

Bringing Value to your Organization

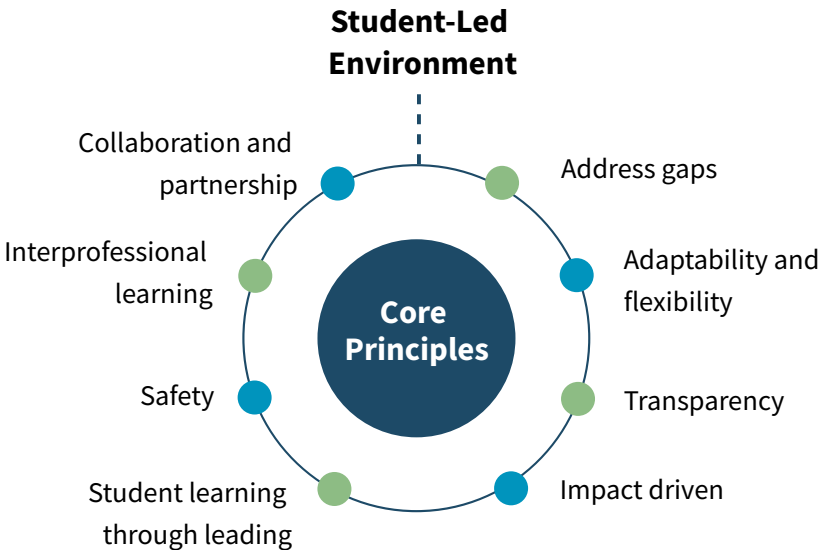
The Power of Student-Led Environments (SLEs)



About Student-Led Environments (SLEs)

SLEs are an innovative education and practice training model. Offering a unique workplace-based learning opportunity, SLEs bring together health professional learners (supervised and supported by preceptors and facilitators) to:

- 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.



Growing the Impact of your Organization

The benefit of SLEs



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, who can rapidly create care solutions.



Provide needs-based, collaborative care

- SLEs:
- bring together community, clinician and health professional learner voices to help shape and align care delivery with client and family needs;
 - empower clients, families and learners to co-create solutions that meet care needs; and
 - provide an equitable and inclusive environment to access high quality and timely care.



Build workforce capacity

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



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)



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

3228

client/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.

Positive System Impacts from SLEs

Filling health and social care gaps while developing the next generation of collaborative leaders

SLEs have been created to address a variety of system gaps including, but not limited to:



Care gaps filled

- Provided assistance for youth with disabilities and their families during transition into adulthood; and
- Created a social inclusion program to learn about neurodiversity.



Education gaps filled

- Promoted concussion recovery through timely education on prevention and management;
- Taught about Post-COVID outpatient rehabilitation; and
- Trained in early autism identification.

SLE Showcase

OnTrack-Transition, Holland Bloorview Kids Rehabilitation Hospital

Gap: Youth in transition to adult life and their families have unique needs and require access to medical and non-medical resources to support them. This need aligned with Holland Bloorview's Transition Strategy.

Partnership and leadership: The OnTrack-Transition SLE was created by Holland Bloorview's Teaching and Learning Institute in collaboration with clinicians, clients, families, health professional learners and academic and community organizations, with over 20 additional partners (e.g. University of Toronto, Humber College, March of Dimes Canada, Ontario Disability Support Program).

Health professional learner role: Learners co-create and facilitate community-based group education workshops and individualized coaching sessions for clients and families connecting them on-the-spot to adult services.

Interprofessional approach: Since its launch, interprofessional groups of health professional learners have been trained, fostering collaboration amongst nursing, occupational therapy, social work, therapeutic recreation and the system navigator program (Humber College).

Impact: This SLE has provided a meaningful interprofessional learning environment, where the health professional learners' self-reported increases in confidence, readiness to practice and collaborative leadership. This educational model bridges gaps in the system and positively impacts a family's quality of life.

For more information visit: <https://hollandbloorview.ca/research-education/teaching-learning-institute/ontrack>



Learn how SLEs can Help your Organization

Contact us!

Farah Friesen (farah.friesen@uhn.ca)
Manager, Research & Knowledge Mobilization, CACHE

Darlene Hubley (dhubley@hollandbloorview.ca)
IPE Leader, Holland Bloorview Kids Rehabilitation Hospital

References

- Brewer, M. L., Stewart-Wynne, E. G. (2013). An Australian hospital-based student training ward delivering safe, client-centred care while developing students' interprofessional practice capabilities. *Journal of Interprofessional Care*, 27(6): 482-488.
- Hansen, T.B., Jacobsen, F., & Larsen, K. (2009). Cost effective interprofessional training: An evaluation of a training unit in Denmark. *Journal of Interprofessional Care*, 23, 234-241.
- Hylin, U., Nyholm, H., Mattiasson, A., & Ponzer, S. (2007). Interprofessional training in clinical practice on a training ward for healthcare students: A two-year follow-up. *Journal of Interprofessional Care*, 21, 277-288.
- Lind Falk, A., Hammar, M., Hopwood, N., Hult, H., & Abrandt Dahlgren, M. (2013). One size fits all? A student ward as learning practice for interprofessional development. *Journal of Interprofessional Care*, 27(6):476-81.
- Oosterom N, Floren LC, Ten Cate O, Westerveld HE. (2018). A review of interprofessional training wards: Enhancing student learning and patient outcomes. *Medical Teacher*. 1-8.

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

