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.

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

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)
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](https://hollandbloorview.ca/research-education/teaching-learning-institute/ontrack)

Learn how SLEs can Help your Organization
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References