

# PREP LTC

Preceptor Resource and Education  
Program in Long-Term Care

## **Nursing Student Orientation Package** **for clinical student placements in long-term care**



Student Name: \_\_\_\_\_

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### **Acknowledgement**

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# Welcome

A clinical placement in long-term care (LTC) is a rewarding opportunity to practise and consolidate new skills, explore career opportunities within nursing practice and build meaningful relationships with residents and team members.

As a nursing student, you are a valuable member of our team and contribute to the quality of life and well-being of the residents who live here. This orientation package will introduce you to information that will support you in expanding your nursing skills and knowledge, as well as providing high-quality care and services to residents and assisting team members. Throughout your clinical placement, remember that you are representing yourself and your school and that you are an important part of bringing an organization's mission to life.

## What is Long-Term Care in Ontario?

LTC homes are places where adults who require support may reside for (1) short respite stays, (2) up to two-month convalescent care stays or (3) permanently.<sup>1,2</sup> Most of the residents are 75 years of age and older and have cognitive impairment. Most residents live at the home for an average of 18 months.<sup>3</sup> LTC homes differ from retirement and supportive housing settings in that the individuals who live in LTC require 24/7 support. Nursing and support services in LTC homes are funded by the Ministry of Long-Term Care, while care and support services in retirement homes are the financial responsibility of residents.<sup>4</sup>

Services that residents receive in LTC include

- Social, recreational and physical activity programs
- Meals, drinks and snacks
- Spiritual and religious services
- Medical and rehabilitation services
- Laundry and housekeeping
- Personal and medical supplies
- End-of-life and palliative care

Key departments and roles in LTC include, but are not limited to,

- Recreation (programs and activities)
- Food services (meals and nutrition)
- Nursing and personal support (medical and 24/7 care)
- Administration (leadership, human resources, accounting, quality improvement)
- Hospitality (environmental, maintenance, laundry, housekeeping services)
- Kinesiology (physical activities, physiotherapy, occupational therapy)
- Social engagement with residents



# Introductions

Fill in the following information to gain a better understanding of the LTC home.

Using the home’s website and/or policy and procedures manual, write down the organizational mission.

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Please specify how you, as a nursing student, can contribute to this mission.

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Are there any skills that you hope to learn or improve during your clinical placement? For example, communication skills.

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Write a SMART goal related to one of the skills listed above.<sup>5</sup>

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Throughout your placement, you will be reporting directly to a preceptor. Please fill in their contact details below.

Name: \_\_\_\_\_

Role title: \_\_\_\_\_

Email/phone number: \_\_\_\_\_

Review your role and expectations with your preceptor. Write down any questions or important information to remember.

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## Tour

When touring the LTC home with your preceptor, ensure the following points are covered:

- Where to keep your personal items
- Where you can take a break
- Where the restrooms are located
- Where supplies are kept (the clean hold)
- Where health and safety equipment can be found
- Where and how you can find a team member if you need assistance
- Where to find policies and procedures



Use the space below to make notes from the tour.

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## Health and Safety

Safety is everyone's responsibility. The following information and protocols will help ensure your health and safety and the safety of those living and working in the LTC home.

- Keep your hands clean. Wash or sanitize your hands when soiled after using the washroom, before and after eating and in between caring for residents.
- Review donning and doffing procedures of personal protective equipment (PPE). Please refer to the **Training and Education** section on page 6.
- Stay home if you are not feeling well or experiencing cold, COVID-19 or flu symptoms. Residents can have increased vulnerability, therefore, it is especially important to be sure you are completely clear of symptoms before having contact with them. Contact your preceptor and Faculty Advisor to let them know you are unwell.
- If you believe an assigned task is unsafe for you to perform, share these concerns with your preceptor. You have a right to decline any task or assignment if it feels unsafe, if you are not properly trained or if you do not have the proper equipment to do the task safely. Please refer to the **Student Rights** section on page 5.
- Speak up. If you feel that your physical or emotional safety is at risk, speak to your preceptor and/or Faculty Advisor. They are there to support you.

### Infection Prevention and Control Protocols

What policies does your academic institution have in place if you are exposed to COVID-19?

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What policies does the LTC home have in place for CONTACT precautions?

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What policies does the LTC home have in place for DROPLET precautions?

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What policies does the LTC home have in place for AIRBORNE precautions?

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Where is PPE stored in the LTC home?

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### Emergency Protocols

Ask your preceptor what the protocol is if you witness the following emergencies.

What should I do if a resident falls?

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What should I do if a resident begins choking?

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What should I do if there is a fire?

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Write down how to access the care directives for a resident.

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Write down any additional information that may be helpful in other emergencies (e.g., emergency codes).

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### Student Rights

Every student has the right to

- Be treated with dignity, respect and value
- Receive the education, training and support necessary to fulfill their role successfully and safely
- Refuse any task or assignment if they are not comfortable, if it feels unsafe or if they have not received the proper training or equipment to complete the task safely
- Be protected from discrimination based on race, ancestry, place of origin, ethnicity, citizenship, creed, sex, gender, sexual orientation, age, marital status, family status or disability
- Receive both recognition and constructive feedback
- Learn, grow and share ideas

## Training and Education

The following section provides options for enhancing your knowledge of LTC. We ask you to enter a game world, take an eLearning Course, watch a video and/or read a resource. We encourage you to complete these activities by the end of your placement to get the most out of the experience. You may wish to discuss these training activities with your preceptor.

You can choose from the following options:

<p>The <a href="#">Preceptor Resource and Education Program in Long-Term Care</a> eLearning Course provides students and preceptors with knowledge and skills across a wide variety of topics related to clinical student placement and the LTC setting. You will find Activity One on page 7.</p>

AND

<p>The <a href="#">Learning Inter-Professionally Healthcare Accelerator</a> (LIPHA) simulation, coaching and community platform. Learn about your role, other team members and how to successfully care for older adults in LTC.</p>
<p><b>OR</b></p>
<p><b>Fixing Long-Term Care Act and Residents' Bill of Rights.</b> You will find Activity Two on page 8.</p>
<p><a href="#">A person-centred approach to care.</a> You will find Activity Three on page 9.</p>
<p><a href="#">Supporting residents living with dementia.</a> You will find Activities Four and Five on page 9.</p>
<p><a href="#">Supporting residents who need assistance at mealtimes.</a></p>
<p><a href="#">Clinical Nursing Leadership</a></p>
<p><a href="#">Communication at End-of-Life</a></p>
<p><a href="#">Supporting residents with mobility challenges.</a> You will find Activities Six and Seven on page 12.</p>
<p><a href="#">Infection and prevention control.</a> You will find Activity Eight on page 12.</p>

[Preventing, recognizing, and reporting abuse and neglect.](#) You will find Activity Nine on page 13.

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

LTC clinical student placements are unique in many ways. The relationship between a preceptor and a student is very important and can be a rewarding career experience for both. Once you have completed [PREP LTC](#), answer the following questions.

#### Activity One

The first six questions are about ways you can use PREP LTC learning in your practice.

1. What is one thing you learned about getting ready for your LTC clinical student placement that you will use?

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2. What is one way you plan to use your learning in PREP LTC about age-related and health condition changes?

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3. What is one way you plan to use your learning in PREP LTC about dementia care and responsive behaviours?

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4. What is one way you plan to use your learning in PREP LTC in personhood?

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5. What is one way you plan to use your learning in PREP LTC about inclusive teamwork?

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6. What is one skill featured in PREP LTC learning about debriefing that is new to you? How can you use it in your practice?

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These last four questions are for deeper reflection in conversation with your supervisor or preceptor peers.

1. What has your learning experience in PREP LTC taught you about your own learning needs as a student?  
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2. What skills and abilities featured in PREP LTC have you identified as helpful for your development as a student?  
\_\_\_\_\_
3. What opportunities can you identify for learning and rehearsing these skills in your practice setting?  
\_\_\_\_\_
4. What types of support will you need (from yourself or others) to use these learning and rehearsal opportunities?  
\_\_\_\_\_

### Fixing Long-Term Care Act and Residents' Bill of Rights

The Fixing Long-Term Care Act outlines policies and procedures LTC homes must follow to support the health, well-being and safety of residents. The Act also includes the Residents' Bill of Rights to ensure LTC homes constantly strive to provide individualized care and support services to each person living there.

- Watch [Long-Term Care Home Residents' Bill of Rights \(FLTCA, 2021\)](#)<sup>6</sup>
- Watch an [Overview of Fixing the Long-Term Care Act, 2021](#)<sup>7</sup>

### Activity Two

What are three ways that you can honour the rights of residents?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### A Person-Centred Approach to Care

A culture change movement is happening in Ontario LTC homes where holistic, person-centred care that enriches residents' quality of life is recognized as equally essential to their medical and physical supports. Person-centred care considers the individual's relationships (including all who live in, work in and visit the LTC home) and the impact that other people, practices, physical care and the environment may have on the individual.

Core characteristics of a person-centred approach include

- Respecting and valuing the individual as a full member of society
- Providing individualized emotional and physical spaces for care that are in tune with people's changing needs
- Understanding the perspective of the person in all care and activities
- Providing supportive opportunities for social engagement to help people live their life to their fullest potential and experience well-being

Consider the language that you use. For example, no longer referring to LTC homes as “nursing homes” or “facilities” emphasizes that these places genuinely are homes and communities with diverse residents, team members, family members and visitors.

### Activity Three

- Take the [Person-Centred Language: An Overview for Long-Term Care Team Members](#) eCourse<sup>8</sup>

What are three examples of person-centred language that you use?



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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Supporting Residents Living with Dementia

Dementia is a broad term that describes a set of symptoms that may include memory loss, changes in mood, and difficulties with thinking, problem-solving problem and language.<sup>9</sup> When someone is living with dementia, these characteristics lead to a shift in the way a person experiences and perceives the world, and may include challenges with

- Retrieving memories
- Judgement and reasoning
- Concentrating
- Planning and time management
- Problem-solving
- Communicating
- Completing tasks or activities of daily living

When you are working with a resident who is living with dementia, it is important to be mindful, open and present. This means giving your undivided attention to the person. Sitting down with a resident at their eye level is one of the most effective ways to show someone that you are listening and you have time for them. Don't concentrate on what is true or false based on your reality, instead, adapt to be part of what is real to them at that moment.

**Activity Four**

Watch the [How to Support Residents Living with Dementia](#)<sup>10</sup> video.

As you watch the video, write down three strategies you can use with a resident who is living with dementia.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Activity Five**

Based on the information presented in the video, circle the correct answers:

If a resident living with dementia becomes upset, it is because of the disease.	True	False
If a resident tells me that they need to go home to take care of their young children, I should...	Reassure them that their children are safe, and ask them to tell me more about their children.	Inform them that they and their children no longer live at home.
I should introduce myself to the resident, even if I have met them before.	True	False
If a resident says they do not want to go to an exercise class, I should...	Bring the resident anyway because I know it will be good for them.	Ask the resident if they would like to go for a walk later instead.

At times, a person living with dementia may have difficulty understanding the world around them or remembering how to express their needs, and therefore, they may become distressed or express words or actions that don't make sense to the rest of us. This is called a "Personal Expression." "Responsive Behaviours" are defined as actions, words and gestures presented by a person living with dementia as a way of responding to something negative, frustrating or confusing in their social and physical environment.<sup>11</sup>

If a resident is displaying a personal expression/responsive behaviour, you need to remember first and foremost that the person's words or actions have meaning. You may have to act as a "detective" to determine what that meaning is (what the person needs or what they are trying to express).

Here are a few tips to keep in mind.

- If you feel that you, the resident, or other residents may be at risk, ask for assistance from a team member immediately.
- Be attentive to the person's words, body language and emotions. Show you are listening by being on the person's level, making eye contact and giving them your undivided attention.
- Be patient.
- Instead of trying to correct the person, meet them where they are and try to understand what their reality is at the time. For example, they may know their name and the date but can't say where they are or why. Aim to understand what the resident's perception is.
- Go for a walk, or go with the person to their room or a quiet space where you can sit together (sometimes environmental factors such as noise or bright lights can be distressing).
- Try redirecting the person by doing a calming and engaging activity together.
- It's okay to say you don't know and offer a sincere apology. Reassure the person that you are doing your best to understand and that they are not alone.
- If the person remains upset, give them space and avoid touching or going very near the resident when they are expressing a behaviour. Touching them may further agitate them. Try to re-approach them later. Do not ignore the person.

You may hear the phrases "challenging behaviours" or "behavioural and psychological symptoms of dementia" in reference to people living with dementia. These terms attribute the person's words or actions to their personality and not to their disease, which can discredit that what the person is trying to express has meaning. The term "personal expressions" is another example of person-centred language, as this term emphasizes that these actions and reactions are ways of communicating something meaningful and specific to that individual.

### Supporting residents with mobility challenges

Due to different physical capabilities, some residents living in LTC may need assistance with actions such as standing up, sitting down and walking. Additionally, some residents who experience physical challenges may use a device that aids their mobility such as a walker or wheelchair. A mobility aid should be viewed as an extension of a person's body. Before attempting to push or move a wheelchair, introduce yourself, and ask the person before taking action.

Performing transfers is an essential skill within the LTC setting. Applying proper body mechanics is necessary to avoid injury or harm to both the resident and yourself. Although some can be easily performed manually, mechanical devices may also be used in certain situations. Refer to your preceptor on the policies and procedures around using mechanical lifts for resident care.

If you need an additional refresher, review [Lifts and Transfers: The 1, 2, 3 Approach](#).

### Activity Six

Watch [Supporting the Mobility of Residents Living in Long-Term Care](#). Based on the demonstration in the video, number the following steps 1 (first) to 5 (last) to help a resident stand up from a chair:

- \_\_\_\_\_ Ask the resident to move toward the edge of their seat and plant their feet firmly on the floor
- \_\_\_\_\_ Ask the resident to stand on the count of three
- \_\_\_\_\_ Place one hand on the resident's shoulder and one hand on their lower back
- \_\_\_\_\_ Introduce yourself to the resident and tell them the objective (to stand up)
- \_\_\_\_\_ Ask the resident to hold onto the armrests of the chair and lean their chest forward

### Activity Seven

Circle the correct answer to complete each sentence:

1. Before assisting a resident who uses a walker to stand up or sit down, make sure that their walker brakes are:	on	off
2. When walking with a resident who uses a walker, place one hand on the walker and one hand on the resident's:	upper back	lower back
3. Before giving a lift to a resident using a wheelchair, ask them to:	lean forward	lean back
4. Because a resident's perception of speed can be different from ours, when giving a lift to a resident using a wheelchair ensure your walking pace is:	slow/leisurely	fast/brisk

### Infection and prevention control (IPAC)

It is essential to equip everyone working and volunteering in LTC with the skills and knowledge they need to protect themselves, their colleagues, residents, family members and community members.

### Activity Eight

- Complete [Course 1. Break the Chain of Transmission: IPAC Core Concepts and Practices](#) and [Course 4. IPAC While Administering Medication](#)

What are some examples of infection prevention and control that you can do to keep safe and healthy?

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### Abuse and neglect

As stated by the Ontario Long-Term Care Homes Act, LTC homes are responsible for supporting the health, well-being and safety of residents. This includes securing residents' rights to be protected from abuse (including neglect) by any visitor, team member, volunteer, student or another individual. Abuse can take on different forms; therefore, you must understand what constitutes abuse.

### Activity Nine

- Complete the [Preventing, Recognizing, and Reporting Abuse and Neglect in Long-Term Care](#) eLearning Course.

Ask your preceptor what the protocol is if you suspect or witness abuse. Fill in the answer below.

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### Confidentiality

Nursing students have a responsibility to protect and keep any personal information confidential that they come in contact with about any resident. A resident's health information is only to be shared with the interprofessional team in the resident's circle of care unless authorized by the resident.

This means not sharing residents' confidential information with

- Other students
- Volunteers
- Visitors
- Team members whose knowledge of the information will not contribute to the individual's care
- Anyone outside of the LTC home

## Thank you

We are excited to have you join the team of many wonderful people who contribute to making LTC homes great places to live and work. Please keep this information in mind as you complete your clinical placement and know that your interest, support and passion will benefit those living and working in LTC homes greatly!



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# Appendix B: Answer key for the training activities

## Activity Four Answers

- Speak clearly.
- Speak at the same pace as the resident.
- Be mindful, present and open with your body language.
- Sit down or get to the person's level.
- Introduce yourself to the resident each time you approach them.
- Ask first and respect the resident's wishes.
- Speak to people living with dementia as adults.
- Try to rephrase questions as statements.

## Activity Five Answers

- If a resident living with dementia becomes upset, it is because of the disease. – False
- If a resident tells me they need to go home to take care of their young children, I should reassure them that their children are safe and ask them to tell me more about their children.
- I should introduce myself to the resident, even if I have met them before. - True
- If a resident says they do not want to go to an exercise class, I should ask the resident if they would like to go for a walk later instead.

## Activity Six Answers

1. Introduce yourself to the resident and tell them the objective (to stand up).
2. Ask the resident to move toward the edge of their seat and plant their feet firmly on the floor.
3. Ask the resident to hold onto the armrests of the chair and lean their chest forward.
4. Place one hand on the resident's shoulder and one hand on their lower back.
5. Ask the resident to stand on the count of three.

## Activity Seven Answers

1. Before assisting a resident who uses a walker to stand up or sit down, make sure their walker brakes are: on.
2. When walking with a resident who uses a walker, place one hand on the walker and one hand on the resident's: lower back.
3. Before giving a lift to a resident using a wheelchair, ask them to: lean back.
4. Because a resident's perception of speed can be different from ours, when giving a lift to a resident using a wheelchair, ensure your walking pace is: slow/ leisurely.