**ASME Submission ASM2021-095**

**Introduction:** The educational philosophy in our small rural clinical school is student-centred and is characterised by strong personal connections which enhance the learning environment and support student success(1). In normal circumstances, we can easily create learning environments in which we design and deliver curricula that support the three basic psychological needs (relatedness, competence and autonomy) posited by Self Determination Theory (SDT) (2). The sudden transition to online teaching and assessment in the COVID19 lockdown threatened this, and students reported feeling overwhelmed. We aimed to continue to support our students through curricular or co-curricular activities in our teaching.

**Methodology:** Congruent with our teaching philosophy, we adoptedthe framework of SDT for this intervention. We constructed four strategies that we theorised would enhance Student Wellbeing and applied these in a course with n=50 students. Students voluntarily completed an anonymous evaluation survey to rate the extent to which they agreed with ten statements - four relating to the specific strategies used, and the remaining assessing their general sense of wellbeing and support. The strategy evaluation questions had a 9-point rating scale from completely disagree to completely agree. Mean agreement ratings (as well as percentage agreements) were calculated for each survey statement.

**Findings:** While 50% of the class completed the survey, four responses were discarded as they did not complete all sections of the survey, leaving n=21 respondents. All strategies received an average agreement rating within the ‘agree’ domain, and over 60% agreement. The highest-rating strategy (with 100% agreement and a moderately low variance) was “creating an environment where students feel supported and comfortable with approaching staff to seek individualised assistance”.

**Conclusion:** The highest-rating strategy likely led to the satisfaction of two psychological needs – competence and relatedness - compared to one psychological need for the other strategies, thus leading to a slightly higher rating. Future surveys should perhaps identify the specific behaviours and resources that make up “creating an environment…”. Since all strategies received over 60% agreement, continued use is suggested in the future.

**References**

1. Cranney J, Morris S, Krebs-Lazendic L, Hutton-Bedbrook K. Back to the Education Future—Evidence-based Student-Centred Approaches to Online Curriculum Design and Delivery. In: McKenzie S, Garivaldis F, Dyer KR, editors. Tertiary Online Teaching and Learning: TOTAL Perspectives and Resources for Digital Education. Singapore: Springer Singapore; 2020. p. 119-28.

2. Ryan RM, Deci EL. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist. 2000;55(1):68-78.