

Faculty Health Services Self-Assessment Checklist

Use this tool to assess the strengths, gaps, and opportunities within your Faculty Health Services system. Consider each item and indicate whether it is **Not in Place**, **Emerging**, or **Established**.

This assessment is most effective when completed collaboratively by representatives from Faculty Affairs, Learner Affairs, Human Resources, Occupational Health, Wellbeing Offices, Equity Offices, hospital partners, and other groups involved in supporting health and wellbeing.

A. VISION, STRATEGY & GOVERNANCE

Strategic Alignment

- ☐ Faculty health and wellbeing are identified as institutional priorities.
- ☐ A Faculty Health and Wellbeing Strategy or Framework exists.
- ☐ Health service planning aligns with the Okanagan Charter principles.
- ☐ Health and wellbeing are integrated into strategic and operational planning processes.
- ☐ University, hospital, research, and distributed site partners are engaged in planning and decision-making.

Leadership & Oversight

- ☐ Designated leadership is accountable for faculty health and wellbeing.
- ☐ Governance structures support coordination across departments and service providers.
- ☐ Health service priorities, outcomes, and access trends are reviewed regularly.
- ☐ Resources and staffing are sufficient to support service delivery.
- ☐ Faculty health and wellbeing are included in leadership reporting and accountability processes.

B. AVAILABILITY OF CORE SERVICES

Mental Health & Psychological Support

- ☐ Confidential counselling or psychotherapy services are available.
- ☐ Crisis support pathways are available and clearly communicated.
- ☐ Peer support programs are available.
- ☐ Coaching or wellbeing supports are available.
- ☐ Mental health services are culturally responsive and accessible to diverse populations.

Physical & Occupational Health

- ☐ Occupational health services are available and accessible.
- ☐ Ergonomic assessments are available for clinical, office, and research environments.
- ☐ Clear accommodation and modified-duty processes exist.
- ☐ Disability management supports are available and confidential.
- ☐ Workplace injury and exposure reporting processes are clearly communicated.

Faculty Health Services Self-Assessment Checklist

B. AVAILABILITY OF CORE SERVICES (cont)

Professional & Career Wellbeing

- ☐ Conflict resolution or mediation services are available.
- ☐ Mentorship and sponsorship opportunities are available.
- ☐ Career development and navigation supports are accessible.
- ☐ Leadership development opportunities are offered.
- ☐ Support is available during career transitions or challenging professional situations.

Social, Cultural & Community Wellbeing

- ☐ Opportunities for peer connection and community-building.
- ☐ Affinity or identity-based groups are supported.
- ☐ Social supports are accessible across diverse populations and locations.

Spiritual & Cultural Supports **within local contexts and legislative requirements*

- ☐ Spiritual care, chaplaincy, or cultural support services are available.
- ☐ Appropriate spaces for reflection, spirituality, or ceremony are accessible.

External Partnerships

- ☐ Faculty members and learners are aware of available Provincial Physician Health Program (PHP) supports.
- ☐ Formal referral pathways to Provincial Physician Health Programs exist where appropriate.
- ☐ Employee and Family Assistance Programs (EFAPs) and other external supports are integrated into service navigation processes.

C. ACCESSIBILITY, NAVIGATION & EASE OF USE

Access to Services

- ☐ Services are available across campuses, distributed sites, and practice settings.
- ☐ Virtual and in-person access options are available where appropriate.
- ☐ Appointment scheduling processes are straightforward and accessible.
- ☐ Financial, logistical, or administrative barriers to access are minimized.
- ☐ Protected time for health-related appointments is supported where feasible.

Navigation & Coordination

- ☐ Individuals can easily identify which service best meets their needs.
- ☐ A clear entry point exists for accessing health and wellbeing supports.
- ☐ Referral pathways between services are clearly defined.
- ☐ Services are coordinated across university, hospital, and external partners.
- ☐ Individuals are not required to navigate multiple systems independently.
- ☐ Information about services is consistent across websites, departments, and programs.
- ☐ Wait times are monitored and communicated where appropriate.

Faculty Health Services Self-Assessment Checklist

C. ACCESSIBILITY, NAVIGATION & EASE OF USE (continued)

Awareness & Communication

- ☐ A centralized service directory, website, or wellbeing hub exists.
- ☐ Information about services is easy to find and understand.
- ☐ Service information is included in onboarding and orientation processes.
- ☐ Available supports are promoted regularly throughout the year.
- ☐ Individuals know where to go for questions or assistance navigating services.

D. TRUST, CONFIDENTIALITY & PSYCHOLOGICAL SAFETY

- ☐ Confidentiality policies are clearly communicated.
- ☐ Individuals understand how personal information is protected.
- ☐ Service access is appropriately separated from performance management, promotion, or evaluation processes.
- ☐ Concerns about stigma and professional repercussions are actively addressed.
- ☐ Individuals report confidence in the confidentiality of available supports.
- ☐ Help-seeking is encouraged and normalized across the institution.

E. EQUITY, DIVERSITY, INCLUSION & ACCESSIBILITY

Inclusive Design

- ☐ Services are accessible to diverse populations and identities.
- ☐ Accessibility considerations are incorporated into physical and digital service delivery.
- ☐ Cultural safety principles are reflected in service design and delivery.
- ☐ Staff providing services receive appropriate training related to EDIA and inclusive practices.
- ☐ Equity considerations are incorporated into planning and evaluation processes.

Identifying and Addressing Barriers

- ☐ Language barriers are assessed and addressed.
- ☐ Scheduling barriers for shift workers, clinicians, and distributed sites are addressed.
- ☐ Services are responsive to the needs of international learners, faculty, and clinicians.
- ☐ Supports are available for individuals experiencing caregiving responsibilities, disability, or other accessibility needs.
- ☐ Equity-related barriers are regularly reviewed and addressed.

F. HEALTH SERVICE ENVIRONMENTS

- ☐ Private and confidential spaces are available for health-related appointments.
- ☐ Appropriate spaces exist for accommodation, recovery, lactation, and accessibility needs.
- ☐ Service locations are accessible and easy to navigate.
- ☐ Physical environments support privacy, dignity, and psychological safety.

For a more comprehensive assessment of physical environments and infrastructure, refer to Strategic Direction #2: Create Sustainable, Supportive, and Inclusive Spaces.

Faculty Health Services Self-Assessment Checklist

G. CULTURE & COMMUNITY

- ☐ Leaders visibly support health and wellbeing.
- ☐ Help-seeking is encouraged and supported.
- ☐ Psychological safety is actively promoted.
- ☐ Members of the academic medicine community feel supported in accessing services when needed.

H. EVALUATION & CONTINUOUS IMPROVEMENT

Assessment & Data

- ☐ Regular needs assessments are conducted.
- ☐ Service utilization data are collected and reviewed.
- ☐ Equity-related trends and barriers are monitored.
- ☐ User experience and satisfaction data are collected.
- ☐ Health service outcomes are evaluated where appropriate.

Quality Improvement

- ☐ Faculty, learners, staff, and researchers contribute feedback to service improvement efforts.
- ☐ Service gaps and opportunities are reviewed regularly.
- ☐ Findings are reported to leadership and governance structures.
- ☐ Service improvements are implemented and communicated.
- ☐ Benchmarking or comparison with peer institutions is used where appropriate.

Priority Areas for Action

What are our greatest strengths?

What are our greatest opportunities for improvement?

What are our top three priorities for the next 12 months?

1. _____
2. _____
3. _____

Who should be involved?