

# WISHES

Wellness Innovation Scholarship for Health Professions Education and Sciences

# Annual Report 2019-20



# WISHES – A New Initiative to Address a Longstanding Need

The Wellness Innovation Scholarship for Health Professions Education and Sciences (WISHES) education lab was created by Dr. Aliya Kassam in March 2019, in order to address the sparsity of research and scholarship in wellness with regard to learners in the Cumming School of Medicine (CSM). The wellness of learners in faculties of medicine in Canada is an ongoing and increasing concern, with many experiencing mental and physical health issues in, and sometimes as a result of, a stressful environment.

WISHES was designed to be the CSM hub for state of the art, evidence-based techniques to enhance and sustain learner wellness, as well as a source of advocacy for and awareness of learner wellness issues. It brings together practitioners and scholars to collaborate on learner wellness projects focused on the areas of mental health, physical health, occupational health, social health and intellectual health.

Dr. Kassam leads WISHES, supported by the WISHES Advisory Committee which is comprised of learners, faculty and staff from the CSM. The Advisory Committee reports to the Senior Associate Dean Education and the Strategic Education Council of the CSM. The initiative works in partnership with the Office of Health and Medical Education Scholarship (OHMES), and also receives administrative support from this source. A start-up grant of \$15,000 was received in March 2019 from the Strategic Education Council. This grant has been used to fund initiatives in the first year of operations including a symposium at which local learner wellness scholarship was presented, an environmental scan of learner wellness programming at Canadian faculties of medicine, and a seminar on pronouns and LGBTQIA2S+ terminology.

WISHES has had a number of successes in its first year of operations, and is grateful to its many supporters. Although it is a local scholarly initiative, it is intended to inform and benefit learner wellness in the CSM and beyond. We look forward to realizing this through research, innovation, and information sharing in partnership with our many stakeholders.

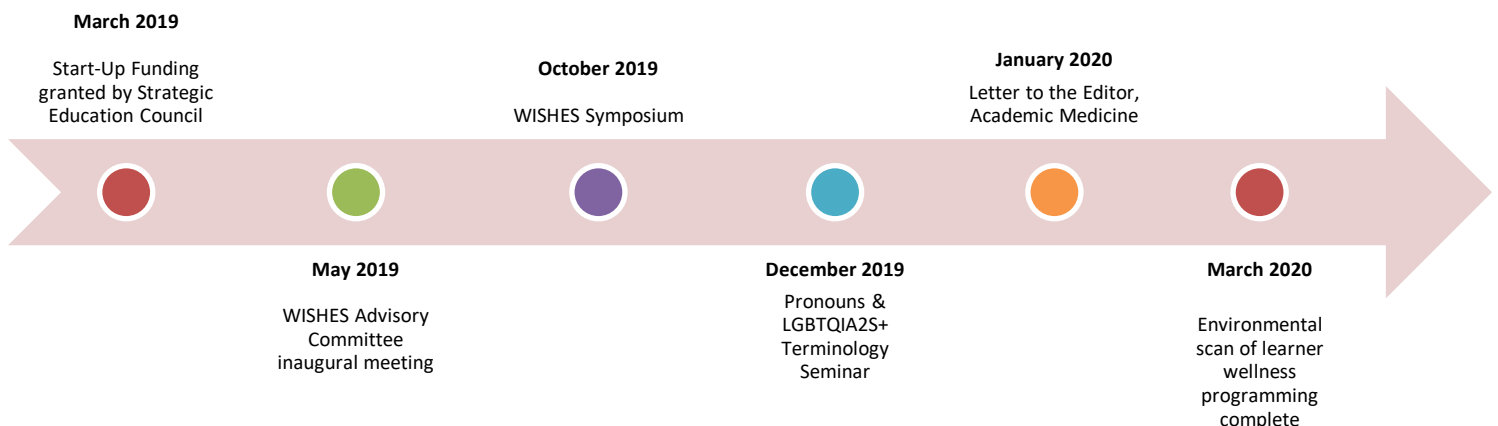


## Vision

Thriving learners, thriving programs, thriving systems.

## Mission

Enhancing wellness amongst learners within the Cumming School of Medicine through scholarly inquiry, advocacy and innovation.



# WISHES Advisory Committee

The inaugural meeting of the WISHES Advisory Committee was held in May 2019 and included representatives from the Cumming School of Medicine, the Faculties of Nursing and Kinesiology, and the Campus Mental Health Strategy. The group agreed that the focus of WISHES would remain within the CSM, but connections would be maintained with other faculties/departments in the University of Calgary in order to pursue collaborations. Following this meeting and a July retreat, the WISHES Advisory Committee terms of reference and membership were established, and a Vision, Mission, Guiding Principles were drafted.

The role of the committee is to advise WISHES on matters relating to program development and operation, and to create a platform to unify and increase learner wellness scholarship initiatives. The committee meets quarterly and work is beginning on a number of projects including design-based research to inform wellness infrastructure, a learner needs assessment survey, and a study based on interviews with learners and faculty to inform program development.

## WISHES Advisory Committee 2019-20

Aliya Kassam, Chair  
Bev Adams  
Allison Brown  
Andy Bulloch  
Rachel Ellaway

Todd Hill  
Johanna Holm  
Carol Hutchison  
Emily Macphail  
Mike Paget

Franco Rizzuti  
Amanda Roze des Ordons  
Shannon Ruzycki  
Richelle Schindler  
Stephanie Smith

# WISHES Funding

A start-up grant of \$15,000 was received in March 2019 from the Strategic Education Council (SEC). The funding has been used as follows:

<b><u>Funding</u></b>		
Grant from SEC		<b>\$15,000</b>
<b><u>Less Expenses</u></b>		
Environmental Scan – Research Assistant	\$ 4,225	
Advisory Committee	\$ 314	
WISHES Symposium	\$ 4,559	
Other Expenses (laptop for study, seminar, etc)	<u>\$ 2,078</u>	
<b>Total Expenses</b>		<b><u>\$11,176</u></b>
<b>Funding Remaining</b>		<b><u>\$3,824</u></b>

The remaining funds will be used to support WISHES initiatives in 2020-21, including interview incentives for the needs assessment, publication fees and the Delphi study. WISHES will be pursuing external funding opportunities in order to fund future activities.

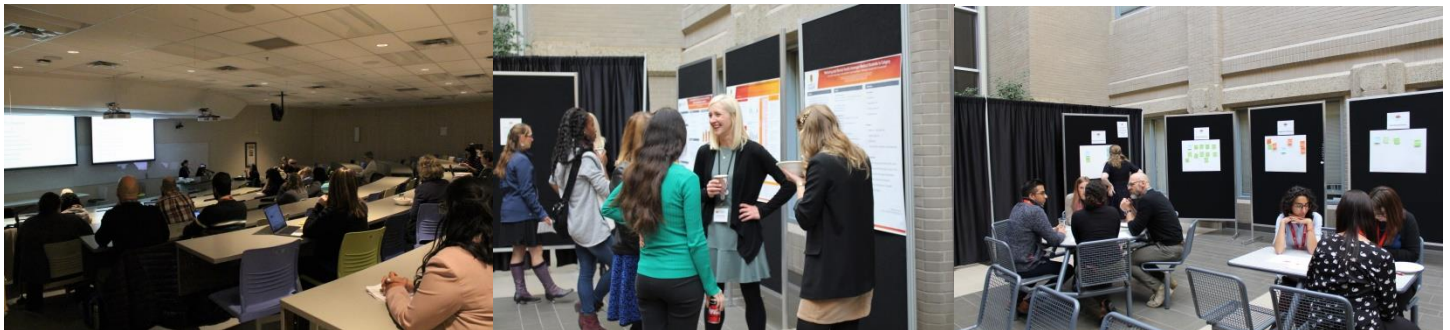
# WISHES Activities & Projects

## WISHES Symposium

The inaugural WISHES Symposium was held on October 10, 2019 at the Health Sciences Centre. The event included a keynote address by Lauren Vogel (Journalist, CMAJ) a poster session, local research and innovation presentations, and a wellness challenge. There were 49 attendees, with representation from the Cumming School of Medicine, Veterinary Medicine, Nursing, Social Work, and the Werklund School of Education.

The event provided an opportunity for scholars with common interests in learner and health professional wellness research to connect and share their thoughts. The Wellness Challenge encouraged attendees to consider the various aspects of wellness (physical, mental, social, occupational, and intellectual) and to share their ideas on how wellness in these areas can be promoted and what research questions would support this. Attendees' comments/ideas have been captured in a summary document which will be used to inform future research. There are plans to host the symposium on an annual basis.

We would like to thank the symposium planning committee (Aliya Kassam, Richelle Schindler, Johanna Holm, Nisha John, and Gretchen Greer) and our volunteer event photographer, Kristen Story, for making this event possible.



Opening Remarks

Poster Session

Wellness Challenge

*WISHES Symposium photos kindly provided by Kristen Story.*

## Pronouns & LGBTQIA2S+ Seminar

To mark the end of the year, WISHES in conjunction with the Student, Advising and Wellness (SAW) Office at CSM hosted a seminar for all learners, faculty and staff to educate themselves on pronouns and LGBTQIA2S+ terminology. Tiffany Sostar was the guest speaker and is a dynamic bisexual, non-binary, narrative therapist who works within gender and sexually diverse communities. There were 44 people in attendance at the session which gave a brief overview of the changing language landscape and why it matters for the CSM community to keep up with the shift.

The poster features a colorful, abstract background. On the left is the University of Calgary logo. On the right is the WISHES logo. The text reads: "The Wellness Innovation Scholarship for Health Professions Education and Sciences (WISHES) initiative and the Student Advising &amp; Wellness (SAW) Office are excited to present: Pronouns &amp; LGBTQ+ Terminology 10 December 2019 12:30-1:30pm Theatre 1, Health Sciences Centre". Below this is a paragraph of text: "Join Tiffany Sostar for an interactive introduction to LGBTQ+ terminology, with a special focus on non-binary gender and pronouns. This session will give you a brief overview of the changing language landscape, why it matters for medical professionals to keep up with the shifts, and how to handle it when you get someone's pronoun wrong or use the wrong terminology. The workshop will also include the opportunity for questions." On the right side of the poster is a small photo of Tiffany Sostar, with her name "Tiffany Sostar" written below it.

# Learner Wellness Programming Environmental Scan

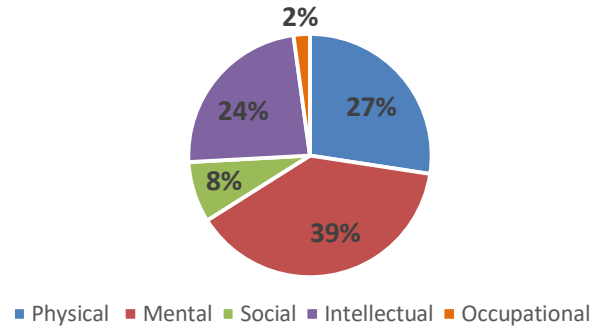
One of the first initiatives started under the WISHES purview was an on-line environmental scan of learner wellness programming in faculties of medicine across Canada, intended to inform decision-making regarding learner wellness infrastructure in the CSM.

A count was done of each of these services across the schools to highlight common services in place, how they are structured, and what gaps may exist. This information was then categorized with two different wellness frameworks – BASICS\* and WISHES\*\* - to demonstrate which aspects of wellness are most frequently addressed by the programs/services offered. Both frameworks demonstrated that the majority of services/programs available have an Affect/Mental Health and Body/Physical Health focus.

Findings from the scan were presented as a poster at the 2020 OHMES Symposium, and will be presented at the International Conference on Residency Education in Vancouver in September 2020. Results will be shared with senior CSM leadership, and a manuscript is pending.

- \*The Basics Framework – Strategies for coping with stress and building personal resilience for physicians (D. Kaufmann, Ontario Medical Association Review)
- \*\* The WISHES Framework (Dr. Aliya Kassam, University of Calgary)

Learner Wellness Programming in Canadian Faculties of Medicine - WISHES Framework



## Publications & Presentations

*Acknowledging a Holistic Framework for Learner Wellness: The Human Capabilities Approach.* A Letter to the Editor, Academic Medicine (Vol 95, No. 1 January 2020, 9-10) was authored by Dr. Aliya Kassam and Dr. Rachel Ellaway.

*An Environmental Scan of the Wellness Infrastructure in Canadian Medical Schools: Implications for Frameworks and Programming* was presented by Dr. Aliya Kassam as a poster at the 2020 OHMES Symposium.

UNIVERSITY OF CALGARY  
CUMMING SCHOOL OF MEDICINE

WISHES  
Wellness Infrastructure to Health  
Professionals, Students and Society

**An Environmental Scan of the Wellness Infrastructure in Canadian Medical Schools: Implications for Frameworks and Programming**

Gretchen Green<sup>1</sup>, Nisha John, Aliya Kassam PhD<sup>1,2,3</sup>

1. Office of Health and Medical Education Scholarship (OHMES), 2. Office of Postgraduate Medical Education, 3. Community Health Sciences, Cumming School of Medicine, University of Calgary, Alberta

*We acknowledge and honour the traditional territories of the Treaty 7 people. We acknowledge the past, present, and future generations of Stoney Nakoda, Blackfoot, and Tsuut'ina Nations who help us steward this land, as well as honour and celebrate this place.*

**BACKGROUND**

The current scan was conducted to identify the current wellness programming in place across Canadian medical schools. The scan was conducted through an online survey of faculty members across Canada. The scan was conducted in 2019 and 2020. The scan was conducted in 2019 and 2020. The scan was conducted in 2019 and 2020.

**SUMMARY OF WORK**

**Wellness Dimensions:** Graduate Science, Equity, Mistreatment/Reporting, Inclusion, Diversity, Undergraduate Medical Education (UME) / MD Program, Learning Accommodations, Indigenous, Postgraduate Medical Education (PGME) / Residents, Mental Health.

**SUMMARY OF RESULTS**

The scan identified that the majority of programs and services available in Canadian medical schools focus on Physical and Mental Health. There were gaps identified in Social, Intellectual, and Occupational wellness programming.

**CONCLUSION**

The scan identified that the majority of programs and services available in Canadian medical schools focus on Physical and Mental Health. There were gaps identified in Social, Intellectual, and Occupational wellness programming.

Table 1. Comparison of BASICS and WISHES Frameworks	Table 2. BASICS Framework of Canadian Medical Schools	Table 3. WISHES Framework of Canadian Medical Schools	Table 4. Student Wellness Programs for Faculty of Medicine Schools																						
<p><b>BASICS Framework</b></p> <p><b>Body:</b> Physical/ergonomic issues, the support good health</p> <p><b>Affect:</b> Emotions, stress, personal attitudes, thinking and behaviours</p> <p><b>Social:</b> Peers, relations, pts.</p> <p><b>Intellect:</b> Ability to keep abreast, understand, process and medical decisions</p> <p><b>Community:</b> Involvement of individual or a team with others, following the same rules, related "members" but this conflict.</p> <p><b>Spirituality:</b> Pursuit of being emerging, the possibility of an afterlife, a purpose, and good thinking, "happiness, well-being, a peaceful, joyful existence"</p>	<p><b>Physical Wellness:</b> 1. Assessment of physical health and safety of the work environment; 2. Assessment of physical health and safety of the work environment; 3. Assessment of physical health and safety of the work environment.</p> <p><b>Mental Wellness:</b> 1. Assessment of mental health and safety of the work environment; 2. Assessment of mental health and safety of the work environment; 3. Assessment of mental health and safety of the work environment.</p> <p><b>Social Wellness:</b> 1. Assessment of social health and safety of the work environment; 2. Assessment of social health and safety of the work environment; 3. Assessment of social health and safety of the work environment.</p> <p><b>Intellectual Wellness:</b> 1. Assessment of intellectual health and safety of the work environment; 2. Assessment of intellectual health and safety of the work environment; 3. Assessment of intellectual health and safety of the work environment.</p> <p><b>Occupational Wellness:</b> 1. Assessment of occupational health and safety of the work environment; 2. Assessment of occupational health and safety of the work environment; 3. Assessment of occupational health and safety of the work environment.</p>	<p><b>Physical Wellness:</b> 1. Assessment of physical health and safety of the work environment; 2. Assessment of physical health and safety of the work environment; 3. Assessment of physical health and safety of the work environment.</p> <p><b>Mental Wellness:</b> 1. Assessment of mental health and safety of the work environment; 2. Assessment of mental health and safety of the work environment; 3. Assessment of mental health and safety of the work environment.</p> <p><b>Social Wellness:</b> 1. Assessment of social health and safety of the work environment; 2. Assessment of social health and safety of the work environment; 3. Assessment of social health and safety of the work environment.</p> <p><b>Intellectual Wellness:</b> 1. Assessment of intellectual health and safety of the work environment; 2. Assessment of intellectual health and safety of the work environment; 3. Assessment of intellectual health and safety of the work environment.</p> <p><b>Occupational Wellness:</b> 1. Assessment of occupational health and safety of the work environment; 2. Assessment of occupational health and safety of the work environment; 3. Assessment of occupational health and safety of the work environment.</p>	<table border="1"> <thead> <tr> <th>Wellness Program</th> <th>Number of Schools</th> </tr> </thead> <tbody> <tr> <td>Faculty Affairs/Wellness Office</td> <td>8</td> </tr> <tr> <td>Student Support/Wellness Office</td> <td>10</td> </tr> <tr> <td>Faculty Wellness/Wellness Office</td> <td>2</td> </tr> <tr> <td>Faculty Wellness/Wellness Office</td> <td>2</td> </tr> <tr> <td>Faculty Wellness/Wellness Office</td> <td>4</td> </tr> <tr> <td>Faculty Wellness/Wellness Office</td> <td>1</td> </tr> <tr> <td>Faculty Wellness/Wellness Office</td> <td>1</td> </tr> <tr> <td>Faculty Wellness/Wellness Office</td> <td>1</td> </tr> <tr> <td>Faculty Wellness/Wellness Office</td> <td>1</td> </tr> <tr> <td>Faculty Wellness/Wellness Office</td> <td>1</td> </tr> </tbody> </table>	Wellness Program	Number of Schools	Faculty Affairs/Wellness Office	8	Student Support/Wellness Office	10	Faculty Wellness/Wellness Office	2	Faculty Wellness/Wellness Office	2	Faculty Wellness/Wellness Office	4	Faculty Wellness/Wellness Office	1	Faculty Wellness/Wellness Office	1	Faculty Wellness/Wellness Office	1	Faculty Wellness/Wellness Office	1	Faculty Wellness/Wellness Office	1
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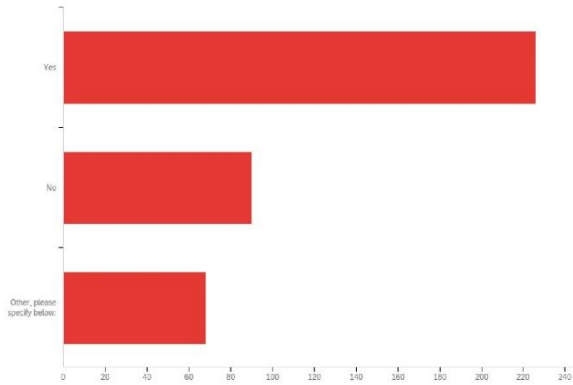
For more information, please e-mail [wishes@ucalgary.ca](mailto:wishes@ucalgary.ca)

# CSM Learner Needs Assessment

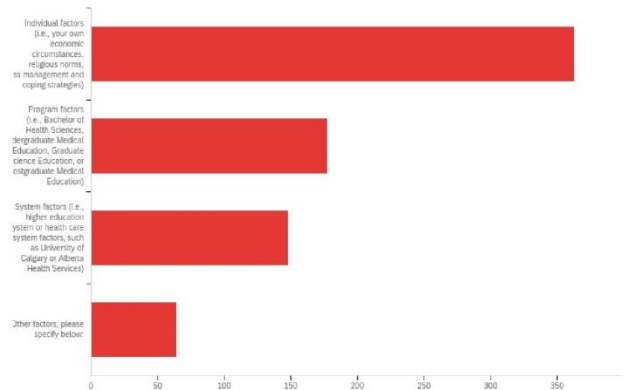
A wellness needs assessment of CSM learners was planned for 2019-20 and 2020-21 in order to inform policy and program development within the CSM. However, with beginning of the COVID-19 pandemic in late 2019-20, the focus shifted to how the pandemic has impacted learners at the CSM with regard to their personal well-being.

Phase I was an on-line survey conducted from April 7 – June 2, 2020 which explored the impact of the pandemic to determine the extent and nature of learner wellness initiatives to facilitate wellness in domains of mental health, physical health, occupational health, social health and intellectual health at individual, program (BHSc, BCR, GSE, UME and PGME) and system (higher education system and health care system) levels during the COVID-19 pandemic. The response rate was approximately 20% with 541 respondents across the five educational programs. Survey results are being analyzed and prepared for publication, with some preliminary results as follows:

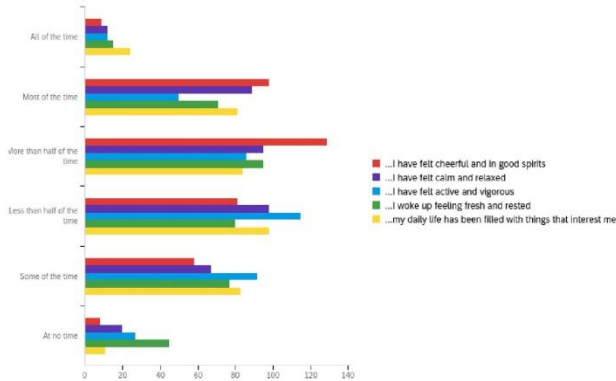
**Q10 - Do you think the Cumming School of Medicine is offering adequate support to you to maintain your wellness during the COVID-19 pandemic?**



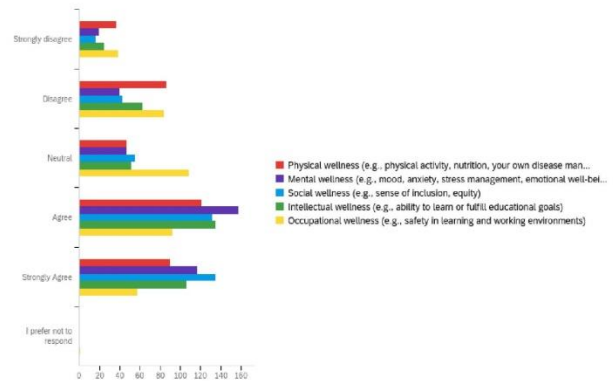
**Q13 - As an individual, what do you think allows you to thrive in your training during the COVID-19 pandemic? Please select all that apply.**



**Q15 - Please indicate for each of the five statements which is closest to how you have been feeling over the past two weeks. Over the past two weeks...**



**Q16 - The COVID-19 pandemic has negatively influenced the following aspects of my well-being (select one per row):**



Phase II will be conducted from June-August 2020, and will explore how learners describe their own wellness with respect to five domains of wellness at the individual, program and system levels during the COVID-19 pandemic. Findings from both phases of the study will inform with CSM policy and program development, as well as future pandemic planning with regard to learner wellness. The needs assessment will continue on an annual basis post-COVID-19 as a quality assurance measure and to remain accountable to learners' needs.

## Other WISHES Projects

Current projects that will continue in 2020-21 include a scoping review looking at wellness initiatives, a paper on the WISHES framework and its relevance to public health, and the development and psychometric testing of the WISHES scale – a 5 item scale that can be used to measure wellness within the 5 WISHES petals (ie. mental health, physical health, occupational health, social health and intellectual health). We will also be conducting an online Delphi study based on the results of the scoping review this fall.

## WISHES Communications

As WISHES is a new initiative and still in the development stages, communications are done through a combination of independent and shared channels:

**Website:** WISHES currently has a webpage on the OHMES website at <https://cumming.ucalgary.ca/office/ohmes/what-we-do/education-labs/wishes>. However, work has begun on a stand-alone website which will be launched in 2020-21.

**Twitter:** WISHES established a Twitter account **@CsmWishes** in September 2019, and currently has 75 followers. The account is used primarily to promote WISHES events.

**Newsletter:** WISHES publishes an update in the quarterly [OHMES newsletter](#). Information is shared regarding WISHES activities including events and research projects.



CUMMING SCHOOL OF MEDICINE

[wishes@ucalgary.ca](mailto:wishes@ucalgary.ca)



@CsmWishes



@csm\_wishes

<https://cumming.ucalgary.ca/office/ohmes/what-we-do/education-labs/wishes>

**WISHES would not be possible without the support of:**

Dr. Bev Adams, Senior Associate Dean Education

Strategic Education Council

WISHES Advisory Committee

WISHES Symposium planning committee, presenters and attendees

Office of Health & Medical Education Scholarship