LIVING CLASSROOM

Readiness Self-Assessment Checklist for Long-Term Care Homes

The Living Classroom is a partnership model that integrates education into a long-term care or retirement home to support workforce development in senior living. Students, faculty, and those living, visiting and working in the home engage in a culture of shared learning. The model was first implemented in Ontario through a partnership with Conestoga College, the Schlegel-UW Research Institute for Aging and Schlegel Villages. For more information about the Living Classroom model, including an Implementation Guide, visit https://livingclassroom.ca.

If your long-term care home is interested in building your own Living Classroom, the following questions will help you reflect on a variety of factors that can contribute to a successful implementation. The purpose of completing the Readiness Assessment is to support planning and decision-making.

INSTRUCTIONS: Complete the checklist portion individually, and then use the discussion questions to guide a group reflection about strengths and challenges, and to determine where more preparation may be needed.

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

SUCCESS FACTORS	CHALLENGE	STRENGTH	UNSURE	COMMENTS
Leadership Support and Engagement				
1 Senior leadership is convinced of the value of the Living Classroom in addressing workforce education and recruitment challenges	☐	☐	☐	
2 Implementation of a Living Classroom is aligned with organizational, regional and system goals	☐	☐	☐	
3 Senior leadership is willing and able to lead the planning process	☐	☐	☐	
Human Resources to Support Teaching and Learning				
4 Your long-term care home has registered nurses who can provide clinical training, support and guidance to students	☐	☐	☐	
5 Team members are receptive to student participation in care planning and delivery	☐	☐	☐	
6 Your long-term care home has an interdisciplinary team that is willing to teach and collaborate with an education provider	☐	☐	☐	

SUCCESS FACTORS	CHALLENGE	STRENGTH	UNSURE	COMMENTS
Quality Assurance and Change Management				
7 Your long-term care home has a robust quality assurance program and meets industry accreditation and regulation standards	☐	☐	☐	
8 Your long-term care home has a history of successfully managing change and/or implementing new programs	☐	☐	☐	
Organizational Culture				
9 Your organizational culture reflects a commitment to learning and innovation	☐	☐	☐	
10 Team members understand what evidence-based practices are and hold positive attitudes towards their use	☐	☐	☐	
11 Your long-term care home has a collaborative relationship with residents and families, based on trust, communication and participation in decision-making	☐	☐	☐	
12 Your long-term care home embodies a positive model of resident-centred care	☐	☐	☐	
Critical Mass and Diversity of Services				
13 Your long-term care home has enough residents with diverse needs to provide	☐	☐	☐	

SUCCESS FACTORS		CHALLENGE	STRENGTH	UNSURE	COMMENTS
	students with experience in a range of care services designed for older adults				
14	Your community has a large enough population of potential students to sustain a Living Classroom	☐	☐	☐	
Physical Infrastructure and Resources					
15	Your long-term care home has sufficient space to accommodate a Living Classroom, including lecture hall, skills lab, study area, faculty office and a lounge for students	☐	☐	☐	
16	The Living Classroom will not conflict with other high-priority initiatives or activities that are already happening in your long-term care home	☐	☐	☐	
17	You have sufficient resources to implement and administer the Living Classroom	☐	☐	☐	
Partnerships					
18	Your long-term care home has a positive relationship with an educational institution that trains personal support workers	☐	☐	☐	
19	Your long-term care home has a strong commitment to working collaboratively with other organizations based on shared values	☐	☐	☐	

Discussion Questions

What do you anticipate will be your greatest implementation challenge?

What is your long-term care home's greatest strength?

Where do your responses differ from your colleagues?

What readiness factors are important to address early in the planning process?

Where would more information or data be helpful?

References

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