



Readiness Self-Assessment Tool for Long-Term Care Homes

Purpose of the tool

The Preceptor Resource and Education Program in Long-Term Care (PREP LTC) helps address the staffing needs of the long-term care (LTC) sector by providing funding, education, and resources to Ontario LTC homes to build capacity for clinical student placements. The project also equips preceptors in LTC to support positive and successful student placements. PREP LTC provides this readiness self-assessment tool.

The purpose of completing the assessment is to support planning and decision-making. Your LTC home may have a clinical student placement program already. Or maybe a team at your home wants to start one. You can help your team to assess how ready your organization is to host a clinical student placement. Let's look at ways to help your team prepare your organization to be successful.

How to use the tool

First, complete the checklist portion on your own. Then, share what you have learned with the team in your home about what strengths, challenges and more preparation the team may need. Also, you can use the questions at the end of this tool to help your team start conversations about how best to prepare for clinical student placements (or programs).

Who developed the tool?

Team members at the Ontario Centres for Learning, Research and Innovation in Long-Term Care (CLRI) and external experts put this tool together. The work of many researchers and practitioners informed this tool. There is a list of their work in the References section.

Acknowledgements

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Is your long-term care home ready to deliver a student placement?

SUCCESS FACTORS	CHALLENGE	STRENGTH	UNSURE	COMMENTS
Leadership is convinced of the value of a clinical student placement in addressing team member education and recruitment challenges.				
Leadership is willing and able to lead the planning process of the clinical student placement.				
Your long-term care home meets the accreditation and regulation standards.				
Your long-term care home has preceptors who can provide clinical training, support and guidance to students.				
Your organization is committed to teaching new team members.				
Clinical student placements match the values and priorities of the long-term care home.				
Your long-term care home manages change (including new programs) successfully.				
The clinical student placement does not conflict with other high-priority initiatives or activities.				
There are workflows or processes in place that can help support a clinical student placement.				
Team members are open to student participation in care planning and delivery.				
Some of your colleagues have expressed interest in teaching students.				
You or your colleagues give input or belong to the team developing the clinical placement program.				
Your long-term care home prioritizes collaboration and shared decision-making.				
Your long-term care home can offer students diverse resident care experiences.				
You have enough resources to start and maintain a clinical student placement.				
Your long-term care home can access students through relationships with a school board, college or university.				

Discussion questions for you and your team

You can use these questions to start a conversation with your team:

- What do you think will be your greatest challenge?
- What do you think is your long-term care home's greatest strength?
- Are there areas where we have differences of opinion?
- What ways of being prepared should we prioritize first?
- What do we need more information about to move forward?