



ACHCA

American College of Health Care Administrators

STUDENT CHAPTER MANUAL

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STUDENT CHAPTER OVERVIEW

What is an ACHCA Student Chapter?

An ACHCA student chapter consists of full- or part-time college or university students interested in the profession of long term health care administration. Students work with faculty advisors and chapter liaisons to network and plan educational and social programs throughout the year.

What is the Purpose of a Student Chapter?

1. To promote the development of knowledge, positive attitudes, and ethical principles in long term health care administration
2. To provide a vehicle for constructive student involvement, recognition, and representation in the profession of long term health care administration.
3. To provide access to professionals in long term care administration.
4. To inform students and the community of ACHCA's purposes, goals, programs and benefits.
5. To provide faculty and students in long term care administration a forum for professional dialogue.

Who is Eligible?

Anyone full- or part-time student or an Administrator-in-Training (or equivalent) eligible for membership in the American College of Health Care Administrators shall be eligible for membership in the student chapter. Faculty advisors and students must hold membership in ACHCA.

What are the Benefits?

1. Official recognition by your fellow professional administrators as a committed long term care professional.
2. Educational programs that will help prepare you for the long term care field.
3. Networking with professionals in long term care administration.
4. Participation in a pre-professional chapter.
5. Information pertaining to events on, state and national levels.
6. An opportunity for student input into ACHCA's national governance through the Chapter Liaison, Chapter President, and District Director.

What is the Cost?

Annual dues are \$67 per year per student chapter member.

Once the student member meets the state specific entry to practice requirements (licensure) he/she is eligible to become a Bridge or Full member of ACHCA.

Faculty Liaisons are Faculty Members whose membership dues are complimentary contingent on securing student membership as follows: For a minimum of five and up to 24 student memberships (at \$67 each), one faculty member receives a complimentary Full membership; Upon achieving 25-40 student memberships (at \$67 each) a second complimentary Full membership is made available to a faculty member.

STUDENT CHAPTER FORMATION

Why Form a Student Chapter?

- Student chapters are the focal point for the exchange of information between student members and the state chapter.
- Student chapters serve as a vital link between students and long term care professionals.
- Student chapters provide a forum within which students develop a sense of camaraderie beyond the classroom.
- Students who become involved in an ACHCA student chapter are able to develop their leadership skills as student chapter officers.
- By participating in an ACHCA student chapter, students demonstrate their commitment to long term care to faculty and employers.

How to Form a Student Chapter

In order to form a student chapter, students from the same campus must:

1. Contact the National Office or ACHCA chapter nearest you for names of members who may be willing to serve as chapter liaisons.
2. Make appointments with faculty members in order to solicit their interest in becoming advisors. Ask them to tell their students about ACHCA.
3. Complete a student chapter formation application (enclosed) and an student chapter application for each student.
4. Submit the completed formation application, student chapter bylaws, and member applications to:

**American College of Health Care Administrators
12100 Sunset Hills Road, Suite 130
Reston, VA 20190**

Suggestions for Recruiting Student Members

Recruitment of potential student members is an important activity that should be emphasized at the beginning of each semester. Careful planning is the secret of a successful membership drive. The following suggestions may be adopted by your membership committee or a special committee established for student recruitment purposes:

- Ask the chair of the appropriate department for a list of graduate and undergraduate students in fields related to long term health care, gerontology, or health services administration.
- Develop an "ACHCA Fact Sheet" which focuses on your local state chapter and student chapter. Use the attached sample as a guide and distribute to all students in health administration, long term care, or gerontology programs at your school.
- Set up an ACHCA table in a main lobby or other traffic area on campus. Enlist recruiters who would be willing to sit at the table for an hour or two each day. Call the National Office for display kits containing ACHCA publications and membership materials.
- Request membership materials from the National Office for distribution to all interested students.
- Plan a stimulating meeting early in the year and invite all interested students to attend.
- Print flyers announcing meetings and events.
- Plan an introductory social event. Make certain plenty of Active ACHCA members will be on hand to greet students and answer questions.
- Utilize the department bulletin board for posters and chapter meeting notices.
- Publicize ACHCA in the campus newsletter.
- Make extra copies of your local newsletter and distribute to all potential student members.

Note: Be sure to ask the college or university administration office about any special procedures for distributing literature on campus. Some colleges and universities have strict policies for outside chapters.

STUDENT CHAPTER LEADERSHIP

An ACHCA student chapter is guided by its officers, committee chairs, ACHCA chapter liaison, and faculty advisor. With good leadership, the success of a student chapter is almost assured. Therefore, it is essential that leaders be selected carefully.

ACHCA National Bylaws require that each student chapter have a faculty advisor who must be a member of ACHCA, and a local ACHCA chapter liaison. The faculty advisor should be someone who demonstrates an enthusiastic interest in both student activities and in ACHCA, and is willing to devote time and guidance to meeting the needs of the students in the student chapter.

Once named, the faculty advisor and chapter liaison should be kept informed of, and invited to participate in, all student chapter activities. The chapter liaison's guidance should be sought on all policy matters.

The chapter liaison and faculty advisor serve as links between the students and professionals in the field. Their guidance in planning and developing activities is vital. They can provide suggestions for meetings, speakers, audio-visual media materials, discussion topics, fund-raising activities, and other projects.

Student Chapter Officers

Students chosen to serve as officers should have demonstrated a commitment to ACHCA and be willing to spend the time and effort such responsibility entails. Early spring elections are suggested so each new slate of officers will have a period of orientation with the outgoing officers and there will be continuity over the summer. ACHCA student chapter officers include President, Vice-President, Secretary, and Treasurer.

The PRESIDENT serves as the catalyst of the student chapter. Presidents should be "idea persons" who can generate the interest and impetus to keep the student chapter alive and working. The President's duties include selecting others for responsible positions, stimulating members, and ensuring that projects are completed properly and promptly.

The VICE-PRESIDENT should work closely with the president, be aware of all activities and programs, and be ready to step in whenever the president is unable to perform the assigned duties.

The SECRETARY has an important and exacting task that includes enlisting the aid of committee chairpersons in assembling information and drafting reports. The secretary has the ultimate responsibility for preparing and keeping records and handling correspondence. A large and active student chapter may wish to divide the work between a recording secretary and a corresponding secretary.

The TREASURER must ensure that the student chapter's finances are in order and accounted for, while ensuring that all possible sources of revenue are explored. The treasurer might want to consider special fund-raising events to finance programs and activities. The treasurer must obtain the approval of at least one other designated officer before expending student chapter funds.

Student Chapter Committees

The actual planning and development of activities and programs are performed by committees established for a specific purpose. Committee chairs are usually appointed by the president. To keep the interest level high, involve as many members as possible on committees.

Membership - Recruits members and keep membership records.

Education - Plans meetings and other educational programs including procuring speakers, assigning research topics, and arranging for audio-visual media presentations.

Service Program - Plans service projects for the chapter, such as volunteering in long term care facilities, and in facilities for the mentally or physically handicapped.

Publicity - Keeps members aware of student chapter activities through newsletters, bulletin boards, and reminder phone calls. Publicity chairs should also publicize events open to nonmembers for the greatest possible participation in student chapters.

Fund-Raising -Plans fund-raising events needed to finance student chapter activities and programs.

Nominating - Prepares a slate of candidates for the election of officers.

Hospitality -Organizes social activities and make refreshments available at meetings.

Suggested Activities

Each college and university has its own unique student body and goals. Therefore, each student chapter will have different activities based on the needs and desires of its members.

The student chapter should operate as both an educational and service organization. Educational activities provide contact with professionals through guest speakers, panel discussions, audio-visual media materials, and tours. Students themselves can research subjects of interest and present reports at functions. Service projects provide students with the satisfaction of helping others while gaining practical experience in long term care.

Student chapter officers will find that communicating their activities to others is essential to keeping members, as well as other interested students, aware of what the student chapter is doing. Newsletters, bulletin boards, and other publicity tools can be used to promote activities. Students are encouraged to submit articles and photos about successful programs for publication in ACHCA's national newsletter, *ACHCA Long Term Care Continuum*.

The following are some suggested activities. It is hoped that these suggestions prove helpful in planning programs that foster educational and professional growth, and provide contacts with other students and professionals in the field.

Programs and Activities

Maintaining a high level of member interest is what keeps a student chapter alive and active. Activities that are stimulating, provocative and educational play a large part in keeping members coming back for more.

Whatever the format, the education committee chair should be sure to choose topics and programs of wide interest in long term health care. The president might wish to survey members early in the school year for topics of interest.

Suggested membership meetings include:

Guest Speakers - Guest speakers can provide exciting meetings if both the topic and the speaker are chosen with care. Speakers can be invited from the health services administration department or a related area, such as medicine, psychology, marketing or special education.

1. Contact your advisor or department chair for suggested names of speakers.
2. Contact professionals from various fields and ask them to discuss topics related to long term, such as the legislative, regulatory, or health processes, related to long term care.
3. Ask your ACHCA chapter liaison to suggest speakers for such topics as the job market, alternative work settings, and other career-related issues. Your chapter liaison is an integral part of your student chapter. Don't leave them out of your planning.

Quiz the Faculty - Early in the year, invite faculty members to your student chapter meeting to answer students' questions about the curriculum and other topics.

Telephone Lectures - Arrange an audio teleconference or webinar with a geographically distant speaker. The university's AV office can provide assistance in securing the necessary communications equipment. Students can participate with each other and the speaker in this type of multi-media session. Ask guest lecturers to provide PowerPoint slides which can be utilized during the session. This is an effective way to provide prominent speakers without incurring the high cost of travel.

Interdisciplinary Student Meetings - Convene a session with students from related disciplines to discuss professional and educational matters of mutual concern. Build awareness of related disciplines and the ways in which they interface with the long term care field.

Panel Discussions - Panel discussions can be very stimulating, since they simultaneously provide diverse views on a subject.

Suggestions for panel discussions include:

1. Invite members of related professions to discuss a particular topic area (e.g., job interviewing skills, the wandering patient, staff turnover, etc.).
2. Plan a student-faculty panel to discuss important education and training issues within the department.
3. Plan a panel discussion on a topic of importance to the profession, such as the ACHCA Code of Ethics, or ACHCA's Professional Certification programs.

4. Invite representatives from various graduate programs to present information about their departments.
5. Invite professionals from the field to discuss their employment settings.

Tours - An excellent activity is to tour local long term care facilities. You may wish to contact administrators who are members of ACHCA. Be sure to identify yourselves as student members of the American College of Health Care Administrators.

Pre-Conference Orientation Meetings - Hold a meeting, or a series of meetings, prior to the ACHCA Annual Conference to brief students on all aspects of the Conference. Call the National Office for Conference promotional materials to distribute to students. Your ACHCA chapter liaison will be a helpful resource person for this project.

Student Chapter Projects

Service Projects - Volunteering provides students with valuable experience and benefits the profession, the community, and the campus. Use your copy of *Visit A Nursing Home, a Guide to Public Relations and Community Involvement* for ideas on local programs you can develop in your community. Please call the National Office if you need additional copies of *Visit A Nursing Home*. Some suggested service projects are:

1. Provide assistance or develop educational or activity materials for local schools for the handicapped, adult day care centers, and long term care facilities.
2. Establish volunteer programs for local long term care facilities.
3. Provide tutorial assistance in health services administration or gerontology for students who request it.
4. Work with professionals to provide career information to students and general information to the public.
5. Maintain a web listing of schools that offer graduate programs in long term health care, health services administration, and related fields.
6. Establish a library of professional journals for students in the department.
7. Publish a newsletter; The National Office can provide you with an easily modified newsletter template. Be sure to send copies of the student chapter newsletter to the National Office.
8. Maintain a bulletin board in a highly visible location in the department. Post announcements of student events.
9. Select outstanding members to receive special recognition in your student chapter.
10. Maintain regular communication with the faculty. This can be accomplished in a variety of ways. At some colleges and universities, students attend faculty meetings and are members of departmental committees. Some schools request student input regarding faculty promotions.

Fund-Raising Projects - Much of an chapter's success depends upon adequate financing. The following are some suggested projects to help raise funds for your chapter:

1. Hold bake sales or spaghetti dinners.
2. Conduct a car wash on campus or at a nearby gas station.
3. Hold a raffle. Perhaps raffle off memorabilia from your college or university.
4. Sponsor a dance. Sell tickets to students and the general public.
5. Solicit financial support from your state chapter if appropriate.

ANNUAL REPORT OF STUDENT CHAPTER STATUS

Once a student chapter is established, the National Office requests an Annual Student Chapter Report, which includes names of current members, faculty advisors, and the chapter liaison, and a brief report of the year's activities. These annual reports provide valuable information that the National Office can share with other student chapters in the newsletter *ACHCA Long Term Care Continuum*.

**APPLICATION FOR THE FORMATION OF AN
ACHCA STUDENT ORGANIZATION**



Name of college/university: _____

Name of Program (Health Services, Gerontology, Business Administration, (other)

Names of student organization officers:

_____	_____
President	Vice President
_____	_____
Secretary	Treasurer

Number of members in student organization: _____

All student organization members must also hold membership in ACHCA.

Faculty Advisor: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Phone: _____ Email: _____

ACHCA State/Regional Chapter Liaison (must be an ACHCA member): _____

Name of ACHCA Chapter: _____

Student organization mailing address: (Primary Contact Information)

Name: _____ Officer Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Phone: _____ Email: _____

On behalf of the proposed student organization at this college/university, I am applying for the formation of an ACHCA designated student organization. (The applicant may be the student organization president, faculty advisor or ACHCA chapter liaison.)

Date of Application: _____ Signature: _____

APPLICATION FOR THE FORMATION OF AN ACHCA STUDENT ORGANIZATION (cont.)

DUES: (please check one)

Single invoice required:

Attn to: _____

Enclosed is a single check in the amount of \$_____. (*\$67 x Number of Members*)

Check #: _____

Enclosed are individual checks totaling \$_____. (*\$67 x Number of Members*)

Please charge \$_____ to the following credit card (*\$67 x Number of Members*)

Visa Master Card American Express

Account #: _____

Exp. Date: _____

Name as it appears on card: _____

Signature of cardholder: _____

Application Checklist

1. Formation Application
2. New Member Applications
3. Renewing Membership List
4. Dues option checked

Send Your Completed Packet to:

**ACHCA
12100 Sunset Hills Road
Suite 130
Reston, VA 20190**

For questions contact:

**Anita Bell
Phone: 703-739-7900
Fax: 866-874-1585
Email: abell@achca.org**



ACHCA APPLICATION FOR STUDENT CHAPTER MEMBERSHIP

Name: _____

Home Address: _____

City/State/Zip: _____

Daytime Phone: _____

E-Mail Address: _____

School: _____

Chapter Name: _____

Graduation Date: _____

Facility where you work (if applicable): _____

Title: _____

Phone: _____ Fax: _____

NOTE: Student membership is available to those enrolled in related academic programs or involved in Administrator-in-Training programs. For information on other membership categories, please visit www.achca.org.

I hereby state that I am a student enrolled in a related academic program or an AIT.

Signature: _____ Date: _____

Return this application to your chapter's president or faculty representative.

Please mail or fax all applications and chapter formation paperwork collectively to:

ACHCA
12100 Sunset Hills Road, Suite 130
Reston, VA 20190
Questions: Call 703-739-7900 or e-mail abell@achca.org
Fax: 866-874-1585
www.achca.org

ACHCA Office Use Only:

Date Received: _____

Approved By: _____

Notes: _____

**STUDENT CHAPTER OF
THE AMERICAN COLLEGE OF HEALTH CARE ADMINISTRATORS
MODEL BYLAWS**

ARTICLE I

Section 1: Name

The name of this chapter is the (college/university) Student Chapter of the American College of Health Care Administrators.

Section 2: Purpose

The purposes upon which the Student Chapter is organized are as follows:

- a. To promote the development of knowledge, positive attitudes and ethical principles in long-term care administration education.
- b. To provide a vehicle for constructive student involvement, recognition and representation in the profession of long-term care administration.
- c. To develop an association with the local ACHCA Chapter to enhance academic and career opportunities.
- d. To inform members, potential members and others in the community of the purposes of the American College of Health Care Administrators' goals, programs, and benefits, and reasons for advancing in status within the College - this Student Chapter thereby being a mechanism to exemplify and encourage pride in the profession of long-term care administration.
- e. To provide faculty and students in long-term health care administration a forum for professional dialogue.

Section 3: Program

The purpose of this chapter shall be furthered through programs such as seminars, projects, and other activities.

ARTICLE II

The (college/university) Student Chapter of the American College of Health Care Administrators shall serve as an official chapter of the College in appropriate matters as prescribed by the College, and shall be subject to the guidelines. (Appendix A) of the College as they may be published from time to time.

ARTICLE III

Section 1: Eligibility

MEMBERSHIP- Any students enrolled full- or part-time in degree-seeking long-term care programs as defined by the (college/university) shall be eligible for membership in the (college/university) Student Chapter of the American College of Health Care Administrators. Student members of the (college/university) Student Chapter must also hold Student membership in ACHCA.

Section 2: Dues

Annual dues for members in the Student Chapter shall be determined by the Student Chapter membership in accordance with ARTICLE V. Dues for Student membership in ACHCA shall be determined by the ACHCA Board of Governors.

Section 3: Responsibility

Student members shall adhere to ACHCA policies and published standards, including the Code of Ethics and the National Standards of Practice for Long-Term Care Administrators.

Section 4: Termination of Membership

Membership in the Student Chapter shall be terminated automatically if:

- a. The member does not meet criteria established in ARTICLE III, Sections 1 and 3.
- b. The member fails to pay dues to ACHCA and the Student Chapter, if the latter are assessed.

ARTICLE IV

The Chapter shall have a minimum of two meetings during the academic year, one being the annual spring meeting at which election of officers will take place. Other meetings may be called as requested by the President. Minutes of all meetings are to be sent (e-mailed) to the ACHCA National Office within thirty (30) days of the date of the meeting.

ARTICLE V

Student members defined in ARTICLE III are eligible to vote in matters brought before the Student Chapter. A quorum for matters submitted for a vote, except by-laws changes or amendments, shall be a majority of the members in attendance.

ARTICLE VI

Section 1: Composition and Election of Officers

The officers of the Chapter shall be President, Vice-President, Secretary and Treasurer, or Secretary/Treasurer. A slate of candidates should be made available to members 30 days prior to officer elections. Officers shall be elected from a quorum of the membership, as indicated in ARTICLE III, Sections 1 and 2. Officers will be elected for the following academic year at the annual meeting held during the spring quarter or semester.

Section 2: Duties

- a. President- The President shall call and preside over all meetings, appoint all committees, serve as ex-officio member of all committees, and designate duties not provided in the bylaws.
- b. Vice-President_ The Vice President shall perform all duties of the President in the event of his/her absence and carry out other duties as assigned by the President.
- c. Secretary - The Secretary shall handle all correspondence between membership, the National Office, the local Chapter and other student chapters and prepare reports, as designated by the President.
- d. Treasurer - The Treasurer shall be responsible for all monies received and spent by the Student Chapter, which includes dues and Chapter expenditures? Disbursements shall require the authorization of the Treasurer and one other designated officer.

Section 3: Terms of Office

Chapter officers shall be elected for a period of one year. In the event of a vacancy in the office of Vice-President, Secretary, or Treasurer that occurs within the year, the President shall appoint a member to complete the term. If the President cannot complete his/her term, the Vice-President will assume the Presidency until the annual election of officers.

ARTICLE VII

The (college/university) Student Chapter must have one Faculty Advisor from (college/university), and one ACHCA liaison from the (state) ACHCA Chapter.

Section 1: Faculty Advisors

The Faculty Advisor shall be a member of the (college/university) faculty and hold membership in ACHCA. The Faculty Advisor shall provide guidance and support to the Student Chapter officers in planning and implementing the Student Chapter's meetings, programs and projects. The Faculty Advisor may receive release time if deemed appropriate by the (college/university), but will not receive compensation for this activity from ACHCA.

Section 2: Chapter Liaison

The ACHCA Chapter Liaison shall be appointed by the President of the ACHCA Chapter. The ACHCA Chapter Liaison shall serve as a resource to the Student Chapter in matters related to professional development as a long-term care administrator.

The Faculty Advisor and Chapter Liaison are expected to attend all meetings of the Student Chapter.

ARTICLE VIII

Amendments of the Bylaws of the (college/university) Student Chapter of the American College of Health Care Administrators may be acted upon at the annual spring meeting upon written petition of 25% of the membership, or upon unanimous recommendation of the officers. Notice of proposed amendments shall be provided to members not less than thirty (30) days prior to the annual spring meeting. Proposed amendments to the bylaws must be approved by a two-thirds majority to the members of the Student Chapter through written ballot during the annual spring meeting or via mail ballot as determined by the governing rules of the Student Chapter.

ARTICLE IX

Robert's Revised Rules of Order shall constitute the parliamentary authority in all matters not covered by the American College of Health Care Administrators guidelines and bylaws of the (college/university) Student Chapter of ACHCA.

ARTICLE X

The (college/university) Student Chapter may be dissolved according to the following procedures:

- a. A petition for dissolution signed by 51% of the members and presented to the officers not less than sixty (60) days prior to the annual spring meeting.
- b. All members must be notified by mail at least 30 days prior to the meeting that the petition has been filed and will be acted upon at the annual spring meeting.
- c. The petition for dissolution must be approved by written ballot by two-thirds majority of the members present at the annual spring meeting.
- d. In the event of dissolution of the (college/university) Student Chapter of the American College of Health Care Administrators, the Faculty Advisor will forward the financial records of the Chapter, including a (college/university) approved accounting of all funds collected or held by the Chapter. Any remaining monies in the Chapter treasury will be forwarded to ACHCA within sixty (60) days of the dissolution of the Student Chapter and become the property of ACHCA with disposition determined by the ACHCA Board of Governors.

APPENDIX A

AMERICAN COLLEGE OF HEALTH CARE ADMINISTRATORS GUIDELINES FOR ACHCA/STUDENT CHAPTERS RELATIONSHIPS

1. THAT the Student Chapter establishes an effective relationship with the state ACHCA Chapter President and coordinate activities with the assistance of the President as appropriate.
2. THAT the Student Chapter request that the state ACHCA Chapter President appoint a Chapter Liaison to the Student Chapter.
3. THAT the Student Chapter requests the appropriate university or college academic program to appoint a Faculty Advisor to the Student Chapter.
4. THAT ACHCA requires that members of the Student Chapter shall also be Student members of ACHCA. The list of Student Chapter members is to be forwarded to the National Office of ACHCA at least once a year.
5. THAT ACHCA authorizes the use of its name and logo by the Student Chapter in conjunction with the designation "ACHCA Student Chapter."
6. THAT ACHCA encourages professional linkage of the Student Chapter with alumni associations and state and regional associations concerned with long-term health care delivery.
7. THAT the state ACHCA Chapter shall provide speakers to the Student Chapter when travel opportunities and proximity to the Student Chapter permit.
8. THAT student chapters may be requested to conduct special studies for ACHCA.
9. THAT ACHCA assumes no financial, administrative, or legal responsibility for collecting for student chapters. Student chapters may levy their own dues; the responsibility for collecting those dues is the responsibility of the student's chapters. National student dues are to be paid directly to ACHCA.
10. THAT the student chapters shall submit a copy of their bylaws to the ACHCA Bylaws Committee, and such bylaws shall be subject to approval by the National Bylaws Committee.

CODE OF ETHICS

PREAMBLE: *The preservation of the highest standards of integrity and ethical principals is vital to the successful discharge of the professional responsibilities of all long-term health care administrators. This Code of Ethics has been promulgated by the American College of Health Care Administrators (ACHCA) in an effort to stress the fundamental rules considered essential to this basic purpose. It shall be the obligation of members to seek to avoid not only conduct specifically proscribed by the code, but also conduct that is inconsistent with its*

spirit and purpose. Failure to specify any particular responsibility or practice in this Code of Ethics should not be construed as denial of the existence of other responsibilities or practices. Recognizing that the ultimate responsibility for applying standards and ethics falls upon the individual, the ACHCA establishes the following Code of Ethics to make clear its expectation of the membership.

EXPECTATION I

Individuals shall hold paramount the welfare of persons for whom care is provided.

PRESCRIPTIONS: The Health Care Administrator shall:

- Strive to provide to all those entrusted to his or her care the highest quality of appropriate services possible in light of resources or other constraints.
- Operate the facility consistent with laws, regulations, and standards of practice recognized in the field of health care administration.
- Consistent with law and professional standards, protect the confidentiality of information regarding individual recipients of care.
- Perform administrative duties with the personal integrity that will earn the confidence, trust, and respect of the general public.

Take appropriate steps to avoid discrimination on basis of race, color, sex, religion, age, national origin, handicap, marital status, ancestry, or any other factor that is illegally discriminatory or not related to bona fide requirements of quality care.

PROSCRIPTION: The Health Care Administrator shall not:

- Disclose professional or personal information regarding recipients of service to unauthorized personnel unless required by law or to protect the public welfare.

EXPECTATION II

Individuals shall maintain high standards of professional competence.

PRESCRIPTIONS: The Health Care Administrator shall:

- Possess and maintain the competencies necessary to effectively perform his or her responsibilities.
- Practice administration in accordance with capabilities and proficiencies and, when appropriate, seek counsel from qualified others.
- Actively strive to enhance knowledge of and expertise in long-term care administration through continuing education and professional development.

PROSCRIPTIONS: The Health Care Administrator shall not:

- Misrepresent qualifications, education, experience, or affiliations.
- Provide services other than those for which he or she is prepared and qualified to perform.



EXPECTATION III

Individuals shall strive, in all matters relating to their professional functions, to maintain a professional posture that places paramount the interests of the facility and its residents.

PRESCRIPTIONS: The Health Care Administrator shall:

- Avoid partisanship and provide a forum for the fair resolution of any disputes which may arise in service delivery or facility management.
- Disclose to the governing body or other authority as may be appropriate, any actual or potential circumstance concerning him or her that might reasonably be thought to create a conflict of interest or have a substantial adverse impact on the facility or its residents.

PROSCRIPTION: The Health Care Administrator shall not:

Participate in activities that reasonably may be thought to create a conflict of interest or have the potential to have a substantial adverse impact on the facility or its residents.

EXPECTATION IV

Individuals shall honor their responsibilities to the public, their profession, and their relationships with colleagues and members of related professions.

PRESCRIPTIONS: The Health Care Administrator shall:

- Foster increased knowledge within the profession of health care administration and support research efforts toward this end.
- Participate with others in the community to plan for and provide a full range of health care services.
- Share areas of expertise with colleagues, students, and the general public to increase awareness and promote understanding of health care in general and the profession in particular.
- Inform the ACHCA Standards and Ethics Committee of actual or potential violations of this Code of Ethics, and fully cooperate with ACHCA's sanctioned inquiries into matters of professional conduct related to this Code of Ethics.

PROSCRIPTION: The Health Care Administrator shall not:

- Defend, support, or ignore unethical conduct perpetrated by colleagues, peers or students

**THE ADMINISTRATOR OF THIS FACILITY IS A MEMBER OF THE
AMERICAN COLLEGE OF HEALTH CARE ADMINISTRATORS**

Principles of Excellence For Leaders In Long-Term Care Administration©



Created by the
American College of Health Care Administrators

Sponsored by



ACHCA
12100 Sunset Hills Road, Suite 130, Reston, VA 20190
Phone (703) 739-7900 Fax (866) 874-1585
www.achca.org

American College of Health Care Administrators

Principles of Excellence For Leaders in Long-Term Care Administration

Responding to the needs of the times and of its members, the American College of Health Care Administrators has developed a set of principles for leaders in long-term care.

These Principles of Excellence enunciate the highest principles of leadership in long-term care. They profile an exemplar of a leader who strives constantly to pursue the highest road to excellence. Prototypes and ideals are meant to inspire and motivate, although in practice no single leader may be able to exemplify all of them to the highest degree.

All leadership may be measured against some common criteria. Still, effective leaders are driven by different personality traits and personal histories; they follow varied styles and pursue different paths; they respond to different needs of the organization they lead, and to the unique context and challenges that their organization faces. Regardless of the type of one's leadership and one's style, all good leadership should remain true to these Principles of Excellence.

Long-term care is quintessentially a service field that calls for unique leadership, skills and talents. The many facets of effective long-term care leadership articulated in countless books may simply be capsuled in the following traits that distinguish a long-term care leader.

- An adherence to a clear vision of the nature and purpose of long-term care.
- An understanding that person-centered care is the ultimate goal of long-term care.
- The knowledge that an organizational culture should support the goals of long-term care.
- A conviction that a quality workplace is the necessary environment to create quality of life for the residents.
- An understanding that quality is ensured when there are skilled and devoted caregivers, supportive programs and a continued effort to improve the system.
- An appreciation that a leader, through action and words, sets the tone, mentors staff, nurtures individuals, encourages teamwork and creates a positive work setting.

These Principles of Excellence focus attention on areas critical to leadership in long-term care.

- Articulating a Mission and Vision for the organization;
- Creating a Culture of Quality within the organization;
- Affirming that resident's care and quality of life must be person-centered;
- Understanding that caregivers and staff create quality for the resident;
- Realizing that many residents experience long-term care as their last home;
- Knowing that financial viability is essential to provide care and services.

These Principles of Excellence set a practical framework to create, sustain and nurture our long-term care leaders.

- Educational preparation.
- Licensure examination design.
- Ongoing educational curriculum.
- Job descriptions.
- Self assessment.

Mission and Vision

A long-term care leader:

1. Guides efforts to articulate and win support for the organization's vision, mission and goals.
2. Develops a strategic plan to achieve the organization's mission with measurable goals and timeframes to achieve them.
3. Encourages staff and departments to commit themselves achieving the organization's goals.
4. Oversees the creation and sustenance of teams committed to the organization's mission, vision and goals.
5. Leads the staff and departments to develop collective, individual, and measurable objectives in keeping with the organization's goals.
6. Collaboratively plans and establishes supportive systems to achieve the organization's goals and objectives at all levels.
7. Strives to procure the necessary resources and allocates them to effectively achieve the organization's goals.
8. Establishes a Quality Improvement process that uses proven performance improvement tools to monitor and enhance quality of all care, services and operations.
9. Remains alert to the concerns of key stakeholders and regularly receives their feedback; updates them of the progress made in achieving the organization's goals; informs them of the effectiveness of the systems and resources deployed.
10. Maintains professional, working relationships with the governing body, regulators, surveyors, the media and legislators.
11. Promotes relations with families and the surrounding community both by being a resource to them and by inviting them to be partners in care giving.

Culture of Quality

A long-term care leader:

12. Creates a culture that reflects the organization's mission and priorities.
13. Creates a culture which promotes the quality of life of residents and provides them high quality of care.
14. Creates for the staff a quality work setting that affirms their individuality, respects diversity, and fosters effective teamwork.
15. In word and deed adheres to professional standards, sets proper priorities, and promotes a tone of caring in all operations.
16. Serves as a leader, mentor and coach who promotes excellence in care, services and operations.

Resident Care and Quality of Life

A long-term care leader:

17. Affirms the importance of person-centered care by establishing systems to ensure that, within reason and facility capability, resident's choices are elicited, valued and met.
18. Affirms the primacy of each resident's quality of life by meeting their need for security and care, by supporting their personal growth, and by promoting their intellectual and spiritual health and social well-being.
19. Encourages staff to implement systems that maximize excellent care and services by adopting state-of-the art procedures, innovations, evidence-based approaches and best practices.
20. Emphasizes the need for teamwork and interdisciplinary practices that utilize Continuous Quality Improvement (CQI) methodology.
21. Serves as an ambassador and advocate for the residents by inviting the families and community to become partners in care and services, and by encouraging their participation in religious and secular matters.
22. Promotes end-of-life care which respects the personal and spiritual preferences of each person.

Caregivers and Staff

A long-term care leader:

23. Imparts to the managers, supervisors and staff, during orientation and throughout their employment, an understanding of the organization's mission, vision and goals and of their role in achieving them.
24. Creates a work setting in which staff can achieve their individual objectives while contributing to the organization's goals.
25. Imparts a clear understanding of what is expected of each manager and staff individually and collectively.
26. Encourages professional and personal growth through orientation, continuing education and by encouraging innovation.
27. Provides education, tools, resources and systemic support needed for managers and staff to achieve the organization's mission, vision and values.
28. Hires and educates managers who are committed to the organization's philosophy and culture; promotes education that teaches supervision, leadership, team building and mentorship.
29. Emphasizes the primacy of person-centered care; encourages creativity and accountability; supports individuality; recognizes good work and provides proper supervision.
30. Teaches a systems-approach to quality improvement by encouraging teamwork, interdisciplinary collaboration, and reliance on proven quality improvement tools.
31. Uses work assignments that facilitate person-centered care.
32. Adheres to established policies, procedures and regulatory and legal requirements.
33. Oversees the creation of systems, consistent with law and regulation, intended to keep valued employees (e.g. human resource policies, compensation, benefits and succession planning).

Creating a Home

A long-term care leader:

34. Creates a physical environment consistent with the organization's mission and with the goal of enhancing quality of life for each resident – in short, creates "home" for each resident.
35. Oversees the maintenance of a safe, clean and appealing surrounding that adheres to codes of safety, public health and local law.
36. Oversees the development of a preventive maintenance program.
37. Oversees the creation and implementation of a safety program which includes fire, emergency, disaster, evacuation and transfer plans.

Finance

A long-term care leader:

38. Designs a budgetary plan that is consistent with the goals of the organization and each of its departments.
39. Follows sound financial management and accounting procedures that include financial supervision, checks and balances, monitoring cash flow, clearly drawn contracts and corporate compliance.
40. Oversees systems which safeguard residents' finances.

The American College of Health Care Administrators urges you to study these Principles of Excellence and find ever new ways to use them to guide and inspire creative leadership in long-term care.

The American College of Health Care Administrators ("ACHCA") has written and approved the "*Principles of Excellence For Leaders in Long-Term Care Administration*" to support the provision of long-term health care services that are desired, meaningful, successful and efficient. They are intended to assist administrators in achieving these objectives and to guide and inspire creative leadership in long-term care. The principles encourage the administrator to follow a reasonable course of action based on current knowledge, available resources, and the needs of the facility so that effective and safe care can be delivered. They are aspirational in nature and intended to foster self-appraisal and continuous performance improvement. The principles are neither inflexible rules nor requirements of practice. They are not intended nor should they be used to establish a legal standard of care under any circumstances.

Changes in the facility environment due to advances in care, financing and reimbursement and regulatory framework can occur at a rapid rate. The effective date of this set of principles, as revised from time to time, should always be considered in determining its current applicability.
