



BUILDING AND DEVELOPING THE LONG-TERM CARE WORKFORCE

2024-2025 ONTARIO CLRI ANNUAL REPORT

OUR PROGRESS

OUR MISSION

A provincial resource that, in partnership, builds capacity in long-term care through education, research, and knowledge mobilization.



95%

of LTC homes
reached last year



250,000+

course completions
last year



Strengthening the Long-Term Care Workforce

By 2029, more than 58,600 additional nurses and personal support workers (PSWs) will be needed in Ontario’s long-term care (LTC) sector.

Successfully recruiting, retaining, and training LTC team members to deliver the highest quality of care to residents is a critical area of focus for the Ontario Centres for Learning, Research and Innovation in Long-Term Care (Ontario CLRI). The CLRI is proud to be a trusted partner, serving the evolving needs of the sector.

The Ontario CLRI teams, hosted at the Baycrest Academy for Research and Education, Bruyère Health Research Institute, and the Schlegel-UW Research Institute for Aging, are helping deliver the next generation of LTC team members by supporting successful clinical placements, orientation to the LTC sector, and student mentorship. With our partners, the Preceptor Resource and Education Program in Long-Term Care (PREP LTC) supported 35,552 clinical placements over the last four years, including a high of 15,150 this past year.

The work of the Ontario CLRI goes beyond training and orientation. To achieve transformation within the sector, we help address existing and future challenges facing LTC homes and their team members. To best serve residents and to meet quality improvement goals, LTC team members require the tools and training to manage mental health challenges, foster inclusive cultures, and implement best practices, among other areas. With more than 20 initiatives, the Ontario CLRI partners with and supports LTC leaders and team members to deliver these evidence-informed practices.

On page 14, we hope you will be inspired by the passion and commitment to excellence of team members from two LTC homes who shared the impact of taking a variety of Ontario CLRI training this past year. Kami Johnson, Administrator at Belvedere Heights, shared that the Ontario CLRI “education strengthens relations amongst our team members. We now have better tools to deliver person-centred care, and the confidence to provide the best care to residents.”

The Dementia Care Preparedness Initiative (DCPI) marked a ground-breaking step in transforming dementia care across LTC homes. Through a comprehensive implementation readiness assessment, the project supported homes in reflecting on their current practices, resulting in personalized reports tailored to guide their implementation teams. This initiative represents the first large-scale mapping of dementia care practices across the province, laying a critical foundation for scaling evidence-informed, person-centered dementia care approaches province-wide.

We would like to thank our partners for supporting us in reaching over 95% of Ontario’s LTC homes this past year, and the Ministry of Long-Term Care for entrusting us with the opportunity to support the development of the LTC workforce and sector to improve the health and well-being of people who live in long-term care.

Sincerely,

The CLRI Executive Team

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PSW Fund

The **Personal Support Worker Education Fund for Long-Term Care (PSW Fund)** offers training opportunities to develop a skilled, motivated, and resilient workforce. Launched in 2017, the PSW Fund has trained more than 23,000 PSWs and other LTC home team members across the province. In 2024–25, over 2,000 LTC team members completed training from at least one project.

In 2024–25, the PSW Fund offered eight education options:

- LIVING the Dementia Journey (LDJ)
- The Working Mind Long-Term Care (TWM)
- One Day: Person-Centred Culture, Making a Difference Every Day (One Day)
- The Virtual Job Shadowing Package for New Hires (LIPHA)
- Team Essentials: Leading Practices for Long-Term Care
- Talking About Tough Issues
- Better Together Dementia Care (BTDC)
- Creating a Culture of Belonging: From Awareness to Action (CCB)

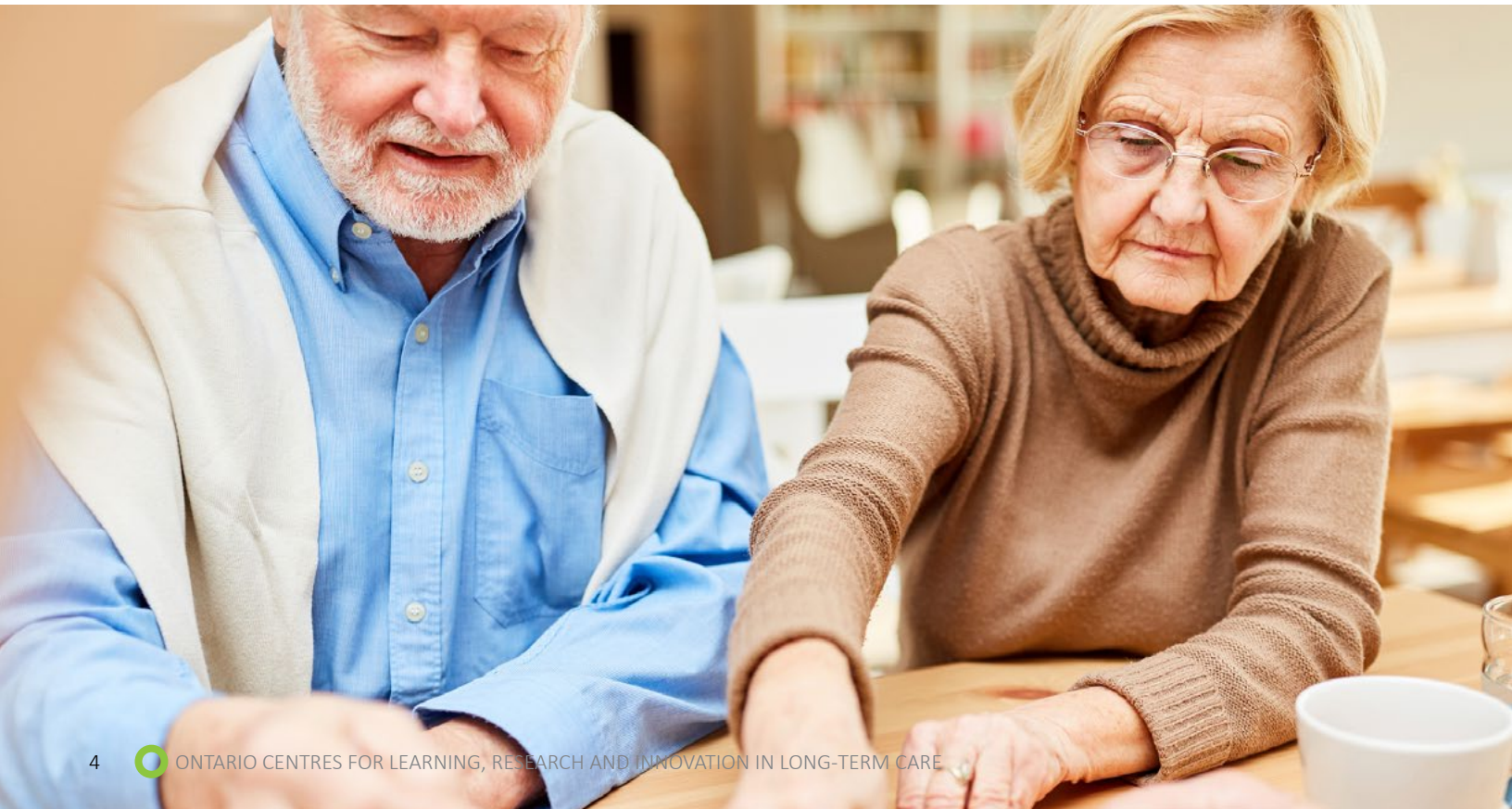
We explore two of our new courses below.

Better Together Dementia Care (BTDC)

Offered for the first time, BTDC was created by award-winning memory care training experts Plum Tree Memory Care, and healthcare professionals. Participants enhanced their understanding of dementia and learned strategies for managing the associated challenges.

The program included a full-day training session with practical exercises and case studies, followed by a half-day of onsite group mentorship training. Participants also received telephone support from training team members to discuss challenging cases.

Last year, 72 people participated in BTDC training, with the goal of doubling the number of participants this year.



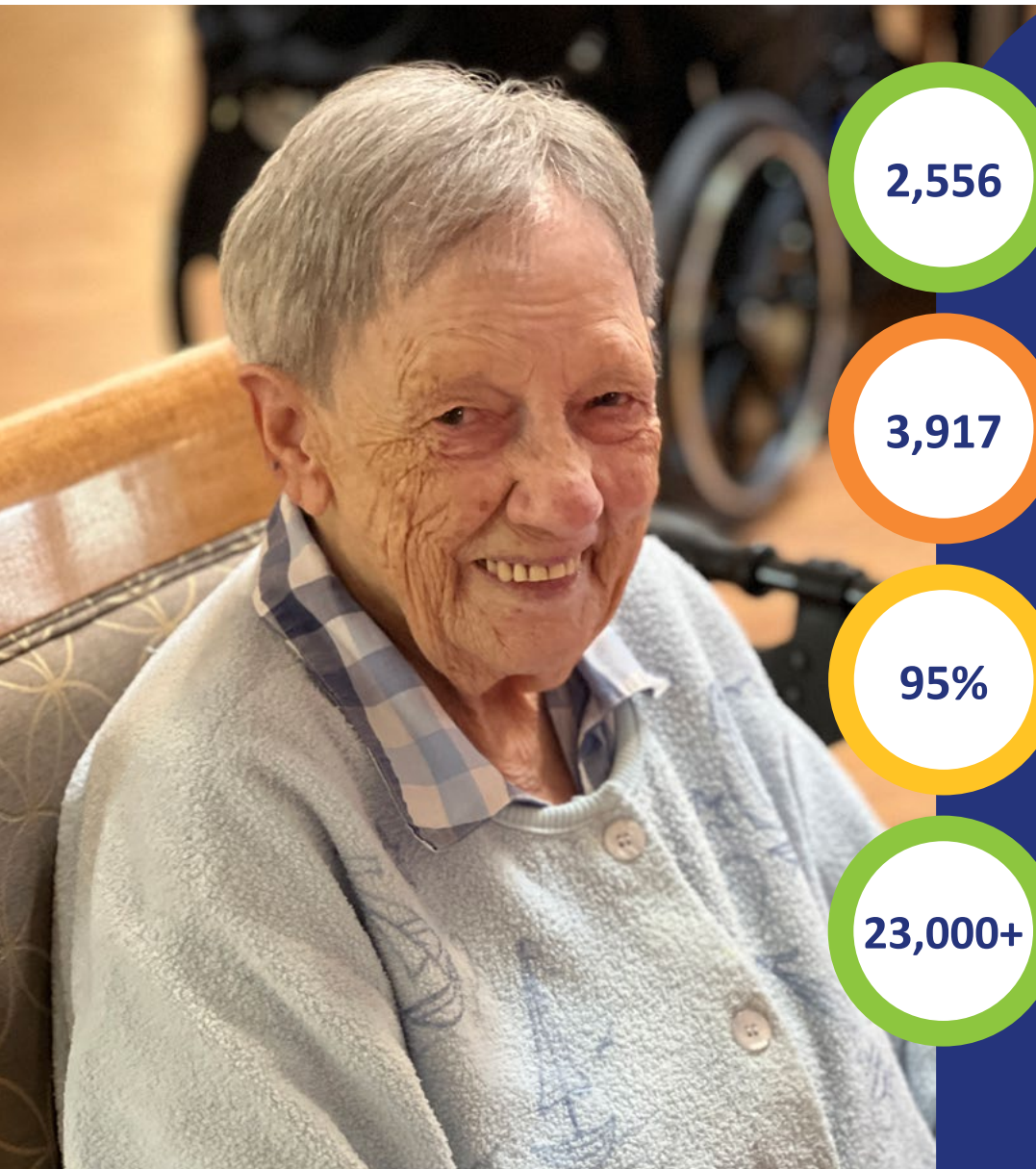
Creating a Culture of Belonging: From Awareness to Action (CCB)

CCB was also a new offering in 2024–25. This virtual half-day workshop explored key strategies for advancing equity, diversity, and inclusion in the LTC sector. LTC team members gained the knowledge and tools needed to create a more inclusive and affirming environment for residents, care partners/ caregivers, and fellow team members.

100% of the 194 learners who completed the survey agreed that the training made them feel prepared to apply EDI-AR (equity, diversity, inclusion, and anti-racism) principles in their day-to-day work in LTC.

“Creating a Culture of Belonging was very educational in terms of definitions and what they mean and the importance of unlearning and re-learning how to be inclusive towards others. Supporting differences and acting as an ally to create meaningful change in the homes we work for is so important.”

- Course Participant



2,556

LTC team members trained across all PSW Fund opportunities.

3,917

students participated in the Virtual Job Shadowing Package for New Hires (LIPHA).

95%

of participants across LIVING the Dementia Journey, One Day and The Working Mind would recommend the courses to others.

23,000+

PSWs and other LTC home team members trained since the PSW Fund launched.

CEoL Fund

Developing Compassionate Palliative Care

Ontario's LTC sector is transforming to better meet the needs of residents diagnosed with progressive, life-limiting illnesses, particularly those living with dementia and frailty. The Communication at End-of-Life Program (CEoL Program), funded by the Ministry of Long-Term Care (MLTC) and Ontario Health's Ontario Palliative Care Network (OPCN), supports those with life-limiting illnesses by providing LTC homes with coordinated, scalable, and practical training.

The CEoL Program focuses on implementing a person- and family-centred palliative approach that honours each resident's values, needs, and end-of-life goals. The LTC workforce receives role-specific education, hands-on coaching, and implementation support, empowering teams to provide holistic, compassionate care. It is also helping create a grief-friendly workplace where team members understand their own and others' grief and feel supported.



CEoL Fund educational opportunities include:

- The Collaborative Project to Strengthen the Palliative Approach to Care
- All-In Palliative Care: The Team Approach to LTC
- Aim, Align, Achieve Quality Palliative Care
- Palliative Care Series for Families & Care Partners
- Pallium Quality Improvement Community of Practice

This past year, the CEoL Program advanced system transformation by training more than 14,000 learners in palliative care, change management, implementation science, and quality improvement. We are grateful to the Ontario Palliative Care Network, Ontario Health, Champlain Hospice Palliative Care Program, Family Councils Ontario, Palliative and Pain Symptom Management Consultants and other partners for helping to deliver these impactful opportunities for the sector.

Improving Palliative Care Practice and Communication

All-In Palliative Care: The Team Approach to Long-Term Care (All-In) engages learners in reflection on their values surrounding dying, death, and grief. Team members also learn how to lead essential palliative care focused conversations with colleagues, residents, and their families. All-In consists of an eight-hour virtual workshop, three online modules, and a 53-page toolkit containing supporting material, exercises, and additional resources.

Since its launch in 2022, the All-In Program has delivered 160 sessions to a total of 3,085 learners. This past year, more than 90% of participants reported that this training was effective, would be useful to them professionally, and would recommend the program to others.

Part of the formula for success has been helping all team members realize their critical role in palliative care. A recent participant shared, "As a rec therapist, I was not sure how I would be able to play a role in palliative care and end-of-life care.

My facilitator...made us feel that we all make a difference and need to work together.”

Focus groups conducted several months after homes participated in All-In revealed how teamwork and care delivery were improved in three key ways:

- Palliative care conversations involving family members and care partners were now beginning sooner, and LTC homes were updating their policies and procedures to reinforce the expectation that these conversations occur earlier.
- Participants reported greater comfort and confidence in discussing palliative care with residents and their families, as well as improved interactions among LTC staff teams.
- Interprofessional team-based palliative care was enhanced as more disciplines and departments were involved in relevant care discussions.

14,000

people trained, with 4,300 team members receiving wage support this past year.

760

care partners and families received tailored education this past year.

164

164 palliative care champions were trained to lead and advance a palliative approach to care over the past year.

201

LTC homes have received intensive implementation support across four annual cohorts.

54,500

participants trained in palliative care, quality improvement, implementation science, and change management since the CEoL Fund was launched.



PREP LTC

Finding the next generation of workers who will actively choose LTC requires tackling negative perceptions around demanding workloads and a lack of recognition. Now in its fifth year, the Preceptor Resource and Education Program in Long-Term Care (PREP LTC) has a proven track record in helping LTC homes empower and guide student placements in Ontario. These efforts are helping to deliver student success, improve the quality of care, and generate greater appeal for LTC as a place to work.

This past year, a record 15,151 student clinical placements were registered in PREP LTC across 89% of Ontario's LTC homes. Homes received backfill funding to support 1:1 training during these placements. The value of protected time that preceptors dedicate to provide students with feedback and guidance is a well-documented best practice critical for quality placements. Of those homes with registered students, 93.5% also

registered for PREP LTC funding to start or expand a student coordinator role: a position that homes report to be key to the recruitment, training, and retention of LTC team members.

Participating students were supported by preceptors committed to creating a welcoming environment. In 2024-25, 1,103 LTC home team members and 2,267 students completed the PREP LTC eLearning course, learning essential skills on reflective conversations for growth and preventing and managing conflict.

Grey County LTC homes - A model of success

The PREP LTC Program is successfully helping to retain staff, as demonstrated by Grey County's three LTC homes. Their Colour It Coach Preceptor Program, supported through PREP LTC, was awarded the Innovation and Excellence Workplace Quality award from AdvantAge Ontario in 2025.



“We supported 260 clinical placements last year across the three homes. That’s 29,000 placement hours,” shared Jennifer Cornell, Grey County’s Director of Long-Term Care. “We have entered into a partnership with 12 additional educational institutions to support students from across Ontario, and we onboarded and hired 35 of our students as permanent team members.”

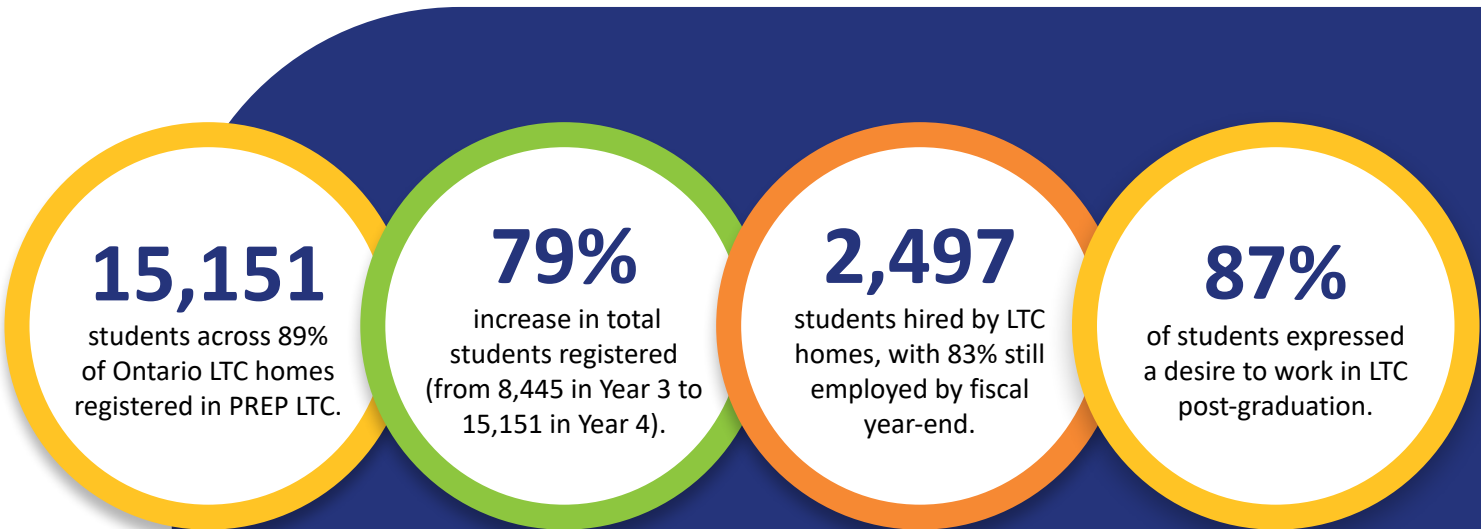
“The PREP LTC program provides structured learning on what makes a good coach,” Cornell added. “We receive funding to be able to backfill preceptors so that when they’re working with a student, it’s not on the side of their job that they’re trying to get done; they can dedicate their time and attention to the student.”

Grey County’s experience was echoed by other LTC home staff across the province. Respondents to our PREP LTC survey shared that:

- “PREP LTC has provided us with the tools to create a more structured and organized student placement experience with dedicated preceptors.”
- “Our program has become very successful and provides a steady potential hiring pool.”
- “Our students have applied to work at our home. This program has provided us with the opportunity to guide and teach the future of healthcare.”



(L to R) Stephanie Matos (Grey County), Morgan Swain (Ontario CLRI), and Jennifer Cornell (Grey County) present the “Colour It Coach Program” at the 2025 AdvantAge Ontario Convention.



Dementia Care Preparedness Initiative

Supporting Ontario's LTC Homes to assess their readiness to implement a Dementia Care program

Ontario is expected to see a 202% increase in people who live with dementia between 2020 and 2050. With 42% of individuals who are older than 80 with dementia living in LTC homes, there will be ever-growing pressure on Ontario's LTC homes.

To meet this growing demand, the Dementia Care Preparedness Initiative engaged LTC homes across Ontario to assess their readiness to implement dementia care programs.

LTC homes in Ontario were invited to complete a 30-question online preparedness assessment regarding their current dementia care practices, aspirations, and goals for future dementia care. The purpose was to provide participating homes with a personalized readiness report to inform further implementation activities. Financial support was provided to each LTC home that participated.

The Results

301 LTC homes participated in the assessment, with 30 LTC home administrators and leaders participating in interviews to gain deeper insight into dementia care in their homes.

All LTC homes that completed the preparedness assessment received:

- A preparedness profile that highlights their readiness to implement new or additional dementia care practices.
- Benchmarking comparisons with other participating LTC homes.
- Opportunities to elevate aspects of their approach to dementia care.

The following overarching insights and themes regarding dementia care in Ontario LTC emerged:

- There are varying levels of readiness and implementation of multiple models of dementia care.
- The predominant care philosophy in use is person-centred, followed by emotion-or-relationship centred care.
- In setting out their 10-year vision for dementia care, three themes emerged from LTC homes: 1) Person-centred Care (e.g. Creating a safe and secure environment); 2) Staffing (e.g. All staff are educated and trained in dementia care and a desire for dedicated dementia care specialists); and 3) Impact (e.g. Anticipating a positive impact on residents' well-being and reduced stigma).

Moving forward, the Ontario CLRI remains committed to supporting long-term care homes in adopting, implementing, evaluating, and sustaining evidence-informed dementia care approaches and models.

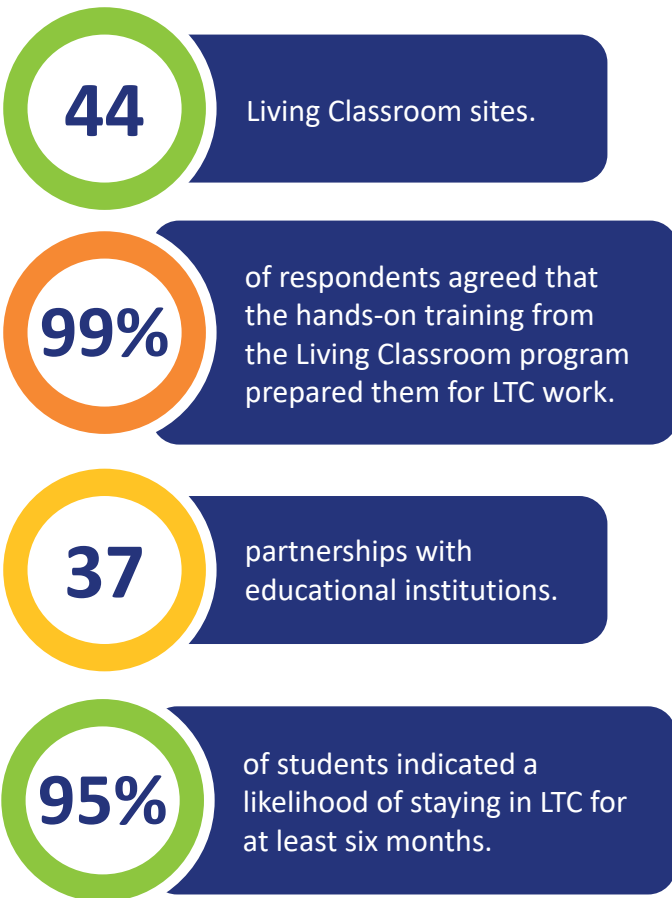


Living Classroom

Building Tomorrow's LTC Workforce: The Living Classroom Advantage

Launched in early 2024, the Living Classroom (LC) program is revolutionizing LTC workforce development by providing person-centred, hands-on learning within the curriculum for PSW students. This innovative model immerses students directly in LTC homes, offering invaluable real-world experience, mentorship, and interaction throughout their PSW course, rather than waiting for structured clinical placements.

By moving beyond the traditional classroom, LC accelerates the mastery of essential skills, compassion, and confidence needed to deliver excellence in senior care. Students learn alongside professionals and interact with residents, cultivating a collaborative culture that broadens their skills and resiliency.



By graduation, 99% of respondents agreed that the hands-on training from the LC program prepared them for LTC work. Students also shared that having their learning directly within a LTC home helped them gain the confidence to perform tasks and fostered the development of relationships with residents and staff.

Beyond fostering education and LTC partnerships, the LC team actively collaborates with partners to address obstacles unique to each community, school, and LTC home. This local approach facilitates discussions about community-specific solutions for barriers to student success.

These barriers can include a scarcity of transit or parking, limited access to communicable disease screening in rural areas, insufficient childcare options for students with children, and the time required for Vulnerable Sector checks. While not every challenge has a universal solution, the LC Outreach Team shares creative solutions and mentors partners through these hurdles, allowing students to focus on their learning.

These efforts to support students have led to positive results. At baseline, 67% of all LC students surveyed indicated they wanted to stay in the community where they are completing their LC, but this rose to 88% at graduation. These early results are particularly encouraging for rural and northern communities, which often face extremely complex recruitment and retention challenges.

With 44 unique LC sites across Ontario, the program, led by the RIA through the Ontario CLRI in partnership with CESBA (Ontario Association of Adult and Continuing Education School Board Administrators), ensures graduates are prepared to deliver best practices in senior care, shaping a stronger, more capable LTC workforce.

OUR IMPACT

Fiscal Year	% LTC Homes Reached	# of Training Hours Completed	# of Course Completions by Participants*
2020-21	87%	22,054	21,478
2021-22	91%	48,412	26,142
2022-23	90%	251,711	54,518
2023-2024	92%	193,704	212,667
2024-2025	95%	228,803	250,960
Total	N/A	744,684	565,765

Footnote:

All data in this annual report is sourced from the Ontario CLRI Activity Tracker. The Activity Tracker is an internal repository for project teams that collates project impact indicators (ex. reach, participant feedback) from the three host sites. In this report, we define “participants” as any individual who registered and participated in any Ontario CLRI offering, including but not limited to training, presentations/webinars, or eCourses.



95%

of our activities involved collaboration with partners:

10%
Co-produced

21%
Co-designed

64%
Engaged



26

new resources developed



93%

of participants across our trainings intend to use what they learned in practice



49,885

students participated in training

77%

of students surveyed are considering a career in LTC

OUR REACH

Re-inspiring Team Members at Belvedere Heights

For many long-term care (LTC) homes, staffing challenges and workload constraints can be barriers to team members participating in training opportunities.

At Belvedere Heights, a LTC home in Parry Sound serving 101 residents, a different philosophy is taking hold. Over the course of 2024-2025, staff participated in eight Ontario CLRI training opportunities, with 120 course completions.

“Training re-inspires team members, especially when you’ve been here a long time. You have to keep growing,” shared Maryanne Schnock, Restorative Care Lead at Belvedere Heights.

To learn about the impact of these trainings on Belvedere Heights, the Ontario CLRI chatted with Maryanne and Administrator Kami Johnson.

A Long-term Calling

Kami and Maryanne each have over two decades of experience in LTC, holding roles ranging from PSW to Restorative Care Lead to Registered Nurse and Administrator.

For Maryanne, her journey to working in LTC

started as an eight-year-old volunteering in a hospital. “I loved assisting older adults in wheelchairs and helping them get where they needed to go.”

For Kami, her inspiration stems from “not only looking to achieve the highest level of clinical supports and well-being for residents but also creating a home that’s respectful and supports choice and freedoms, even if that means taking risks.”

A Growth Mindset for Nursing and Education

One of the goals the leadership team at Belvedere Heights has been focused on is integrating new nurses into the team. “They are often not only new in their nursing careers but also to Canada and the healthcare system,” shared Kami. “There’s a huge leadership component to nursing that takes a long time to develop, in any role, let alone when you’re brand new not only to the organization but to the sector and the country.”

Helping these team members along the path has been the Ontario CLRI’s Clinical Nursing Leadership program. Three Belvedere Heights nurses participated in the training, gaining valuable skills through realistic scenarios that helped them navigate conflict, communicate with confidence, and learn how to thrive as clinical leaders.

Similarly, the Specialized Educator Certificate in LTC (SECL) drew praise as a helpful course for developing staff competence. “SECL was absolutely amazing,” shared Maryanne. “Learning through the gaming technique was a lot better for me because I found that what I learned was more likely to stick with me than sitting and listening to someone talk. SECL also taught me to approach and compliment team members when things are done well, not only correct when things go negatively.”

Enhanced Palliative Care Programming

Providing quality palliative care, aligned with the Fixing Long-Term Care Act, is another area of increased importance for Belvedere Heights.



Through participation in the Ontario CLRI's, All-In Palliative Care: The Team Approach to LTC, The Collaborative Project to Strengthen the Palliative Approach to Care, and the Creating a Culture of Belonging Workshop, Kami shared that the quality of palliative care and residents' sense of inclusion have improved in her home.

"We now ensure that from the moment the resident joins us, and before they move in, we're talking about goals and involving residents in decision-making."

"A lot of the younger staff were not used to seeing people dying. They're just starting out in their careers, and it can be very emotional for them," shared Kami. "Courses like All-In help team members cope personally with the loss and understand their role at the end of someone's life."

With the Creating a Culture of Belonging Course, offered through the PSW Fund, culturally relevant practices and a broader focus on equity, diversity, and inclusion are now being incorporated at Belvedere Heights. For example, for smudging and other Indigenous practices, the LTC home now knows who to contact to facilitate these practices.

Engaged and Well-Trained Team Members = Improved Quality of Life

Training without practical application limits its value. At Belvedere Heights, the journey to improved quality of life for residents can be seen through decreased rates of boredom, loneliness, and helplessness.

Decreased boredom, loneliness, and helplessness are signs of a LTC culture that is transforming for the better.

As Kami shared, success is a whole team effort: "We've also seen some real success with our team taking Ontario CLRI tools, applying them in their practice, and continuing to benefit through coaching and mentoring with our senior leadership team."

22%

fewer residents reported feeling bored in the past two years.

37%

fewer residents reported feeling lonely in the past two years.

51%

fewer residents reported feeling helpless in the past two years.



Creating a Person-centred LTC Team Culture

“I walk away from each CLRI course with something new learned.”

At Humber Meadows, a recently opened LTC home in Toronto where 320 residents live, team members are on a journey to enable resident independence and deliver compassionate, person-centred care.

We spoke with Ashley Guay, Director of Resident Programs; Andrea Layefsky-Gelman, Receptionist; Caroline Eugenio, Recreation Therapy Assistant; and Ann-Marie Stewart, Personal Support Worker (PSW), about the importance of training in helping shape a healthy culture at their new LTC home.

New Home, New Challenges

Upon opening its doors in 2023, Humber Meadows faced the immediate obstacle of integrating residents with a variety of complex needs and building a supportive staff culture.

“Being a new home created complications. Almost every one of those 320 residents who first moved in was from a crisis list,” shared Ashley. “Our residents and staff are also very diverse, with 20 languages spoken and 20 religions practiced.”

Right from the start, “Ontario CLRI training was our opportunity to give back to the staff and break down barriers,” she continued. “Bad habits can get carried from home to home, so it’s good to have the team come together and get on the same page.”

Humber Meadows’ new LTC team members

Breaking down barriers extended beyond the staff team to include student completing their placements at Humber Meadows.

Through the Preceptor Resource and Education Program in Long-Term Care (PREP LTC), Humber Meadows received funding, education and resources to support 33 clinical placements last year. On top of this, 14 LTC team members completed the PREP LTC eLearning Course.

As a preceptor, Ann-Marie shared how PREP LTC

“help[ed] open our eyes to the importance of taking others under your wing and not overpowering. Sometimes, you have to step back and realize that students might not know something and that there is an opportunity to teach in that moment respectfully.”



As a former student, Caroline herself benefited from PREP LTC and her Humber Meadows preceptor. “I don’t think I would have got this job without the preceptor I had. Even as a student, I felt like I was part of the team. They also helped me to better connect with residents.”

The positive impact of PREP LTC on student placement and training is paying off for Humber Meadows. “The majority of our new hires are coming from students who did a placement with us, including great people like Caroline,” said Ashley.

Delivering Dementia Care

Another area of focus for Humber Meadows is supporting residents living with dementia. To better understand the daily reality of residents living with dementia and to validate and honour personal expressions and actions, 34 Humber Meadows team members completed the LIVING the Dementia Journey, training offered through the PSW Education Fund for Long-Term Care.

Caroline shared that when a resident living with dementia is showing responsive behaviours, “sometimes you just jump in. This training helped us take a step back and consider the approach that should be used. Being a newcomer, the training helped me understand how to handle different scenarios by focusing on the residents’ dignity.”

Ann-Marie shared an example of how LIVING the Dementia Journey helped inform their response to a resident: “We have someone, who at the same time each day, would try to get up from her wheelchair and head to the exit, thinking that she needed to pick up her kids. At first, we would explain that her kids were older now and she couldn’t leave. Unfortunately, this would add to the resident’s confusion.”

As a staff team, Humber Meadows applied learnings from the training and shifted their response to, “Why don’t we [staff] go pick up your kids and bring them back to you?” This approach had a more positive result. The team now takes the time to better understand what residents might need.



Honour Guards: Putting Palliative Care Training into Practice

Humber Meadows is also on a journey to improve palliative care. To help achieve this, they participated in the All-In Palliative Care: The Team Approach to LTC (All-In) and the Collaborative Project to Strengthen the Palliative Approach to Care.

Andrea, who is often the first point of contact for family members entering Humber Meadows, shared how All-In opened her mind to a broader view of palliative care and helped her engage with family members with greater confidence. “This term [palliative care] means far more than just the idea that a person is going to die soon.”

Better conversations didn’t just stop with family members, but also with residents. “Our resident council has become more involved in palliative care because our team members are discussing and sharing palliative care learnings,” said Andrea. “For example, we use an Honour Guard when a resident passes away. Residents now join staff and family members to line the wall to say goodbye to their friends.” This action celebrates and honours residents while offering a sense of closure and respect for the individual and team members.

As a leader, Ashley also noticed the impact of palliative care training among her staff: “Staff who have taken All-In have a higher level of engagement and buy-in. These staff brainstorm solutions to problems.”

A Learning Mindset

Communication between team members across disciplines has improved as a result of Ontario CLRI training. “There is a need for interdisciplinary teamwork within LTC, and taking courses together has helped create conversations that otherwise would not have happened. Staff are taking the reins and accountability for improvements,” shared Ashley.

As the Ontario CLRI team, we’re proud to have come alongside Humber Meadows on their path to achieving high-quality care and life.



Staff are regularly asking when the next course they can take is. This has created such a positive culture in our home.



Strengthening the Sector by Focusing on Impact

Evidence-informed education leads to improved practices, which in turn leads to improved quality of care—this is the impact the Ontario CLRI is committed to achieving.

As we look at the year ahead, we are particularly excited to highlight two key areas of focus in helping to achieve this impact: 1) Dementia care improvements; and 2) Striving for sustainable improvements in practices by investing in coaching and supporting implementation of learnings.

Strengthening Dementia Care

Through the Dementia Care Preparedness Initiative, the Ontario CLRI led the first large-scale mapping of dementia care practices across the province. As we build on the foundation of this assessment, we will assess how existing training can be further improved by evidence-informed, person-centered dementia care approaches. We will also seek opportunities to scale the application of best practices and share learnings within the sector.

Beyond training: Coaching and Implementation Support

At the Ontario CLRI, we firmly believe that education needs to go beyond training and include opportunities for shared problem-solving with

learners across the province.

Here are three quick examples of how our education is taking this next step in the year ahead:

- To help LTC homes fulfill their Equity, Diversity, and Inclusion-related Quality Improvement Plan commitments, the Ontario CLRI is offering a new Equity, Diversity, and Belonging Champion Coaching Program. These coaching sessions provide practical strategies for how to implement EDIB principles in long-term care settings, fostering a more inclusive environment.
- The Specialized Educator Certificate in LTC (SECL) also fosters a supportive community where participants learn with and from one another about practice-based improvements. SECL supports LTC educators in upgrading their knowledge and skills in relational education, focusing on practices that emphasize meaningful learning through connection, reflection, and shared experiences.
- To advance clinical nursing leadership at the bedside, we will expand the group of 200 nurses trained and coached this past year, to continue to support the development of nurses who are not only communication and care experts, but transformational leaders.



Connect with us



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Ontario Centres for Learning, Research and Innovation in Long-Term Care



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