



**Abstract Title:** Unlocking the potential of  
Interprofessional students to advance health care:  
Learning from two student led environments

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## Background

In an interprofessional student led environment, learners from different health professions learn about, from, and with each other as they collaborate to lead care under the supervision and support of preceptors. Student leadership and interprofessional learning vary widely according to professions involved, level of the students, patient profile and length of placement. Student led environments have been part of student learning for more than a decade in national and international health and educational systems (Brewer & Stewart-Wynne, 2013, Jacobson et al., 2010, Reeves et al., 2002). Patients and preceptors have reported positive experiences and students report the experience more closely resembles the real-life environments of which they will soon be part (Meek et al., 2013, Pelling et al., 2011).

## **Purpose**

Using two real life examples participants will learn about the range and defining elements of interprofessional student led environments as well as the benefits, challenges and foundational elements to include in developing them in their own settings.

## **Action**

A three-way collaboration between Holland Bloorview Kids Rehabilitation Hospital, the University Health Network and the Centre for Interprofessional Education began in 2015. Two programs evolved: the On TRACK interprofessional student training & intervention research program, a concussion centre initiative that fully integrates care, education and research in an outpatient pediatric rehabilitation hospital, and a pilot student led initiative in general internal medicine unit at Toronto General Hospital, University Health Network.

## **Outcomes**

38 students from occupational and physical therapy, kinesiology and social work have participated in the On TRACK clinic, planning and implementing rehabilitation and outreach for youth with concussion. Leadership is most apparent in the education program, adapted, delivered and evaluated entirely by the students. At Toronto General Hospital fifteen students from six professions (nursing, medicine, pharmacy, respiratory therapy, occupational and physical therapy) participated in two placements. Students tracked and reflected on joint patient care and learning using a shared online tool. The programs achieved strong learner outcomes with positive facilitator feedback, patient reports, scholarly presentations and an interprofessional teaching award.

## **Discussion**

Positive outcomes from multiple perspectives (students, patients, preceptors and administrators) support the value of participating in a student led environment. Potential growth has been identified in expansion to other clinical areas, development of evaluation models, preceptor development as well as further examining the learner experience and quantifying costs to operate these programs. Workshop participants will explore adapting student led environments in their own environments through small and large group discussions.

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