

Intrinsic factors affecting wellbeing and progression in veterinary students

- a proposed methodology

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Background

Feedback from students at the University of Liverpool suggests that poor wellbeing and mental health issues are common and that students often feel overwhelmed by their workload.

Much research has been done on external factors influencing wellbeing and performance but less on the intrinsic, personal aspects that influence how students interact with and process their experiences.

Aims

Evaluate intrinsic performance characteristics in veterinary students
Monitor changes as students progress through the course
Use findings to implement change in admissions, pastoral care and learning activities.

Tools

5 questionnaires, adapted from various fields, building on method of Zenner *et al.*, 2005.

- Athletic **coping skills** inventory-28 (Smith *et al.*, 1995)
- Multidimensional **perfectionism** scale (Hewitt & Flett, 1990)
- Sport **anxiety** scale (Smith *et al.*, 2006)
- Trait **self-confidence** interval (Vealey, 1986)
- Trait **robustness of self-confidence** inventory (Beattie *et al.*, 2011)

Method

All students invited to complete questionnaire comprising all components.
Requested on voluntary basis to also give student ID.
Scores compared to normative data.
Relationships with background and academic achievement examined.

Reflections

Uptake was low (41%) – the questionnaire is long.
In future time will be allocated for completion.
Future work will include evaluation of relevant comparator and contrasting cohorts e.g. medical students, arts students.

March 2018
Pilot project
Year 1 students



2019-2022
Pilot cohort completes questionnaire annually
Each new 1st year cohort completes questionnaire



Ongoing
Evaluate cohort differences
Identify changes as students progress
Implement interventions
Evaluate impact of interventions