WHAT?

Relationships are foundational to learning. There are various types of relationships faculty can establish with learners: preceptor, mentor, coach, and role model. This benefits from deliberate thought. In any of these, the educational alliance[1] that is built between a teacher and student influences the student's learning and feedback experience. In the context of clinical learning, trainees are more likely to invest themselves in goals established through a collaborative discussion that is built on the trainee's past experiences, strengths, needs and intended accomplishments and is aligned with specifics of the clinical experience[2].

SO WHAT?

The teacher-learner relationship is an important component to the learning environment. To optimize the learning relationship, consider:

- Being familiar with the curriculum and the level of student
- Incorporating the student's educational history and goals
- Role modelling appropriate attitudes and skills
- Using active learning approaches such as questioning or the One Minute Preceptor[3]
- Engaging in feedback conversations regularly

NOW WHAT?

Challenge yourself to:

- Be deliberate in fostering your learning relationships
- Discuss these approaches with a peer
- Join one of our workshops on active learning. They are free of charge, and help you earn a certificate. For more details, visit our website[4].

The following supports are available for students in times of particular need:

- UBC Faculty of Medicine Mistreatment: https://www.med.ubc.ca/current-learners/mistreatment-help/
- Students Affairs Office: https://mdprogram.med.ubc.ca/student-affairs/contact-student-affairs/
- Physician Health Program: https://www.physicianhealth.com/
- UBC Student Counselling Services: https://students.ubc.ca/health/counselling-services
- Respectful Environments, Equity, Diversity & Inclusion Office: https://redi.med.ubc.ca/policies-resources/support-resources/

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