



Identifying Evidence-Based Changes for Physician Wellness Programs

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Faculty/Presenter Disclosure

Faculty:

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Relationships with commercial interests:

Dr. Flynn is a Clinician Educator with the Royal College of Physicians and Surgeons of Canada

Dr. Caroline G erin-Lajoie is a co-PI on a grant from the Mach-Gaensslen Foundation for a Resiliency Program Pilot with Dr. Kerri Ritchie

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Dr. Christopher Simon: No Disclosure

Dr. Erica Dance: No Disclosure

Dr. Mithu Sen: No Disclosure

Dr. Sarah Smith: No Disclosure



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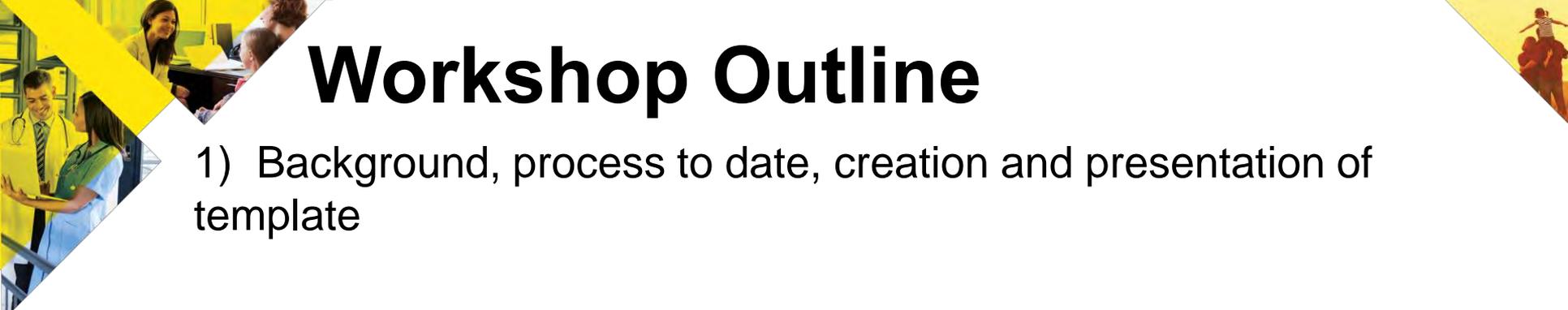
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Objectives

- 1) Identify evidence-informed programs for physician wellness
- 2) Identify elements of effective wellness programming
- 3) Contribute to development of accreditation standards



Workshop Outline

- 1) Background, process to date, creation and presentation of template
- 2) Activity #1: Add, correct, critique and provide feedback to the template
- 3) Activity #2: provide recommendations, opportunities, risks, and barriers
- 4) Summary of key points and closing remarks

What we did...





Physician Wellness Template

	Education and Skills Enhancing Literacy and Evidence-Based <small>CanMEDS Professional enabling competency 4.1 Exhibit self-awareness and manage influences on personal well-being and professional performance</small>		Sustainability Maintenance of Wellness (Factors that influence wellness) <small>CanMEDS Professional enabling competency 4.2 Manage personal and professional demands for a sustainable practice throughout the physician life cycle</small>	Support Response and Management (Support for individuals who are in distress, unwell, or in crisis) <small>CanMEDS Professional enabling competency 4.3 Promote a culture that recognizes, supports, and responds effectively to colleagues in need</small>
	Building Awareness	Skills development: practical tools for enhancing collegial support		
Profession/culture				
Learning/Clinical Environment/ Organization				
Individual				

Activity #1 Instructions

- 1) You will be divided in small groups to review a certain section of the template
- 2) You are being asked to add, correct, critique and provide feedback for the content
 - What do you think we missed?
 - What should be categorized elsewhere?
 - What needs more information?
- 3) You are welcome to ask questions about the template as a whole (not just the sections to fill in) or give us any feedback about the larger process as well!
- 4) Write your feedback down on the paper provided

Filled in Template: Example

	Building Awareness	Skills	Sustainability	Support
Culture	Psychological safety in the profession	Recognition of the importance of social support and community	Flexibility of training and work schedule	Support of policies related to accommodations
Organization	Measuring wellness	Supporting self-care	Creation of flexible training and work schedules to accommodate individual needs	Clear policies related to accommodations
Individual	Awareness of health-related policies (e.g. accommodation policies)	Making healthy nutrition choices	Adapting resiliency skills to the phase of your career life-cycle and within cycles	Clearly designated points of contact across many levels (i.e.UGME, PGME, Faculty)



Activity #2 Instructions

Focus on the same section of the template

- 1) What recommendations could be made from the concepts listed in your section of the template? Aim to provide three recommendations for your section
- 2) What opportunities may be available to accomplish these recommendations?
- 3) What are the risks or barriers for these recommendations?
- 4) What could be done to overcome these?
- 5) Any other feedback?

Filled in template: Examples

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Summary of key points and next steps

Thank you for your participation

If you have any additional comments please contact
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Please make sure to hand in your papers

