Phase 2: Establishing Resources to Mandate Wellness

An inaugural Assistant Dean, Faculty Equity & Wellness and office, was established with the mandate to carry wellness work forward. She struck a committee of experts, TOR, and a Wellness Framework meaningful to our SOMD integrating individuals, systems, organizations in our health system.

Phase 3: Communication of framework & build

A priority was communication of this framework, initiative and implementation plan throughout our institution. The SOMD Communications team facilitated meaningful branding to represent & communicate the important work of Faculty Wellness (Figure 1).

Phase 4: Implementation of The Faculty Wellness Framework

Every opportunity to embed wellness into daily work in addition to policies & processes for implementation of wellness was carried out (Table 1). Many point-of-care related wellness measures were enabled as required.

Phase 5: Embedding Wellness into our Daily Work, Process & Policies

We have integrated this Wellness Framework into our Strategic Planning Process as a SOMD and emphasized that we have our 4 and 10 year metrics on our strategic plan & other documents. Our new faculty orientation includes the Faculty Wellness Framework (2019) as does leadership orientation. All faculty academic documents with deliverable include wellness strategies. Our recent Conditions of Appointment document also highlights this aspect. The cohesiveness & collaboration is strong at our centre & helps facilitate messaging from various areas of our health system to create positive change. In addition, creating opportunities such as the Mentorship Award elevates the contributions of faculty to other faculty & recognizes the importance of such work in creating opportunities for networking and facilitating careers (Table 1).

Phase 6: Using Disruption as an Opportunity to Create Wellness: Covid 19 Pandemic

There are opportunities to create meaningful wellness around us regardless of circumstances, such as the Covid 19 Pandemic. This not only provided opportunity to create acts that ultimately benefited our front line colleagues in the Critical Care Units, those we cared for as well as their families & no doubt ultimately our health system. Outlining our shared purpose during the “first wave” of the pandemic & supporting or teams was crucial to have our Critical Care Units function optimally.

The successful integration of a meaningful Faculty Wellness program framework with the development of programmatic resources and systematic changes in response to our faculty’s needs no doubt has had great impact at our school. We strive to educate ourselves from our learnings so that we can empower faculty at our school to engage in life-long wellness, a key strategic priority. Our overarching goal is to create sustainability in our academic centre & health system. There is much to learn during both stable & disruptive conditions to innovate, empower & create a path forward for sustainable wellness.

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1. Levine E, Green H. Physician Faculty Wellness Framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015


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Nutrition/Hydration

• PPE/Mask- prolonged barrier to eating
• Drinking: significant morbidity for front line team & PPE related- skin injury

Time to attend- self-awareness & care

• Outlined in Onboarding, CDP & orientation documents

Sponsorship/Equity

• Revision of metrics in Strategic Plan ("Goal #5: Foster growth & success of faculty")/ Training colleagues in equity/implicit bias workplace & certification

Compassion- for team members, patients & families as the increased role in all communication (visitor

Support/Moral

• Deliberate purpose
• Isolation from colleagues & family & "outside world/ community" & emotional exhaustion

CPD/ Retreat targeted

• Wellness Workshops & Faculty Retreat for faculty in distributed sites; Western University Leader Summit (2019) across Western University

Mentorship

• Establish inaugural Faculty Mentorship Award

Primary Care

Physician/Dentist

• Reminder at orientation/ workshops/ICU

Purpose

To disseminate our faculty wellness framework & program at individual, organization & systems level strategies at our institution both before & during Covid 19 pandemic to gain insight into our health system & institution.

Background

Our institution’s strategic planning and the results of our WSPEAK survey and follow up WeACT focus groups outlined the need for work-life integration as a key priority for our faculty, in medicine, dentistry, and basic science. As a result, the decanal leadership responsible for Faculty Affairs worked to develop a comprehensive white paper on Faculty Affairs (http://www.schulich.uwo.ca/hospitalandinfrastructure/faculty_affairs/office_of_faculty_affairs_white_paper.html) that provided information about Canadian and American environmental scan on this area.

Phase 1: Understanding the Gap

In the moment solutions for "hidden consequences" of measures such as prolonged PPE use resulting in dehydration & skin injury allowed our teams to stay safe, healthy, and serve our community over a prolonged period of time that is an ongoing component of this pandemic. Recognizing the importance of compassion in our daily work in the ICU for our team members, our patients & families as well as external stakeholders makes it possible to pivot when necessary to change the way we deliver care in the setting of changing guidelines during this pandemic.

The successful creation of an office and enabling a mandate to move forward is an important opportunity to create, implement, & deliver on systematic approach to wellness. The framework provided a foundation on which to build meaningful aspects of wellness both during stable & disruptive times in our SOMD & health system. The implementation involved clear communication & collaboration with other key stakeholders to ensure this work was carried over in our region & health system. Key processes and procedures took place to embed Faculty Wellness at individual, organizational, and systems levels to create sustainable changes during stable and disrupted times (Table 1). These strategies form an important part of our current Strategic Planning Process with 5 and 10 year deliverables for Faculty Wellness outcomes at our SOMD. We hope that every challenge provides an opportunity to create positive change.

IMPLICATIONS

While the successful integration of a meaningful Faculty Wellness program framework with the development of programmatic resources and systematic changes in response to our faculty’s needs no doubt has had great impact at our school, we strive to educate ourselves from our learnings so that we can empower faculty at our school to engage in life-long wellness, a key strategic priority. Our overarching goal is to create sustainability in our academic centre & health system. There is much to learn during both stable & disruptive conditions to innovate, empower & create a path forward for sustainable wellness.