What is Your Greatest Fear Or Frustration About Having An AIT?

First, What is a Preceptor?

- A good preceptor is:
  - An educator
  - A mentor
  - An evaluator
What is an Educator?

- A facilitator of information
- A teacher
- **NOT** just a trainer

What is a Mentor?

- A role model
- An “approachable” person
- An advisor

What is an Evaluator?

- A provider of feedback
- A marker of objective criteria
A Good Preceptor is A Teacher

- Teaching involves a series of transactions between 2 people: the teacher and the learner.
- 7 variables affect the quality of the transaction.

The 7 Variables in Any Educational Transaction

- Learner
- Instructor
- Content
- Context
- Methodology
- Assessment
- Outcomes

Variable 1: Learner

- Consider:
  1. The learner's reasons for being here.
  2. The learner's relevant prior experience.
  3. The learner's prior education.
Preceptor Tips

- Consider the learner’s perspective.
- Attempt to draw connections between aspects of administrator’s duties and prior educational or work experience in the student (a former DON should be able to relate to many of your duties).

Variable 2: Instructor

- Qualifications
- Reasons for wanting to be a preceptor
- Personal educational philosophy
- Personal level of enthusiasm
- Personal culture

Preceptor Tips

- Be open to various teaching techniques.
- Think about your precepting objectives.
- Strive to infect the learner with enthusiasm for their chosen profession.
- Make learning positive.
Variable 3: Content

- Look at the content to be taught.
- The learner will have opinions on what content should be taught.
- Hear them out but realize that in the end they do not decide the content to be learned.

Preceptor Tips

- Be able to admit that you do not know everything but you do know where to go to get the answer.
- Encourage the learner to ask questions by giving them information that will prompt them to seek further information.
- Remember that the learner will tend to remember only what they deem relevant so make sure they understand why something is important.

Variable 4: Context

- You cannot learn on an empty stomach.
- The mind can only absorb what the bottom can endure.
- Life has a tendency to get in the way of learning.
- If it can happen, it probably will.
Preceptor Tips

- You need to provide the learner with a place and time where they receive only positive criticism.
- Clarify at the beginning how the day will be spent with breaks that allow time to absorb what is learned.

Variable 5: Methodology

- As a preceptor you must follow an educational model that will help you understand how true learning occurs.

Preceptor Tips

- Make your assessment of their learning non-threatening.
- Encourage dialogue about what the learner has done that is right and/or wrong.
- Evaluate the learner in private, NEVER in front of anyone else.
Variable 6 & 7: Assessment and Outcomes

- Assess the experience objectively then look at the overriding goals to determine outcomes.
- Know firmly what are the anticipated and unanticipated outcomes before the learning experience begins.

Preceptor Tips

- Remember that your role is to determine competency.

- Don’t just teach to a summative exam but on the other hand, do not forget the exam.

Feeding Them the Critique Sandwich

- Offer critique as Positive-Negative-Positive-Negative-Positive feedback.
- Start with the positive and end with the positive.
Rules for Successful Feedback

- Timing is everything.
- Choose a quiet, private environment.
- Avoid generalities...be very specific.
- Focus on the effect of the behavior rather than the behavior itself.
- Make certain they understand.

Top Gun Training

- Give some early success to build their confidence.
- Do not put them into a dog fight that you know they will lose on the first day as doing so can destroy their self-confidence for all time.

Use “One Minute Evaluations”

Ask:
- What did you learn today?
- What are you fuzzy about?
Teach Over and Over

- Tell them what you are going to tell them.
- Tell them.
- Tell them what you told them.

Use War Stories Appropriately

- Tell a war story only if it illustrates an educational objective or........
- The story increases the desire to learn.

Common Preceptor Problems: The Know It All Learner

- Does the learner really know it all?
- If yes, take the learner aside and discuss attitude.
- If not...give the learner enough rope to hang themselves with, then save them at the last moment.
Preceptor Problem: The Distracted Non-Learner

- This is the person who is too involved with sports or other outside activities to be bothered to learn.
- Set the rules...quietly but firmly.
- Make sure the learner knows what you will tolerate.

Preceptor Problem: “What-if-ers”

- Know that a learner can “what if” you to death.
- It is characteristic of a novice that a recipe must be given for each conceivable situation.
- Teach the learner that there is no way that every problem that may occur can be thought of at one time.

Preceptor Problem: The Knowledge Challenge

- NEVER be afraid to say that you don’t know the answer to a question.
- Rather focus on the ways to find the correct answer.
The First Impression

- One of the most important moments of the learner's experience is the initial greeting upon arrival the first day.
- Preceptors should ensure that all staff are informed of the commitment to host a learner.

Professional Roles

- You are the preceptor, the learner is the learner.
- Keep the relationship professional at all times or risk losing the respect of the learner...remember they are expecting you to be the "sage on the stage".

Continuity of Relationship

- Preceptor-learner relationships may continue long after the experience is over.
- Some preceptors and learners form lasting friendships.
The 10 Commandments for Preceptors

1. Never try to make your learner your clone: one of you is enough.
2. Never refuse consideration or judge because the learner is difficult.
3. Never blame heredity or the environment; people can overcome any environment.
4. Never give someone up as hopeless; they may just be in the wrong field.

Commandments continued

5. Try to help everyone become sensitive and compassionate, and also tough-minded enough to do the job.
6. Never steal from a learner their rightful responsibilities for determining their own conduct and the consequences thereof.

Commandments continued

8. Have no universal remedies or expect miracles.
9. Cherish a sense of humor, which may save you from becoming shocked, depressed, or complacent.
10. Remember the sacredness and dignity of your calling, and at the same time, strive not to take yourself so seriously.
Adult Learners

Now, we have talked about precepting. Now it is time to talk about your adult learner and their learning needs. To be a good preceptor it is imperative that you understand how adults learn.

Learning in Adults

- Know what motivates your learner - they must want to learn
  - Motivation to learn may be External -
    OR
  - Motivation might be Internal -

- Expectation/Clarification
  - Why the Task/Job Important
  - Teach by Knowledge Level

- Content Delivery
  - Active Participation
  - Monitor and Adjust
  - Problem Centered
Learning in Adults

- By virtue of having lived longer, adults bring more life experience to the learning environment than younger learners.
- Their experiences provide a rich resource for learning and a base for building new knowledge.

Learning in Adults

To get started let's look at some basic Principles of Adult Learning

Learning in Adults: Principle 1

- **Realize that both you and the learner are working toward a goal.**
  1. Your goal is to help them learn the job of administrator.
  2. Their goal is to learn and become an administrator.
  3. Doing something to enlist their help in getting this done is to your advantage.
Learning in Adults: Principle 2

- **Organize your material for them in a logical order.**
  1. The more organized you are the easier it will be for the learner to learn from you.
  2. Start with the basics of what needs to be learned and proceed.

Learning in Adults: Principle 3

- **Don't feel you have to tell them everything the first day or session!**
  1. It is easy to overwhelm someone with too much information on the first day.
  2. It is best to discuss overall goals and then make a game plan for the learning experience.
  3. Serve up the content in easy to digest parts rather than a whole.
  4. Remember, it is easy to eat an elephant as long as we attempt it one bite at a time!

Learning in Adults: Principle 4

- **Understand what you want the adult learner to do with the information you present.**
  There are 4 levels to consider that build on each other:
  1. level one is knowing information.
  2. level two is understanding that information.
  3. level three is using the information learned.
  4. level four is being able to share this information with others.
Learning in Adults: Principle 5

Know when to teach and when to learn!

1. Don’t be the type of teacher who “knows it all”.
2. The learner must feel that they are an important part of the process.
3. Learning is enhanced when it is seen as a reciprocal relationship between teacher and learner.

Learning in Adults: Principle 6

Help the adult learner transfer the concepts to their own situations

1. We must stimulate the learner to make the transfer of information and to generalize this to their own situation.
2. At the end of the day ask: What are 3 things you learned today? Why are these things important to you and the organization? How will you use these things in your own facility in the future?

Learning in Adults

Adult Learners Learn Through Reflection

Learners use reflection to learn by understanding the big picture, then visualizing how they will apply their newly learned skill.
Learning in Adults

The “read it, see it, hear it / write it / do it” Theory of Learning

From educational research we know that:

- If we read it or hear it we retain 10-20%.
- If we see it or hear it we retain 30-40%.
- If we see it, write it, and do it we retain 70-90% of it.
Learning in Adults

So now we know the basic ways that adults learn.

Keeping these lessons in mind will make your job of preceptor much easier and more rewarding.

Learning in Adults

In conclusion:

- Precepting is an art and science.
- It takes time, commitment, dedication, and the patience of Job.
- Teaching adult learners is challenging but very rewarding when we know how they learn.

Learning in Adults

- Good luck with your preceptorships in the future!
- And never, ever forget that once “we” were “them” and treat them accordingly.
- At some time in the future they may be the administrator of the nursing home where you reside!
State Rules and Regulations

- Alabama Qualifications for Nursing Home Administrator
  - At least 19 years of age
  - Citizen of the United States or declared intention
  - Good moral character
  - Suitable and fit to be licensed to practice

State Rules and Regulations

- AIT Program/Internship
  - 200 hour + Master’s Degree in Long-Term Care, Hospital or Health Care Administration
  - 500 hour + Bachelor’s Degree in Long-Term Care or Health Care Administration
  - 1,000 hour + Bachelor’s Degree
  - 2,000 hour + Associate’s Degree + 4 years of supervisory experience in a nursing home
  - Completed a NAB approved Academic University Internship Program
AIT Program

- Program must be approved by the Board
  - Length and content
  - BOE Form: Appendix A – Form 7
  - 200 - 1,000 hour - $100 application fee
  - 2,000 hour - $150 application fee
- Program can begin the first day of the month following Board approval

AIT Program

- Training must occur during normal workweek
  - Minimum of 20 hours – not less than 8 hours between 7:00 am and 10:00 pm – per week
  - Minimum of 40 hours and maximum of 160 hours between 10:00 pm and 7:00 am – per program
AIT Program
- Training facility must be approved
  - BOE Form: Appendix A - Form 9
  - Latest 2567
  - Copy of facility license to operate (DHCF)
- Training must be under an approved Preceptor
- AIT allowed leave – military, vacation, sick
- AIT and Preceptor should have agreement regarding training

AIT Program
- Board may approve temporary discontinuance of training for up to 1 year
  - Credit for only quarters completed and approved
  - May ask Board for interim Preceptor
- Board will approve disruption due to military service
- AIT and the Preceptor must report discontinuance of Program within 10 days

AIT Program
- Program must rotate through all departments
- AIT cannot fill a specialized position while in the Program
- Board may visit and survey Program at any time
- No credit given for time served with an unapproved Preceptor or in an unapproved Program
AIT Program Outlines
- Based on NAB Domains of Practice
  - Resident Care and Quality of Life
  - Human Resources
  - Finance
  - Physical Environment & Atmosphere
  - Leadership and Management

AIT Program Outlines
- AIT Program Outline Forms
  - 200 hour: Appendix A – Form 18
  - 500 hour: Appendix A – Form 20
  - 1,000 hour: Appendix A – Form 10
  - 2,000 hour: Appendix A – Form 11

AIT Quarterly Reports
- Complete reports every Quarter
  - 2,000 hour - Every 3 months
  - 1,000 hour - Every 6 weeks
  - 500 hour - Every 3 weeks
  - 200 hour - Every 10 days
- Complete BOE Form: Appendix A – Form 14
Program Completion

- AIT Program Completion Forms
  - 200 hour: Appendix A - Form 19
  - 500 hour: Appendix A - Form 21
  - 1,000 hour: Appendix A - Form 12
  - 2,000 hour: Appendix A - Form 13

Preceptor

- Preceptor certification good for up to 3 year period
- Must be a practicing nursing home administrator in Alabama for at least 3 years, or 2 years in another state and 1 year in Alabama
- No disciplinary action in the last 3 years
- May supervise training of a member of his/her immediate family with Board approval
Preceptor
- Must be in direct management control of the facility or facilities at which they training is to take place
- Preceptor Certification
  - Complete BOE Form: Appendix A – Form 8
  - Resume
  - Fee of $100
  - Certificate of Completion of AIT/Preceptor Training Program

Preceptor Recertification
- Preceptor Recertification
  - Complete BOE Form: Appendix A – Form 16
  - Resume
  - Fee of $100
  - Certificate of Completion of AIT/Preceptor Training Program

NAB 5-Step Program
Step 1 – Interview

Interview

- Resume
  - Education
  - Employment History
  - References
- Future Professional Goals
- Do they “Fit” in with Corporate/Facility Philosophy

Step 2 – Self-Assessment
Self-Assessment – Appendix A
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- What do they know?
- What are their strengths and weaknesses?
- How confident are they?
- Basis for design of the AIT Program

Step 3 – Design the Program

Design the Program

- Establish Time in Each Area
  - Resident Care and Quality of Life – Nursing, Dietary, Medical Records, Rehabilitation, Social Services, Activities, Pharmacy
  - Human Resources
  - Finance
  - Physical Environment & Atmosphere – Laundry, Housekeeping, Maintenance
  - Leadership and Management
  - Other
### Design the Program

- **Fill out AIT Program Outline**
  - Remember this is PRELIMINARY

- **Define Areas for Assignment**
  - Who is the Primary Instructor?
  - Dependent upon Department Structure of Facility

- **Define Learning Activities**
  - What do you Expect the AIT to Learn?
  - How will the AIT Learn?
  - Will the AIT have a Specific Task to Complete?

### Design the Program

- **Plan Outside-the-Facility Experiences**
  - Educational Seminars/Conventions
  - Visits to Other Facilities – Smaller, Larger, Rural, Urban, Not for Profit, Governmental, For Profit, Independent, Corporate
  - Corporate Meetings
  - Community Meetings
  - Local Hospital

### Design the Program

- **Resident Care and Quality of Life**
  - If not a RN or LPN then they should become a Certified CNA!
  - Departmental Organizational and Functions – Job Descriptions/Job Responsibilities/Departmental & Interdepartmental Interactions
  - Policies and Procedures
  - Federal/State Regulations
  - Staffing/Scheduling
Design the Program

- Resident Care and Quality of Life - continued
  - Infection Control Program
  - Budgeting/Supplies/Cost Control Systems
  - Documentation Requirements – Medical Record Audits
  - Admission Process
  - MDS/RAFs/Care Plans
  - Medication Pass
  - Care Plan Meeting
  - Quality Assessment and Assurance

Design the Program

- Resident Care and Quality of Life - continued
  - Rehabilitation – OT/PT/ST, Consultants Role and Responsibilities
  - Restorative Nursing Program
  - Activities – Special Equipment needed, Calendar, Resident needs assessment, Transportation, Leading Activities, Resident Council Meetings, Family Council Meetings, Documentation Requirements, Volunteers, Resident release – photos, videos, outings, alcohol, mail, work related activities

Design the Program

- Resident Care and Quality of Life - continued
  - Medical Records – admission, discharge, coding, thinning, labs, HIPPA – conduct an audit
  - Social Services – resident right’s, discharge planning, admission, documentation requirements, resident interviews, advance directives, DNR orders, guardianship, sponsors, family interviews, behavior interventions
  - Marketing Process
Design the Program

Resident Care and Quality of Life – continued

- Dietary – dining experience, menu planning, modified diets, food sanitation, food temperatures, meal preparation, tray assembly and delivery, dishwashing, thickened liquids, adaptive equipment, honoring likes and dislikes, kitchen procedures, dietary consultant role and responsibilities, documentation requirements

Design the Program

Leadership and Management

- Mission Statement/Philosophy/Bylaws/Articles of Incorporation/Organizational Chart
- Policies and Procedures
- Job Descriptions/Responsibilities
- Grievances
- Disaster Preparedness Plan
- Operating and Capital Budgets
- Contracts/Agreements
- Facility Staff Meetings

Design the Program

Leadership and Management – Continued

- Abuse Investigation Protocols/Incidents/ Accidents/Allegations/Trending
- Disclosure/Posting Requirements
- State and Federal Regulations
- Relationships with other Regulatory Agencies
  - OSHA, Ombudsman, DHR, Medicaid, Medicare, NLRB, etc.
- Business Office – answering phone, opening mail, office records, office equipment
- Bed Hold Policy
Design the Program

Leadership and Management – continued
- Public Relations
- Conduct Facility Tours
- Relationship with Ownership/Corporate Office
- Risk Management Program
- Corporate Compliance
- Survey Process - Enforcement

Design the Program

Finance
- Accounts Payable – petty cash, chart of accounts, etc.
- Facility Census/Occupancy
- Accounts Receivable – deposits, refund process, ancillary charge system, collections, etc.
- Accounting System – internal and external, interaction with corporate office
- Financial reports – balance sheet, profit & loss statements
- Resident Trust Fund Accounts
- Cost Reports

Design the Program

Finance – continued
- Budgets – Operating and Capital
- Reimbursement Sources – Private pay, Private Insurance, Medicaid, Medicare, VA, Hospice, Managed Care
- Rate Setting
- Policies and Procedures
Design the Program

- Human Resources
  - Policies and Procedures
  - Fair Labor Standards Act - wage and hour
  - Unemployment Compensation
  - Benefits Package
  - Family Medical Leave Act
  - Criminal Background Checks
  - Drug Screening/TB/Flu/Pneumonia/Hepatitis B
  - Licensure Board Requirements - Administrator, Nurse, Social Worker, Medical Director, etc.

Design the Program

- Human Resources - Continued
  - Payroll Process - time cards, paid leave
  - Personnel Files
  - Performance Evaluations
  - Training and Staff Development
  - Recruitment & Retention/Motivation and Recognition
  - Mentoring Programs
  - Grievance Process
  - Loss Control/Prevention
  - Record Retention/Release

Design the Program

- Physical Environment & Atmosphere
  - Housekeeping
  - Laundry
  - Infection Control
  - Maintenance Systems - repair schedule, preventive, use of logs, daily rounds, grounds
  - Fire Safety - sprinkler, smoke detectors, fire extinguishers
  - Emergency Power
  - Life Safety Code
  - OSHA
Design the Program

- Physical Environment & Atmosphere – cont.
  - Security
  - Facility Evacuation
  - Pest Control
  - Disaster Preparedness
  - Accident Prevention
  - Lock Out/Tag Out
  - Policies and Procedures

Step 4 - Internship

- Complete Quarterly Reports to the Board
- Confer Weekly with Preceptor to Report on Progress
  - Evaluate Progress
  - Change, if needed
  - Monitor Progress
Step 5 – Program Completion

Summary
- Preceptor Approved by Board
- AIT Hired
- AIT Program
  - Developed jointly between AIT & Preceptor
  - Program approved by Board
  - Quarterly Reports
  - Program Completion
- File NHA Application with the Board ($150)
- Take NAB Examination
- Pay $150 licensure fee

Helpful Websites
- Alabama Board of Examiners
  - www.alboenha.state.al.us
- National Association of Long Term Care Administrator Boards (NAB)
  - www.nabweb.org/examinations