBILITIES

1. You have been assigned the following staff officer as your class/personal advisor:

<u>RANK</u>	<u>FIRST NAME</u>	<u>LAST NAME</u>
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A copy of staff contact information should be kept in the duty office recall binder.

2. Since the class advisor program is for your benefit, it is your responsibility to use this program to aid in the completion of the flight program. Unless otherwise directed, the class advisor is your first link in the chain of command and should be the first person contacted when trying to resolve problems or difficulties that arise either on or off base. As a minimum, you must perform the following:

a. Schedule an initial interview with your class advisor within one week of reporting to the squadron. The primary function of this interview is to obtain data relating to your residence, to discuss your flight and service record, to make your advisor aware of problems which may distract you from your duties and to introduce you to the program to ensure you understand what is required.

b. Inform your class advisor of any personal problems that may affect your progress and arrange a meeting to discuss the problems. Such items to include are emergency leave and illnesses that may impact training progress.

c. In the event you receive an "Unsatisfactory" for any event, contact your class advisor to arrange an interview.

d. Conduct weekly meeting and Aviation Training Jacket (ATJ) review with your class advisor.

\_\_\_\_\_  
Signature

Enclosure (2)

**COUNSELING GUIDELINES**

1. The first requirement of any counseling session is to establish a good student-advisor relationship. The student must feel the advisor is genuinely interested in their progress and that problems can be freely discussed. This may be one of the few opportunities to discuss non-military specific issues.
2. Most student problems are not new. The advisor, particularly the experienced instructor, has probably encountered students with the same problems in the past. The advisor should use experience in dealing with such problems and their corrective actions, yet must be careful to treat each student as an individual.
3. The advisor should try to help the student determine the reason and solution for the problems on his or her own. If the student comes to the correct conclusion as to why there is trouble, they may be more receptive to the remedial action.
4. For a student experiencing academic difficulties, counseling should lead to some type of academic corrective action.
5. In the normal course of the flight program, procedures and techniques for pursuing qualification are made known to students. The advisor supplements these formal methods with advice based on the advisor's own experience.
6. Since counseling involves personnel who may think and act differently, senior Training Department members must be alert to problems that may develop as a result of these personal encounters and be prepared to assign new advisors to the students.
7. The advisor should make it clear to the student that corrective action as a result of an academic or flight problem is not disciplinary action.
8. For problems outside the scope of the advisor's training and experience, the advisor should refer the student to the proper authorities for help. This is especially true in areas where "professional help" may be needed. Professional help may include, but is not limited to, medical and psychiatric doctors, legal officers and lawyers, marriage counselors and clergy.
9. At the conclusion of the interview, the advisor should ensure the student clearly understands the actions required of him or her, plus any actions which are to be taken by others to correct the problem. This may involve a written schedule of specific items to be accomplished by the student. Follow-up should be initiated by the advisor to check on progress.