

Self-Reflective Survey Tool for Anatomists about Mental Health Management

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* Required

Please provide information about yourself!



1

Age *

2

Gender *

- Woman
- Man
- Prefer not to say

3

How many years have you been teaching? *

4

How many years have you been working at your current university? *

5

Have you ever been on an extended "break" (e.g. maternity leave, sabbatical, study abroad, etc.)? *

yes

no

6

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.

*

	Never	Rarely	Some of the time	Often	Always
4.1. I've been feeling optimistic about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2. I've been feeling useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3. I've been feeling relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4. I've been dealing with problems well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5. I've been thinking clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6. I've been feeling close to other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.7. I've been able to make up my own mind about things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the number that corresponds with each statement. *

	strongly agree (1)	agree (2)	disagree (3)	strongly disagree (4)
5.1. I always find new and interesting aspects in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2. There are days when I feel tired before I arrive at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3. It happens more and more often that I talk about my work in a negative way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4. After work, I tend to need more time than in the past in order to relax and feel better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5. I can tolerate the pressure of my work very well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6. Lately, I tend to think less at work and do my job almost mechanically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7. Over time, one can become disconnected from this type of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.8. After working, I have enough energy for my leisure activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.9. After my work, I usually feel worn out and weary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.10. I feel more and more engaged in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

What do you consider to be your main task(s) in teaching anatomy? *

- 6.1. to pass on my knowledge on the subject
- 6.2. to prepare students for the exam
- 6.3. to impart important practical knowledge in medical practice
- 6.4. to build the knowledge needed for future subjects
- Other

9

What expectations must be met regarding the teaching of anatomy in relation to superiors? *

10

What expectations must be met regarding the exams of anatomy in relation to superiors? *

11

What causes you the most stress at work? *

- 9.1. preparing for the class
- 9.2. giving lectures, exercises
- 9.3. communicating with students
- 9.4. communication with colleagues
- 9.5. meet expectations (work, appraisal, career, etc.)
- 9.6. research work
- 9.7. publication activity
- 9.8. examinations
- 9.9. working with the cadaver
- Other

What interventions/changes would make your job easier? *

- 10.1. pedagogical training
- 10.2. developing communication skills, e.g. conflict management, assertive communication
- 10.3. clearer responsibilities
- 10.4. if I didn't have to lecture
- 10.5. research-related training(s)
- 10.6. more feedback from my supervisor(s)
- 10.7. training on time management techniques
- 10.8. training on work-life balance
- 10.9. learning effective stress management techniques
- 10.10. recognising students' mental health problems and tools to deal with them
- Other

Please indicate how much you agree with the following statements! *

	Strongly agree (3)	Agree (2)	Disagree (1)	Strongly disagree (0)
11.1. I am interested in what kind of teacher students think I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.2. I am interested in what kind of examiner students think I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.3. Good performance requires that the student is afraid of the exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.4. During lessons/teaching I tend to notice verbal/non-verbal signs of students that may indicate stress/anxiety / fear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.5. I feel it is my personal responsibility to reduce the student's fears about the anatomy exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.6. I resent being asked to monitor the stress levels of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare the following description of teaching style with your teaching experience!

"As you plan and prepare for an upcoming lesson, you think about what your students want and need. You wonder if students will find the lesson interesting and relevant to their lives. To support their interest and valuing of the lesson, you prepare some resources in advance so that they can see how interesting and how important the lesson truly is. To better engage students in the lesson, you create a challenging activity for students to do, and you create some engaging questions to pique their interest. As the class period begins, you invite your students' input and suggestions before finalizing the day's lesson plan, letting your students know that you welcome and value their thoughts, ideas, and suggestions. To motivate students, you take the time to explain why the lesson is important, how it aligns with their personal goals, and why it is a truly worthwhile thing to do. When students encounter difficulties and setbacks, you display patience- giving them the time and space they need to figure out the problem for themselves. When students complain and show little or no initiative, you acknowledge and accept their negative feelings, telling them that you understand why they might feel that way, given the difficulty and complexity of the lesson. As you talk with your students, you resist any pressuring language such as "you should", "you must", and "you have to." Instead, you communicate your understanding and encouragement. Overall, you take your students' perspective, welcome their thoughts, feelings, and actions into the flow of the lesson, and support their developing capacity for autonomous self-regulation."

Does this approach to teaching describe what you do on a daily basis to motivate and engage your students? (1: „No, not at all" to 7: "Yes, very much") *

1	2	3	4	5	6	7
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Compare one more description of teaching style with your own teaching experience!

"As you plan and prepare for an upcoming lesson, you think about what needs to be covered. You make a step-by-step plan of what students are supposed to do and when they are supposed to do it. As the class period begins, you tell students what to do, monitor their compliance closely, and when needed make it clear that there is no time to waste. To keep students on-task, you make sure they follow your directions, obey their assignments, and basically do what they are supposed to do while not doing what they are not supposed to do. When students stray off task, you correct them saying, "You should be working now", "act responsibly", and "there is a time for work and there is a time for play-now is a time for work." To motivate students, you offer little incentives and privileges. When students encounter difficulties and setbacks, you intervene quickly to show and tell them the right way to do it. When they do what you tell them to do and when they produce right answers, you smile and give your praise. When they don't do what you tell them to do and when they misbehave, you make it clear that you are in charge and that it is your responsibility to make sure that they act responsibly and complete their work. Overall, you take a "no-nonsense" attitude and make sure students do what you tell them to do, even if it means you need to push and pressure them into doing what they are supposed and required to do."

Does this approach to teaching describe what you do on a daily basis to motivate and engage your students? (1: „No, not at all" to 7: "Yes, very much") *

1	2	3	4	5	6	7
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What do you think you can do during lessons/classes to reduce the student's fears about the anatomy exam...? *

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What do you think you can do during exam to reduce the student's fears about the anatomy exam...?
*

18

Please try to recall **how much scared/anxious/stressed were you** about anatomy exams *when you were a student* yourselves? *

not at all

rather not

to a small extent

to a large extent

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Your University provides a range of programmes and services for mental health promotion for both students and staff. Which ones do you know? *

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