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|  |  |  | Factor  Factor Loadings | | |
|  | Statement | Mean (SD) | 1\* | 2\* | 3\* |
| 1 | The veterinary professions depend upon the work of each other | 4.68 (0.61) | 0.289 | 0.059 | 0.260 |
| 2 | The veterinary professions’ roles within the veterinary team are clearly defined | 3.32 (0.96) | -0.076 | -0.236 | -0.012 |
| 3 | I understand the roles of the other veterinary profession within the veterinary team | 4.00 (0.85) | -0.076 | 0.018 | 0.255 |
| 4 | The main role of veterinary nurses is to provide support for veterinary surgeons (results have been reverse coded) | 3.28 (1.03) | 0.119 | -0.015 | 0.054 |
| 5 | Veterinary nurses are primarily motivated to ‘care’ while veterinary surgeons are primarily motivated to ‘cure’ | 2.88 (1.11) | -0.227 | -0.104 | 0.116 |
| 6 | Even if motivations differ, veterinary nurses and veterinary surgeons have the same overarching goals for their work in practice | 4.44 (0.65) | 0.127 | 0.029 | 0.512 |
| 7 | Learning with students from the other veterinary profession would aid understanding of each other’s roles and motivations | 4.39 (0.67) | 0.659 | 0.068 | -0.034 |
| 8 | I would prefer to learn some of my profession’s roles without students of the other veterinary profession (results have been reverse coded) | 3.70 (0.99) | 0.582 | 0.045 | 0.091 |
| 9 | Teams in which individuals only seek help and advice from members of their own profession are less effective than teams where individuals seek advice from the person with the greatest experience, regardless of professional status | 4.28 (0.73) | 0.130 | 0.112 | 0.447 |
| 10 | Learning with students from the other veterinary profession is likely to encourage me to seek help and advice from the individual with the greatest experience, regardless of professional status | 4.18 (0.78) | 0.604 | 0.029 | 0.160 |
| 11 | Learning with students from the other veterinary profession is likely to help facilitate future collaborative relationships | 4.24 (0.70) | 0.805 | 0.029 | -0.005 |
| 12 | Learning with students from the other veterinary profession will help me develop teamwork skills essential for veterinary teams | 4.31 (0.67) | 0.747 | -0.022 | -0.024 |
| 13 | Learning with students from the other veterinary profession will help me to become a more effective member of the veterinary team | 4.25 (0.77) | 0.795 | 0.054 | 0.026 |
| 14 | Learning with students from the other veterinary profession will help me understand my own limitations | 3.78 (0.86) | 0.584 | -0.092 | 0.085 |
| 15 | I would be comfortable offering my opinion in a group of peers from my own profession, even if I do not agree with other people’s opinions | 3.93 (0.73) | -0.047 | 0.550 | 0.085 |
| 16 | I would be comfortable offering my opinion in a group which includes students from the other veterinary profession, even if I do not agree with other people’s opinions | 3.88 (0.79) | 0.032 | 0.551 | 0.087 |
| 17 | I would feel uncomfortable taking the lead in a group of peers from my own profession (results have been reverse coded) | 3.48 (0.98) | -0.167 | 0.642 | 0.038 |
| 18 | I would feel uncomfortable taking the lead in a group which includes students from the other veterinary profession (results have been reverse coded) | 3.40 (1.08) | -0.015 | 0.592 | -0.165 |
| 19 | My skills in communicating with members of the other veterinary profession would be improved through learning with students of the other veterinary profession | 4.16 (0.74) | 0.716 | -0.024 | -0.148 |
| 20 | My skills in communicating with clients would be improved through learning communication skills alongside students of the other veterinary profession | 3.87 (0.92) | 0.682 | -0.134 | -0.085 |
| 21 | Learning with students from the other veterinary profession is likely to overcome stereotypes that are held about the different professions | 4.28 (0.66) | 0.470 | 0.009 | 0.142 |
| 22 | Learning with students from the other veterinary profession will help me think positively about the other profession | 4.09 (0.69) | 0.601 | -0.031 | -0.016 |
| 23 | I would enjoy the opportunity to learn with students from the other veterinary profession | 4.14 (0.81) | 0.751 | -0.007 | 0.058 |
| 24 | Client satisfaction is improved when patients are treated by a team of veterinary nurses and veterinary surgeons | 4.38 (0.70) | 0.114 | -0.019 | 0.628 |
| 25 | Learning with students from the other veterinary profession is likely to improve client satisfaction | 3.92 (0.82) | 0.641 | 0.005 | 0.136 |
| 26 | Patient health outcomes are improved when patients are treated by a team of veterinary nurses and veterinary surgeons | 4.57 (0.59) | 0.037 | -0.049 | 0.646 |
| 27 | Learning with students from the other veterinary profession is likely to improve the service for the patient | 4.16 (0.80) | 0.609 | 0.017 | 0.196 |
| 28 | Veterinary practice teams benefit when veterinary professions work together, for example through positive working environments | 4.74 (0.48) | 0.227 | 0.094 | 0.288 |
| 29 | Learning with students from the other veterinary profession is likely to create effective future teams with positive working environments | 4.34 (0.72) | 0.750 | -0.019 | -0.003 |
| 30 | Veterinary practices benefit, for example through financial gain, when veterinary professions work together | 4.33 (0.67) | 0.196 | -0.022 | 0.463 |
| 31 | Learning with students from the other veterinary profession is likely to benefit the veterinary practices in which I will work in the future | 4.22 (0.75) | 0.664 | -0.019 | -0.002 |
| 32 | Veterinary nursing and veterinary medicine students should learn together during their undergraduate curricula | 3.69 (0.99) | 0.668 | 0.004 | 0.042 |
| Total number of items in final factors  Cronbach's α of final factors | |  | 7  0.896 | 4  0.662 | 5  0.731 |
| Total variance explained by final factors (together 43.1%) | |  | 30.1 | 6.8 | 6.2 |
| Extraction Method: Principal Axis Factoring.   Rotation Method: Oblimin with Kaiser Normalization. | | | | | |
| Rotation converged in 6 iterations. | | | | | |
| \*Factor loading >0.3 shown. Light grey indicates initial loading, dark grey indicates final loading | | | | | |