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CLRI

Centres for Learning,
Research & Innovation
in Long-Term Care

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SUPPORTING THE STUDENT EXPERIENCE IN LONG-TERM CARE

CESBA PSW Sector Day
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Scott Mitchell
Knowledge Broker, Ontario CLRI

Carolyn Triemstra
Education Engagement Lead, PREP LTC

WHAT WE DO



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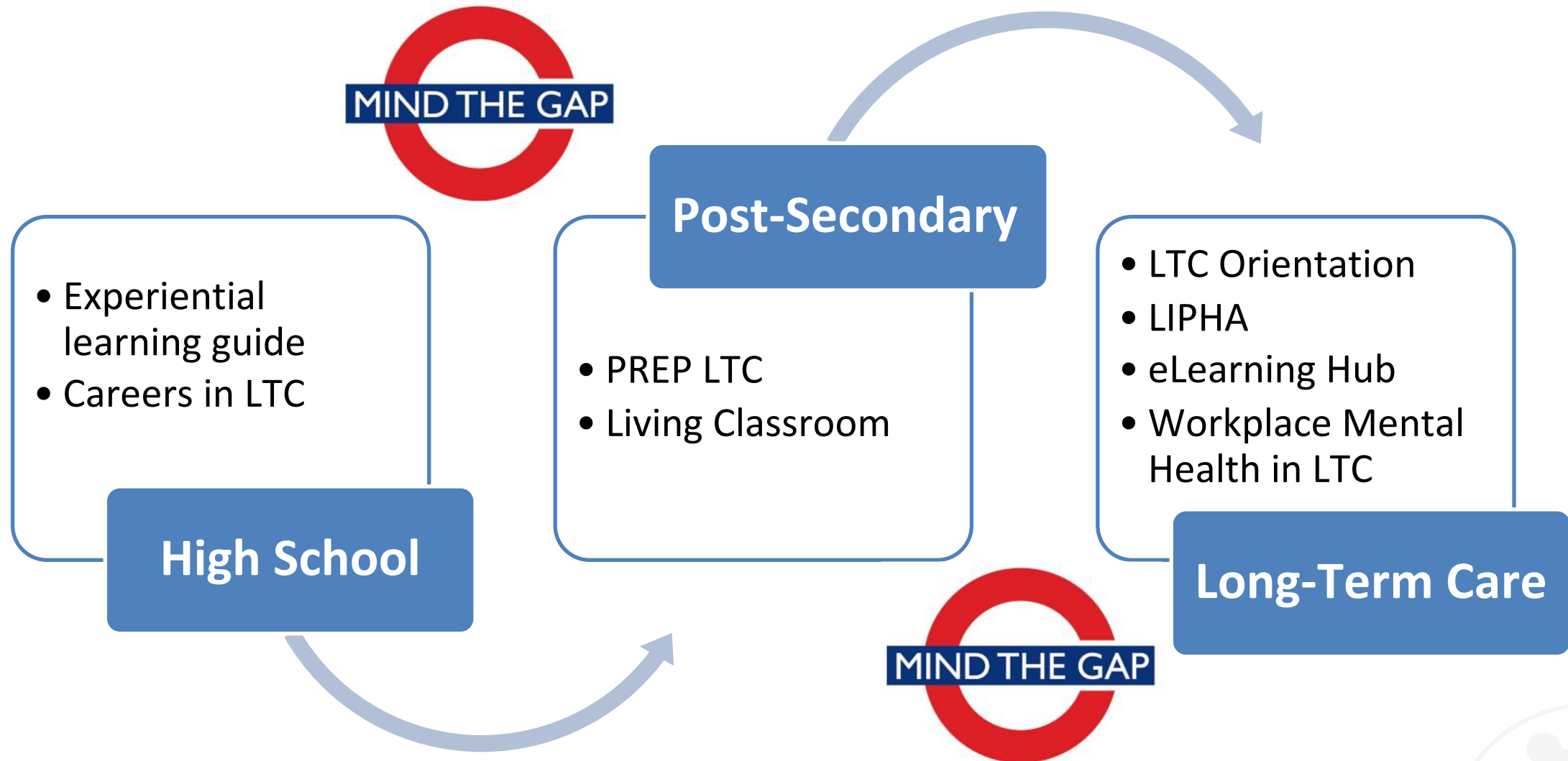
SUPPORTING THE STUDENT EXPERIENCE IN LONG-TERM CARE

AGENDA

- Ontario CLRI programs and resources that support the student journey
- Group discussion: PSW program needs and opportunities



ONTARIO CLRI RESOURCES FOR STUDENT SUPPORT

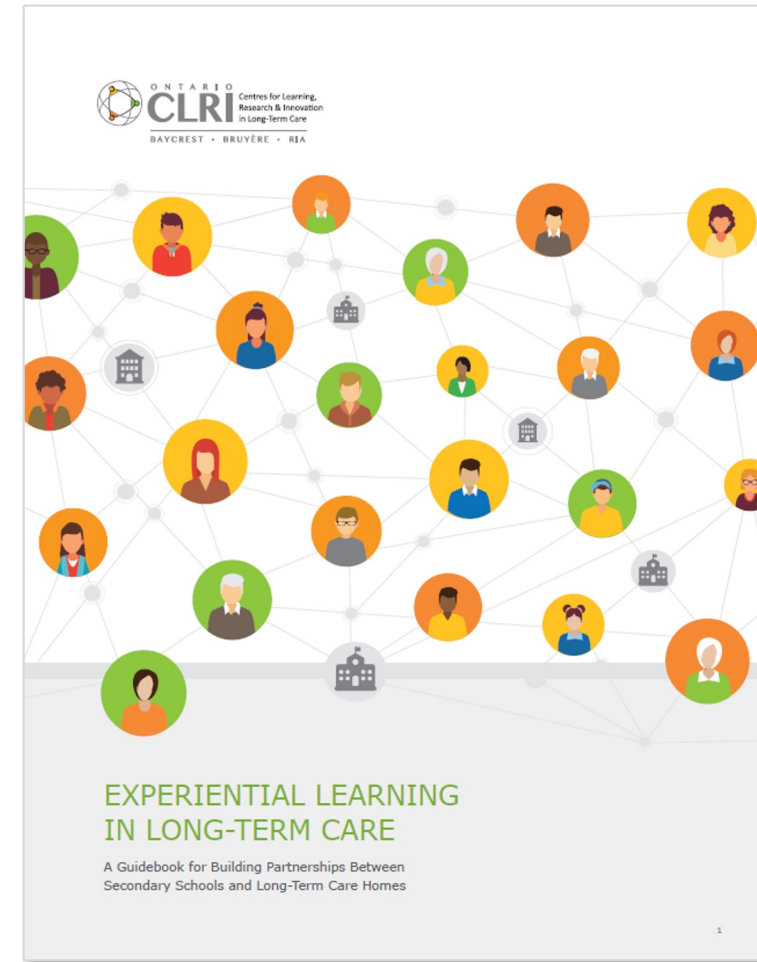


EXPERIENTIAL LEARNING IN LONG-TERM CARE

- A guidebook for building partnerships between secondary schools and long-term care homes
- How to create experiential learning placements for coop and Specialist High Skills Major (SHSM) students

<https://clri-ltc.ca/resource/experiential-learning-in-long-term-care/>

<https://clri-ltc.ca/resource/resources-for-secondary-school-educators/>



CAREERS IN LONG-TERM CARE

- Help students find a career that lines up with their interests and skills
- Explore a variety of roles in LTC:
 - PSW, Nurse, Physiotherapist, Social Worker, Food Service Aide, Housekeeping, Recreation, Music Therapy, etc.
- Understand the benefits of working in long-term care

<https://clri-ltc.ca/resource/careersltc/>

Personal Support Worker as a Career

Resource Type: Project, Website **Posted On:** December 1, 2020 **Author/Source:** Ontario CLRI at the RIA

Audience(s): Educators, HR/Operations, Job Seekers, Students

This page provides an overview of the PSW role in long-term care based on the information given to us by PSWs in the field and the sources outlined below. The role of a PSW may vary based on the long-term home and region. For a more comprehensive picture of this role, visit the PSW association information links below. This page is part of our [Careers in Long-Term Care](#) Initiative.

What does a personal support worker do?

A personal support worker (PSW) gives direct care to residents living in long-term care. A PSW helps residents with physical needs such as personal care (bathing, dressing, etc.), as well as getting around the home.

PSWs add to the quality of life of residents and give emotional support and friendship. PSWs are an important part of a resident's health-care team because they know their residents well and can report any behaviour or clinical changes.

What skills will I use?

- Interpersonal communication
- Active listening
- Empathy
- Perceptiveness
- Self-direction
- Flexibility



Various clips used in this video were filmed before and during the COVID-19 pandemic. Infection control practices (such as wearing a mask) may be shown.

How do I become a PSW?

You need a PSW certificate to work as a PSW in Ontario. You can gain a certificate through on-the-job training or a formal college program. Formal programs take six months to one year and give both in-class teaching and practical experience.

For more information on pursuing a career as a PSW see the [workforlife](#) site, or visit [OntarioColleges.ca](#) for a list of Ontario colleges offering PSW programs.

LTC ORIENTATION

Orientation is a first step to get new hires ready to work in LTC.

Resources cover four topic areas:

1. Foundational Knowledge
2. Communication and Person-Centred Care
3. Providing Support in Long-Term Care
4. Personal Care

<https://clri-ltc.ca/orientation/>

What is
Long-Term
Care?



Residents'
Bill of Rights



Person
Centred
Language





Learning
Inter-Professionally
Healthcare Accelerator

- LIPHA for LTC is a virtual learning platform that provides innovative training for PSWs, nurses and other team members via a highly immersive educational game
- Virtual preceptoring experience focused on best practices, relational care, safety, and teamwork
- Designed to improve capacity and competence of LTC team members and students.

<https://www.mylipha.ca/>



ELEARNING HUB

55+ courses designed to train the current and future LTC workforce. Free registration.



COURSE EXAMPLES

- LTC orientation series
- Person-centred language
- IPAC
- PREP LTC for preceptors and students
- Supporting residents' mental health and wellness
- Communication at end-of-life
- Clinical nursing leadership
- Team essentials
- Eating assistance
- Lifts and transfers

<https://learn.clri-ltc.ca>



Preceptor Resource and Education
Program in Long-Term Care

Preceptor Resource and Education Program in Long-Term Care (PREP LTC)

- PREP LTC is funded by the Ministry of Long-Term Care and provides funding and supports to LTC homes across the province to build and expand their student placement programs.
- The PREP LTC initiative provides online education for preceptors and students and supports positive and successful student placements.
- This initiative is expected to lead to increased recruitment and retention of a highly skilled and engaged workforce for the sector.

Our Goals

- Address barriers to increasing capacity for clinical placements..
- Provide a positive, high-quality experience for students and preceptors.
- Recruit and retain team members in long-term care.

<https://clri-ltc.ca/prep-ltc>

LIVING CLASSROOM

COLLABORATION IS THE KEY!

livingclassroom.ca

The Living Classroom is a partnership model that integrates education into a long-term care or retirement home to support workforce development.

Students, faculty, and those living, visiting and working in the home engage in a culture of shared learning.



Shared goals and values



Formal agreements



Standard operating protocols



Communication and coordination



Integrated teams



Physical space and equipment



Enhanced curriculum



Long-term commitment

LIVING CLASSROOM

Resources

- Readiness Checklist
- Implementation Guide
- Living Classroom Video
- Virtual Tour
- Infographic: Benefits of the Living Classroom

Available in English and French

COLLABORATION IS THE KEY!

livingclassroom.ca

Is Your Long-Term Care Home Ready to Host a Living Classroom?

	SUCCESS FACTORS	CHALLENGE	STRENGTH	UNSURE	COMMENTS
Leadership Support and Engagement					
1	Senior leaders are convinced of the value of the Living Classroom in addressing workforce education and recruitment challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Implementation of a Living Classroom is aligned with organizational, regional and system goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Senior leaders are willing and able to lead the planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Human Resources to Support Teaching and Learning					
4	Your long-term care home has nurses who are ready and willing to provide clinical training, support and guidance to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Your long-term care home has trained preceptors to support student placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Your long-term care home has an interdisciplinary team that is willing to collaborate with an education provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Benefits of the Living Classroom

STUDENTS

- Students are exposed to rewarding career opportunities in senior living
- Students benefit from experiential learning with residents, families and team members
- Students can live, study, and work in their own community
- Students graduate with enhanced skills, greater confidence and practical experience caring for older adults



TEAM MEMBERS

- Team members benefit from student assistance with care
- Team members learn new clinical practices and update their caregiving skills
- Team members experience personal growth by mentoring the next generation of healthcare professionals



RESIDENTS, FAMILIES AND EDUCATORS

- Residents and families share their knowledge and wisdom with students and educators
- Educators can offer programs in locations where there is high demand
- Long-term care and retirement homes can hire new employees from a pool of work-ready graduates



DISCUSSION

1. What challenges (or successes) are you experiencing with your Living Classroom? Suggestions for improvement?
2. How have you successfully integrated your PSW program into the LTC home?
3. How do you approach student orientation and preceptor training?
4. What CLRI resources have you used and/or what resource gaps have you identified?



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Ontario CLRI



info@clri-ltc.ca



1-877-789-0614



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