



Oregon

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Nursing Home Administrators Board

GOALS OF ADMINISTRATOR-IN TRAINING PROGRAM

The guidelines for AIT programs are intended to serve as a model against which individual state programs may compare themselves. The guidelines for AIT programs define the following goals.

Goals

1. To provide an arena for the AIT to acquire specific competencies, to function initially in a professional capacity in a long term care facility.
2. To expose the AIT to a role model to provide insight into managerial, ethical and professional responsibilities involved in providing quality long-term care.
3. To provide an opportunity for the AIT to integrate the theoretical training with practical work.
4. To acquaint the AIT with the long term patient population, clinical health professionals in the long term care field, and the range of service offered by the facility.
5. To help the AIT develop objective methods of evaluating long term care.
6. To introduce the AIT to the external factors which impact upon long term care facilities: Community organizations, regulations, reimbursement constraints, survey procedures and public attitudes.
7. To acquaint the AIT with the interface between the long term care facility and other facets of the health care system.
8. To give the AIT an opportunity to assess their commitment to, and their suitability for, long term care administration.
9. To provide the AIT with an opportunity to discover their professional strengths and weaknesses.
10. To prepare the AIT to accept the responsibilities of licensure as a professional health facility administrator upon completion of this educational training experience.
11. To expose the AIT to all aspects of the facility operation which would include direct interaction with residents and their families, contact with staff in all of the facility departments, involvement with the governing board, exposure to external forces, exposure to organizational policy and financing, and community involvement. Role playing may serve as an effective educational tool to introduce the AIT initially to some of the experiences identified.
12. To prepare the AIT for licensure examination

PRECEPTOR

The practicing administrator who undertakes the role of preceptor, is a teacher who, through the tutorial process, helps to develop a new professional in the field of long term care administration. The preceptor serves as a role model for the student, communicating the professional competencies and personal ethics required in the administration of a facility which provides health and social services to a dependent, aged, chronically ill and disabled population. The preceptor teaches, assists, and advises the AIT, an experience which should afford an opportunity for the administrator's own professional and personal growth.

Guidelines

1. The preceptor/administrator must have a current valid nursing home administrator's license in the state where the facility is located.
2. The preceptor should be a full-time practicing long-term care administrator with a minimum of three years licensure as a nursing home administrator.
3. The preceptor should maintain his/his licensure and professional status through membership in professional societies and continuing education in the long term care field.
4. The preceptor should satisfactorily complete a preceptor training workshop, conducted or approved by the individual state licensure board.
5. The preceptor is responsible for the implementation in the facility of a program which will meet the learning needs of the AIT.
6. The preceptor should interview the prospective AIT. The purpose of the interview is:
 - a. To assure that the preceptor and the AIT understand the requirements as required by the licensure board.
 - b. To develop together the AIT training plan
 - c. To identify individual responsibilities
 - d. To assure compatibility between the preceptor and the student
7. The preceptor should provide the AIT with an initial orientation to the facility, its philosophy, its staff and basic operation.
8. The preceptor should alert the facility's staff to the presence of the AIT, and the purpose of the clinical experience soliciting staff cooperation in providing information and encouragement to the AIT.
9. The preceptor should meet with the AIT on a regular basis to evaluate performance, to apprise the AIT of areas of competency and/or weakness, to identify problem areas and to modify the plan to reflect changes which meet altered needs.
10. The preceptor, working in conjunction with the licensure board, should provide information and guidance to the AIT on test taking techniques in preparation for the state licensure examination for nursing home administrators.
11. The preceptor should follow up on the AIT's progress upon completion of the AIT experience and to the extent possible, provide information about appropriate job opportunities in the field of long term care administration.

12. The tutorial, educational function places heavy demands on the preceptor's time. The one-on-one tutorial function also fosters a role model relationship between preceptor and the AIT which is considered extremely valuable in the preparation of a professional for the field of long term care administration.
13. The preceptor is expected to provide a letter to the board at the completion of the AIT which evaluates the AIT's professional competence and also about the attitudes the AIT has about long term care and general suitability for the field.
14. The AIT should evaluate the preceptor's performance in the tutorial role. Based on feedback received as a result of this evaluation process, the preceptor should modify the structure and content of the AIT experience.
15. The preceptor should incorporate into the AIT experience visits to other facilities in order to provide a broader exposure to the field, and visits to relevant governmental and community agencies.

THE ADMINISTRATOR-IN-TRAINING (AIT)

The purpose of the clinical/AIT experience for the AIT is the development of a professional competency and personal code of ethics for the field of long term care administration which will result in a dedication to the delivery of quality health and social services to an aged, chronically ill and disabled population.

Guidelines

1. The student should apply the theories, concepts, principles and techniques learned through formal academic preparation for the position to practical situations in the facility.
2. In collaboration with the preceptor, the AIT should become involved in decision-making activities of increasing difficulty and should have the opportunity to implement decisions which are made.
3. Through observation and where possible, the AIT should increase his/her knowledge and appreciation of the clinical aspects of delivering quality long-term care services. This would include involvement with nursing service, rehabilitative service and social service and is particularly critical in effecting the integrative role of the administrator.
4. The AIT should develop a familiarity with the resident population in the facility and with the unique problems associated with the deliver of multiple services to an aged, chronically ill and disabled dependent population.
5. The AIT should become familiar with all departments and/or services in the facility (dietary, housekeeping, maintenance, etc.) and be well apprised not only of the individual functions but also of their interface with one another.
6. The AIT should complete all projects and assignments relevant to the AIT experience made by the preceptor.
7. The AIT should regularly report to the licensure board on the AIT experience.
8. To communicate openly and objectively with the preceptor at all times, remembering the preceptor is the teacher and ultimately responsible for the facility.