SLEs are a unique workplace-based learning opportunity, where together, health professional learners:

- create a discipline-specific or interprofessional learning environment;
- build their collaborative leadership competencies; and
- address a significant and identified gap in the workplace that would otherwise not be met and/or adds to existing service delivery.

**About Student-Led Environments (SLEs)**

**An innovative education and practice training model**

**Investing for Impact**

**Bringing value to our health professional learners and filling gaps in the health and social care systems**

Investing in SLEs benefits health professional learners and the health and social care systems in many ways, including:

- building workforce capacity
- addressing system pressures
- providing needs-based, collaborative care

**Building Workforce Capacity**

**SLEs provide education and capacity building, shaping and growing the minds of future health professionals**

SLEs create a ‘real world’ practice environment for interprofessional training that:

- meaningfully prepares health professional learners;
- drives cross pollination across professions and fields to strengthen knowledge and skills;
- draws attention to the value of team-based care; and
- addresses the realities of practice.

In building and growing future health professionals as leaders, SLEs:

- provide in-depth training in specialized content areas;
- mobilize clinical and research knowledge into practice, through direct experiences with patients and families; and
- promote collaborative leadership competencies, inspiring the leaders of tomorrow.

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“I see myself less as a student and more and more as a member of the professional community... Not only being able to learn but having something to contribute. The structure was very empowering in that way. We really had an equal voice and I really appreciated that. (Health professional learner)”
To actively respond to system pressures, SLEs:

- integrate best evidence, workplace learning and community partnership to create cost-effective and customized care solutions;
- promote the growth of care teams, creatively addressing Health Human Resource (HHR) shortages; and
- embrace health professional learners as team members and leaders, maximizing the rapid creation and implementation of care solutions.

Building something where people don’t fall through the cracks and accelerates access is an unbelievably good thing.

(Health professional learner)

Addressing System Pressures

SLEs respond to health and social care needs by broadening and creating innovative new services.

Insight into Impact*:

- **9** SLEs represented by TAHSN SLE Steering Committee
- **12** unique health professions represented in SLEs
- **79** health professional learners trained annually across SLEs
- **8046** training hours offered annually across SLEs
- **3328** patient/family attendances in SLE programs

*The metrics shared are specific to SLEs represented by the Toronto Academic Health Science Network (TAHSN) Steering Committee, 2022-2023.

Studies have shown SLEs to:

- increase service provision and productivity
- meet community needs where service gaps previously existed
- improve patient experiences
- enhance cost effectiveness and benefits

Providing Needs-based, Collaborative Care

SLEs promote needs-based, collaborative, and compassionate patient and family centred care.

Studies have shown SLEs to:

- increase service provision and productivity
- meet community needs where service gaps previously existed
- improve patient experiences
- enhance cost effectiveness and benefits

The staff took the time to get to know me and my son. They listened to us and validated us. They engaged my son’s voice in finding day programs and they let me know that I could come back if we needed more support. You don’t get this care anywhere else with people who are this kind. (Caregiver)

References


Infographic development facilitated by: Evidence to Care, Holland Bloorview Kids Rehabilitation Hospital

Learn more about SLEs

Learn more about SLEs

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