Creating a Positive Learning Environment

Learning Objectives

By the end of this module you will be able to recognize behaviors that:
- *Promote* and maintain positive relationships with learners in the clinical setting
- *Convey* respect for learners, patients and other members of the health care team
- *Represent* attentive listening
- *Promote* inclusion
- *Acknowledge* the student as a member of the health care team

Characteristics of a Positive Learning Environment Checklist		
Role	**Behavior / Interaction**	**Observed**
Learner is	Encouraged to attempt or practice a skill	
	Encouraged to share knowledge, ideas and opinions	
	Included in team interactions	
Educator	Attempts to connect to the learner on a personal level	
	Actively listens to the learner	
	Identifies the affective components of complex cases	
	Responds with constructive feedback to the learner's mistakes	
	Responds constructively to differences of opinion	
	Introduces the learner to patients and/or other members of the health care team	
	Speaks constructively about other students, residents, patients and/or members of the health care team	
	Models flexibility and fallibility	
	Demonstrates openness to others' opinions, ideas and approaches	
	Responds to learners' questions, opinions and recommendations in a supportive manner.	

Core References for Positive Learning Environment & Teacher/Student Relationship factor in ACT survey

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