

# Positive Learning Environment Tips



UNC  
HEALTH CARE

Office of Graduate Medical  
Education

# Positive Learning Environment

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**UNC School of Medicine strives to create a learning environment that is safe for patients and welcoming to learners, where all individuals involved in the health care endeavor are treated with respect and are made to feel that they belong.**

The school has developed its policy on Learning Environment and Student Mistreatment in compliance with the:

- [University's Policy on Non-Discrimination and Policy on Prohibited Discrimination, Harassment, and Related Conduct](#) (“PPDHRM”),
- the [Violence in the Workplace Policy](#),
- the [Policy on Improper Relationships between Students and Employees](#), and
- the [UNC Medical Center Patient Rights and Responsibilities Policy](#).

# Positive Learning Environment

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View the [UNC School of Medicine Learning Environment and Student Mistreatment](#).

Visit the school's [student mistreatment webpage](#) to view school contact information and reporting mechanisms.

View [Learning Environment Liaisons](#) at UNC and Branch Campuses.

# Positive Learning Environment

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**A positive learning environment for medical students includes the following features:**

- Treating students with respect. Example behaviors include, but are not limited to, calling the students by name, calling attention to micro-aggressions as a bystander, and apologizing for lapses in professionalism.
- Including students in the team. Example behaviors include, but are not limited to, giving meaningful work and including students in clinical discussions.
- Helping students learn. Example behaviors include, but are not limited to, giving real-time feedback, imparting clinical knowledge, and providing learning goals at the beginning of session/rotation.

# Positive Learning Environment

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An effective learning environment is one that is encouraging, supportive, and safe. Learners should feel free to ask questions without fear of being harassed or belittled.

Learners should be encouraged to let you know if something about the environment is threatening or not conducive to their learning

Concerns about the learning environment must be addressed without the learner having any fear of retribution or retaliation

## “DO’s” of supporting a positive learning environment

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- DO introduce yourself to the students on your service and state your expectations for your work together.
- DO tell students you will help them to learn.
- DO tell students they can ask you questions.
- DO give students feedback in an effort to improve their performance.

## “DON'Ts” in supporting a positive learning environment

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- DON'T harass, belittle, or mistreat students, especially on the basis of gender, race, ethnicity, sexual orientation, or any other characteristics of the individual student.
- DON'T ask students to do personal favors or perform personal services.
- DON'T question, belittle, or challenge a student's specialty choice.
- DON'T give preferential learning opportunities to a student based on their specialty choice.

# Student Feedback on Learning Environment and Mistreatment

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In clinical portions of the MD curriculum (Application and Individualization Phases), all students evaluate learning environment and indicate number and type of incidences on rotation/course evaluations.

All course directors inquire about learning environment and potential mistreatment at the time of mid-block/course feedback..

Students can submit a report via an [online link](#) or contact the Assistant or Associate Deans for Students Affairs if mistreatment occurs.

The school does not take action on a report of mistreatment until the student receives final grades