

Physical Activity and Wellbeing in the Workplace
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KIN 465
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Physical Activity and Wellbeing in the Workplace

Collaboration between Kinesiology 465 (Deo Madrazo, Stephen Paget, Kelly Wunderlich, Ashley Dias), UBC Community and Campus Planning (Carmen de Araujo) and UBC SEEDS (Liska Richer)

December 2015

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Executive Summary

Purpose/Objectives

This project was created to assess levels of physical activity amongst UBC staff members (piloting one office within Campus + Community Planning (C +CP) department) during the day at work; evaluate the effectiveness of existing measures to encourage staff physical activity and well-being, including posters and email prompts; identify barriers to staff participation in physical activity, including potential cultural barriers; and recommend new strategies to get staff moving throughout the day, with an emphasis on activities that promote community, social wellbeing, and interculturalism in the office place.

Methods

Over eight weeks, students from the Kinesiology 465 interculturalism class and community partners from C +CP and UBC SEEDS developed an informal online UBC survey targeted one specific office in the C + CP department. 14 participants from the C +CP organization responded to inquiries about workplace health, physical activity, and interculturalism. Kinesiology 465 students analyzed the participant's responses and

reviewed current measures of health and physical activity communication available for UBC Staff. Based on the key findings, recommendations through an intercultural lens were suggested as strategies for the C + CP organization to increase levels of health and physical activity.

Key Findings

1. 48% of reported physical activity performed by C+CP staff is **not** performed on-campus, while 52% is performed outside of a typical workday
2. C+CP staff have highly varying degrees of awareness regarding UBC physical activity programs and wellness initiatives/programs.
3. C+CP staff experience a wide range of barriers to participation in physical activity programs and wellness initiatives.

Recommendations

1. Modification of online survey used to assess health and physical activity levels for UBC staff
2. Re-assessment of methods of types of health and physical activity communication received by UBC staff
3. Explore HWIP (Health Workplace Initiative Program) Opportunities at UBC

Introduction

Purpose/Objectives

- *Assess levels of physical activity among one specific office, Campus + Community Planning (C + CP), during the day at work*
- *Evaluate the effectiveness of existing measures to encourage staff physical activity and wellbeing, including posters and email prompts*
- *Identify barriers to staff participation in physical activity, including potential cultural barriers*
- *Recommend new strategies to get staff moving throughout the day, with an emphasis on activities that promote community, social well being, and interculturalism in the office place.*

Community Partners Involved and role in project

Carmen Raiche De Araujo, Ergonomics Office Representative For C + CP and Liska

Richer, Manager, SEEDS Program were the community partners for this project and

their contributions are listed below:

- *Initial partnership with Kathryn Cureton and School of Kinesiology to develop project*
- *Integral contributors in development and distribution of survey and assessment*

- *Provided existing information available to UBC staff on health and well being*
- *Arrangement and facilitation of team meetings*
- *Collaborated with Kin 465 Partners ensuring achievement of objectives*

Background Information

The organization involved with this project is the UBC Campus + Community Planning (C+CP). This organization comprises of UBC staff that are urban planners, designers, engineers, building inspectors and sustainability experts. Their key responsibilities on campus include long-range planning, land use regulations, campus and landscape design, and community-building and programs that bring life and vibrancy to campus. Additionally, they play a vital role in the planning, developing and influencing physical activity and well being on campus for students, staff and alumni. Examples of work C+CP have been involved with is the Alumni Centre, New Student Union Building and are currently working on the Aquatic Centre, Baseball Training Facility, Natural Turf Fields at UBC. (UBC Campus and Community Planning, n.d.) Additionally, this project will be published online in UBC SEEDS (Social Ecological Economic Development Studies) repository with other innovative and impactful research projects to be used for future sustainability.

How was this Project Developed?

This project is a joint collaboration between the UBC Campus and Community Planning,

SEEDS, and the school of Kinesiology. The partnership would provide the C + CP

department with the following outcomes:

- *Better understanding of C +CP staff's physical activity levels during work*
- *Effectiveness of their existing measures (e.g. e-mails, posters, programs)*
- *Recommendations to improve physical activity, social well being, and sense of community in the office*

Simultaneously, students in Kinesiology 465 would gain knowledge in the following areas:

- *Innovative methods to encourage staff physical activity and interculturalism in workplace*
- *Learn about barriers and recommendations for physical activity and interculturalism in the workplace*
- *Learn to design and administer a survey*
- *Apply an intercultural lens to the project through the development of the survey process and recommendations*

Future Plans

As discussed with our community partners, the findings from this survey will be used to

make improvements to C + CP staff physical activity and well-being levels during a

typical workday. There is potential for the findings to be implemented in a broader scale to departments across the UBC campus.

This pilot project was accomplished over an 8-week time frame. Below is the step-by-step detailed process and rationale:

Methods

1st Meeting with Carmen, Liska and Kinesiology 465 Group

This meeting we discussed student and organizational vision and outcomes of project, distributed current available resources confirmed project objectives, deliverables, created our work plan, and set initial deadlines.

Review and Collection of UBC Existing Measures to Encourage Physical Activity

The community partners shared examples of the e-mail newsletters UBC staff receive and websites staffs are directed to for further information and training regarding health and well being (see Appendix g). Additionally, Kinesiology 465 students gathered

posters and searched the UBC staff and faculty health website for further resources that staff may or may not be aware of. The collection of these materials were important because the participants of the survey would be asked questions asked about their awareness and effectiveness of existing measures and programs

Development of Survey

The survey was primarily derived from the BC Recreation & Parks Association and Heart & Stroke Foundation of BC & Yukon Physical Activity strategy: *Why Don't People Participate?* (n.d.) This document was used as a basis for the survey because it presents key barriers, such as finance, transportation, and societal attitudes that could be incorporated into questions for the participant group to answer. To discover other possible limitations for staff activity we developed questions around the following topics: awareness of current programs for UBC staff, effectiveness of current measures for UBC staff habits, accessibility to physical activity for UBC staff, and current state of well-being during a work day.

Due to a short time frame, availability and scheduling conflicts, and the amount of content that needed to be incorporated into the survey and analyzed from the findings, the community partners and Kin 465 students agreed that the desired method of assessment was an online survey rather than interviews or discussion groups. However, the survey did contain six open-ended questions that provided an opportunity for the participants to elaborate on their responses.

2nd Meeting with Community Partners and Kinesiology 465 Group

This meeting was primarily an update with current survey progress. The Kinesiology 465 students confirmed with community partners the survey has clear aim/goal. The community partners suggested UBC fluid study as the online tool to create and distribute the survey. This tool was used rather than Google forms or survey monkey due to the ease of use, accessibility, and familiarity being UBC students and staff.

Continued Amendments and Distribution of Survey

Both Carmen and Liska provided feedback and comment on drafts of the online survey. Their contributions were crucial because they provided perspectives from current UBC staff into the framing of the questions and overall structure of the survey. After implementing their suggestions approval was given by the community partners to

distribute the survey. Carmen provided a link to via e-mail to the C + CP participants. From the targeted office, 14 of the 17 staff were available to perform the survey at time of distribution. The participants were adults ranging in age from 35 - 60 years of age, and comprised of 2 males and 12 females, and were of middle income.

Analyzing findings

The Kinesiology 465 group retrieved the information from the UBC Fluid Survey in excel format and analyzed the responses to discover any correlations and trends in the information, significant findings, and perspectives written in the responses. The key outcomes will be further explained in "Findings and Discussion". A sample of the results can be found in appendix H.

3rd Meeting with Community Partners and Kinesiology 465 Group and Developing Recommendations

Results were shared with community partners and they were asked for final feedback on deliverables and outcomes to ensure organizational and student objectives would be met. Recommendations were based on current literature on workplace health and wellbeing, and course readings around interculturalism.

Limitations

The first key limitation was the survey being informal, without ethical approval. There was also a short time frame (3 weeks to develop survey, 1.5 weeks to analyze results)

that led to changing three components of the project: shifting the emphasis from ergonomics to health, physical activity, and interculturalism, focusing on UBC activities on campus, and removing interviews. Lastly, the survey was a small sample size (14 participants).

Findings and Discussion

Key finding #1: 48% of reported physical activity performed by C+CP staff is **not** performed on-campus, while 52% is performed outside of a typical workday.

C+CP staff members typically engage in their physical activity **outside of their typical workday**, according to the information collected by the questionnaire. However, during a typical workday, staff are most likely to engage in walking and cycling. 79% of participants answered that they engage in a significant amount of walking (>20 minutes) during a typical workday. In addition, 29% of participants cited bicycling as a method of physical activity during a typical workday. 14% of participants responded they participated in both group fitness classes and yoga. Jogging/running, resistance training, and various other activities named by participants (speed-walking, stair-climbing) were each selected by 7% of participants. By comparing the participation numbers of physical

activity irrespective of time during the day (Appendix 2) to staff physical activity participation specifically during a typical work day (Appendix 1, blue bar data), it can be found that 48% of physical activities performed by participants occurs outside of their work day. However, of the 52% of physical activities performed during the workday, 48% of this number consists of walking.

In addition to the previous point, C+CP staff engage in the majority (52%) of their physical activity **off-campus**, with a minority (48%) of their activity occurring **on-campus**. Regarding on-campus physical activity, the most significant responses once again belong to walking and bicycling with 79% and 43% of responses, respectively. Group fitness classes and yoga both received 7%, as did the "Other" responses of stair climbing and speed walking. The remainder of the physical activities received no responses at all. Once again, a comparison of participation numbers of physical activity irrespective of location (Appendix 2) to the participation numbers of staff solely on-campus (Appendix 1, red bar data) shows that participants are engaging in 52% of their physical activities away from campus. In addition, of the 48% of physical activities being engaged in on-campus, walking makes up 52% of that composition. The relevance of this finding to the project's objective is clear: as stated in the objectives, the project

will “assess levels of physical activity amongst UBC staff members ... during the day at work”.

Key Finding #2: *C+CP staff have highly varying degrees of awareness regarding UBC physical activity programs and wellness initiatives/programs*

Participants were asked whether they were aware of a number of different physical activity programs and services offered on UBC campus, each of which is listed in Appendix 3 with accompanying responses. Staff were most aware of certified personal training, aquatics programs, and intramural sports and leagues, with 86%, 93% and 79% of responses respectively. The activities with the least amount of awareness were the Ski Fit Workshop, the 2015 Parasport Games, and the Walking at UBC program, with 14%, 7% and 21% of responses respectively. Rounding out the rest of the results are Day of the Longboat, Lace Up for Kids, Great Trek, and Versus, with 43%, 36%, 50%, and 29% of responses for each, respectively. Programs named by participants under the “Other” category include Yoga at the Museum of Anthropology (7%), Bike to Work Week (14%), Staff Sports Day (14%), the UBC Triathlon (7%), Storm the Wall (7%), and a University Neighborhoods Association Walking Club (7%).

Regarding awareness of wellness programs and initiatives, Appendix 4 displays the responses of the staff and which programs they are aware of 100% of participants

reported being aware of campus-offered flu immunization clinics, while 71% were aware of Thrive at UBC and 57% had knowledge of the Healthy Workplace Initiatives Program. However, three programs received no responses whatsoever, indicating staff were not aware of the YouCheck for Men Assessment Tool, the Quality over Quantity sleep workshop, and the CAMMPUS (Cardiovascular Assessment and Medication Management by Pharmacists at the UBC Site) program. Responses for other initiatives included 50% for Mindfulness and Meditation at UBC, 29% for The Healthy UBC Recipe Series, 21% for annual mammography screening, 36% for the UBC Health, Wellbeing and Benefits Team, 29% for Functional Movement Screening, and 36% for the Ergo Your Office Online Guide and training resources. Under the "Other" category, participants added The Centre @USB (7%), as well as the addition of fitness equipment in neighbouring buildings (7%). The relevance of this finding to the project's objectives is to assist in examining C+CP staff member's awareness of both physical activity and wellness-related programs and initiatives.

Key Finding #3: C+CP staff experience a wide range of barriers to participation in physical activity programs and wellness initiatives.

The questionnaire was able to identify a variety of barriers to C+CP staff regarding involvement in physical activity and wellness programming. Some of the most

significant barriers to participation were related more to the structure and formatting of programs, namely the preference of loosely-organized physical activity programs such as drop-ins (64% of possible responses), a dislike for competitive activities (50%), preference of individual over group activities (50%), and safety concerns when becoming involved in a program (29%). Additionally, 29% of participants responded that the selection of activities offered by recreation centres is unappealing to them. Another significant source of barriers stemmed from ineffective communications, specifically that only 4 respondents agreed with the statement "Information outlining programs or opportunities for physical activity does not typically reach me", as well as being unaware of coworkers organizing physical activity outings and events (29%). This led to a significant amount of staff responding that they did not participate in physical activity with co-workers on a regular basis (36%). Finally, a number of staff cited physical injuries and other health concerns as a significant barrier to becoming physically active (36%). 43% of participants reported a lack of athleticism or skill was a limitation to participating in physical activities that they wanted to try. Also, 43% of staff agreed that a lack of flexible work hours throughout the day made it difficult to find time for physical activity.

The barriers uncovered by the questionnaire are congruent to ones mentioned in the BC Recreation & Parks Association and Heart & Stroke Foundation of BC & Yukon, (n.d.) including those related to the structure of physical activity programs (i.e. preference for drop-in activities), barriers related to communications (i.e. information regarding programs not reaching participants), and barriers specifically to women (i.e. dislike of competitive programs, safety concerns, limited choices and awareness of opportunities). If these barriers can be resolved and C+CP staffs are able to improve their wellbeing through increased physical activity engagement, the work-life balance of these employees can be improved. Deloitte Australia (2013) states that an employee's work-life balance demonstrates that they are seen as a whole person with a life within and outside of their workplace, and that this balance indicates an organization's support for diversity. Deloitte continues by stating that when employees believe their company is committed to and supportive of diversity (and in conjunction, work-life balance), and employees feel included, employees report improved business performance stemming from improved ability to innovate, responsiveness to changing customer needs, and collaboration within teams.

Relating the project's outcomes to the ideas presented in KIN 465, although the questionnaire did not find barriers directly related to participants' cultural

backgrounds, by encouraging interculturalism and inclusiveness amongst C+CP staff a number of other barriers may be addressed or resolved. Interculturalism 101 (Renfrew-Collingwood INTERactive, n.d.) mentions that an intercultural approach, where connections between people of all cultural backgrounds are actively encouraged, may help to eliminate social barriers which otherwise prevent meaningful interaction. In this case, an intercultural approach may assist in alleviating communication-related barriers, such as a lack of awareness of co-workers organizing physical activities. An intercultural approach may make it easier to create a sense of acceptance and belonging between co-workers as well as encourage individuals to get to know each other more deeply, learning from their experiences and stories (Renfrew-Collingwood INTERactive, n.d.). Through this approach, C+CP staff may be swayed towards participation in group-based physical activities with their coworkers, transitioning them away from the barrier relating to individual activity preferences.

Recommendations

1) Survey Modifications and Further Use

Our survey (see Appendix E) was based on the BC Recreation & Parks Association and Heart & Stroke Foundation of BC & Yukon (n.d.) article on barriers to physical

activity. Based on our findings, only a few of the barriers were shared by at least 4 of our participants. This suggests that the average employee's physical activity opportunities are most impacted by structural and organizational barriers, rather than barriers such as transportation and costs of programs. Keeping this in mind, for similar projects in comparable departments we recommend using an assessment that focuses on structural and organizational barriers and physical activity interests. One option that could be employed is the Employee Physical Needs and Interests Survey from the Center for Disease Control and Prevention's (CDC's) [Steps to Wellness Guide](#) (2012) found on pages 93-96.

Our Kinesiology 465 group recommends that in the office of C+CP, Sustainability + Engineering and Community Development the Employee Physical Activity Needs and Interests Survey (Center for Disease Control and Prevention, 2012) is used to further assess what programs and forms of communication could reduce barriers to participation. The findings from this survey can then be used to determine what programs might be appealing as a Healthy Workplace Initiative Program (HWIP; see recommendation 3). The Center for Disease Control and Prevention (2012) also outlines steps to implementing programs in a workplace that could be used for an HWIP or non-HWIP initiative. Finally, if the sample department finds the Center for Disease Control and

Prevention's (2012) survey to be an effective tool, that they recommend it to other campus offices to use.

2) Re-assessment of Communication

Another finding from our survey was that only 4 of 14 respondents agreed with the statement "Information outlining programs or opportunities for physical activity does not typically reach me". One respondent elaborated that they had not known of some of the current initiatives, and that they were interested in looking into them after completing the survey. This suggests that current communication resources and initiatives can be improved.

The Centers for Disease Control and Prevention (2012) recommends the following actions be taken to promote physical activity and wellness in the workplace: mass emails, websites, flyers and posters in workplace. Most importantly, they recommend having wellness ambassadors in each department who survey co-workers and promote programs of interest to them. UBC's current communication strategies align with these recommendations, including encouraging each workplace to have a UBC Health Contact (Communication Strategies, n.d.). Our community partners informed us that

the majority of their information comes from Human Resource emails, and posters. We recommend that they appoint a UBC Health Contact, and that this individual finds a method of communication to employ that is appropriate to the workplace culture.

As noted in the Canadian Sport Policy, “barriers to [physical activity should] be identified and eliminated, making [physical activity] accessible to all” (Frisby, Thibault, & Cureton, 2014). Assigning a UBC Health Contact can bridge the gap between available opportunities and effective communication. Our group recommends that the UBC Health Contact researches preferred communication methods for their co-workers and what activities are of interest to them. This could be done through informal or structured discussions, or through the Center for Disease Control and Prevention’s (2012) survey (see recommendation 1).

3) Explore UBC Healthy Workplace Initiatives

Based on the survey results we recommend that our community partners look into providing a program in their workplace. One of the ways to do this is to apply for Healthy Workplace Initiatives Program (HWIP) funding, which offers funding to “support grass roots healthy activities in the workplace” that encourage learning new skills or trying something new, promote team building, or sustain healthy behavior (Healthy Workplace Initiatives Program, n.d.). HWIPs give the opportunity for health or physical

activity programs to be brought directly into a workplace, provided that the workplace applying can provide the space and prove that the employees are interested.

Our group believes that our community partners could benefit from an HWIP because it has the potential to address several of the barriers shown in the survey results. Participants identified barriers such as lack of time or designated time, unappealing activities, and lack of awareness of programs. Our Kin 465 group also found that participants were interested in physically non-competitive programs, regularly scheduled but low commitment activities, and ones that had opportunities for casual socializing during or after. Out of the 14 respondents, 9 responded wanting more opportunities to meet others and socialize with co-workers.

Bringing a program tailored to the interests of the department can address these barriers and help to foster an inclusive community. According to Lee, Frisby, & Ponc (2014), by intentionally appointing a leader with an effective physical activity program, social interaction and interculturalism can be created. An HWIP has the potential to be a more consistent opportunity for co-workers to participate in physical activity together, and to share their interests during the process of choosing an activity, which can encourage intercultural understanding and appreciation of differences.

To apply for an HWIP we recommend that a champion for the Sustainability + Engineering and Community Development office is found. This champion will explore the [project](#) (See Appendix F) in detail and explore options to meet funding criteria. An activity of interest must be chosen, which could be done through discussions, or by using the Center for Disease Control and Prevention's (2012) survey from Recommendation 1. This consultation process can help to address barriers such as program awareness, time of day, session duration, inaccessible location, and uninteresting programs.

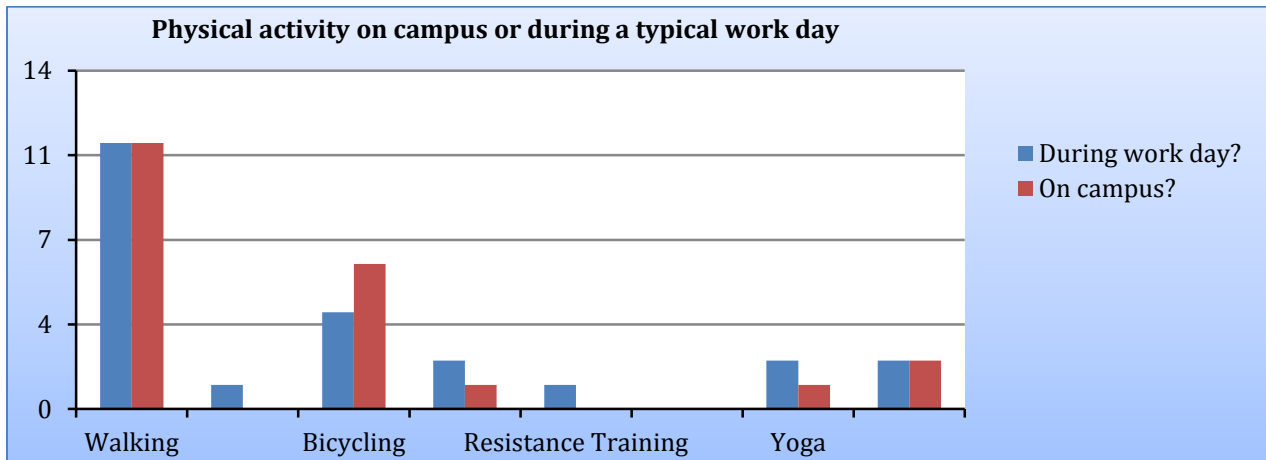
Conclusion

From our survey we gathered that the Sustainability + Engineering and Community development office at UBC has employees who are generally active, but do not engage in physical activity during the workday. Current measures for communication are largely ineffective, and barriers to physical activity participation are largely structural and organizational. We recommend that our community partners employ the Center for Disease Control and Prevention's (2012) survey to further explore program and communication needs, and to appoint a UBC Health Contact. Finally, that they explore the option of an HWIP to introduce a program tailored to their interests. By adopting these recommendations our community partners can encourage inclusion and

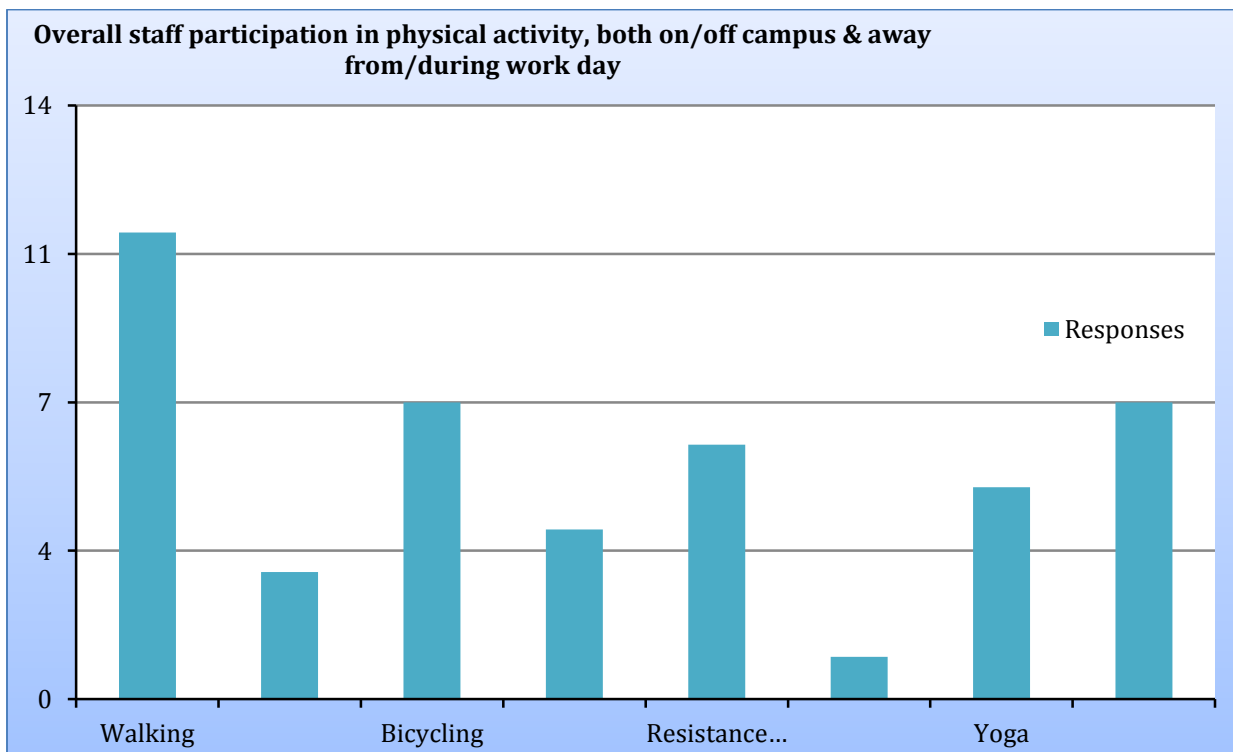
support diversity, which encourages performance improvements and innovations (Deloitte Australia, 2013).

Appendices

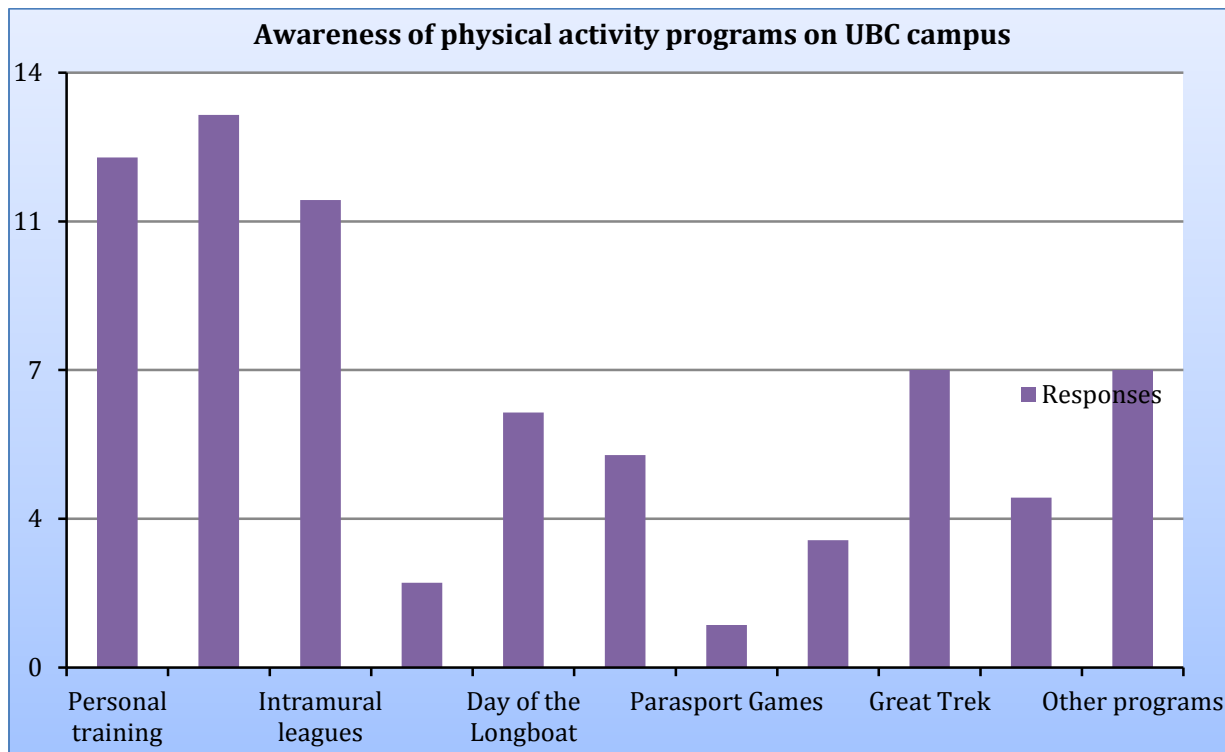
Appendix A



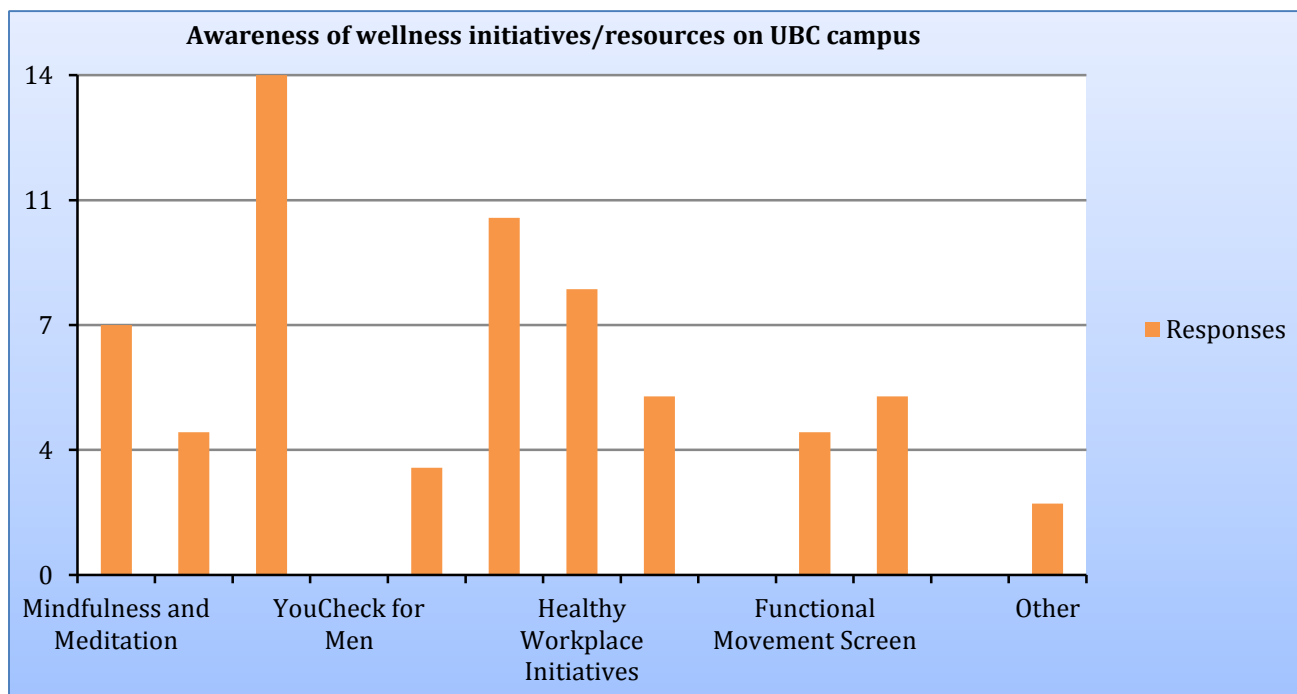
Appendix B



Appendix C



Appendix D



Appendix E

Link to Survey:

<https://survey.ubc.ca/surveys/paget17/workplace-physical-activity-and-wellbeing/?code=n9mqsndezo>

Appendix F

HWIP info:

<http://www.hr.ubc.ca/health/health-and-wellbeing/healthy-workplace-initiatives-program-fund/>

List of previous programs:

<http://www.hr.ubc.ca/health/health-and-wellbeing/healthy-workplace-initiatives-program-fund/recipients/>

Mentor list:

<http://www.hr.ubc.ca/health/health-and-wellbeing/healthy-workplace-initiatives-program-fund/hwip-mentor-list/>

Appendix G

THE CENTRE
for Occupational Health, Safety and Wellbeing

Ski Fit

Are you ready for the ski season? We don't mean your new skis or goggles. We are talking about your body's physical condition! Come to this presentation to learn more about specific exercises, stretches, and techniques to keep you safe and healthy on the mountain all season long.

Date: Wednesday, October 14th, 2015
Time: 11:30 am - 12:00 pm

Location: USB Training Room 042A & B

Registration deadline: Space is limited so pre-registration is required

For more information or to register contact Linda Roseborough in the Risk Management Office in the University Services Building, at 604.822.1327 or linda.roseborough@ubc.ca.

Instructor Bio:

Jonathan Wou is a Certified Personal Trainer, Functional Movement Specialist, and a Senior Kinesiology Co-op Student with an interest in biomechanical analysis and injury prevention through proper exercise techniques.



*Please check with your supervisor for permission if workshops are during your shift.

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THE CENTRE
for Occupational Health, Safety and Wellbeing

Quality over Quantity - Sleep On It

An engaging and informative session on sleep - what we can do to improve the quality of our sleep, common medications, and supplements available.

Date: Thursday, October 22nd, 2015
Time: 11:30 am - 12:30 pm

Location: USB Training Room 042B

Registration deadline: Space is limited so pre-registration is required

For more information or to register contact Linda Roseborough in the Risk Management Office in the University Services Building, at 604.822.1327 or linda.roseborough@ubc.ca.

Instructor Bio:

Andrea Silver is a licensed pharmacist currently doing a post-graduate residency through UBC to enhance her clinical skills, education and training experience. She is passionate about empowering patients to achieve their health goals with the tools they have available, be it natural or prescribed medicines, non-medical techniques and activities, and knowledge.



*Please check with your supervisor for permission if workshops are during your shift.

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THE CENTRE
for Occupational Health, Safety and Wellbeing

Embrace life. It's up to you!

SCHEDULE OF EVENTS

AM Group Personal Training
Monday & Wednesday
Oct 14 - Nov 9
6:00 - 6:45 am
Training Room 042A
Register by Wednesday Oct 14

PM Group Personal Training
Tuesday & Thursday
Oct 13 - Nov 5
4:00 pm - 5:00 pm
Register by Tuesday Oct 13

Ski Fit Workshop
Wednesday, October 14, 2015
11:30 am - 12:00 pm
Training Room 042B
Register by Tuesday, Oct 13

Quality over Quantity - Sleep on it
Thursday, October 22, 2015
11:30 am - 12:30 pm
Training Room 042B
Register by Wednesday, Oct 21

Flu Immunization Clinics
Session 1: Wednesday, Oct 21
4:00 - 8:00 pm
Session 2: Thursday, Oct 29
6:30 am - 4:30 pm
USB Training Room 042B

For more information or to register for any of these wellness programs contact Linda Roseborough in the USB Risk Management Office or 604.822.1327 or linda.roseborough@ubc.ca

October 2015

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|---|---|--|--|--------|----------|
| | | | | 1 Core Conditioning PM Group Personal Training | 2 | 3 |
| 4 | 5 AM Group Personal Training Vinyasa Yoga | 6 Confined Space Entry PM Group Personal Training | 7 AM Group Personal Training Vinyasa Yoga | 8 Core Conditioning PM Group Personal Training | 9 | 10 |
| 11 | 12 Thanksgiving Day | 13 Manlift/AWP/Scissorlift PM Group Personal Training | 14 AM Group Personal Training Ski Fit Workshop Vinyasa Yoga | 15 Core Conditioning Quality Sleep Workshop PM Group Personal Training | 16 | 17 |
| 18 | 19 AM Group Personal Training Vinyasa Yoga | 20 Bucket Truck PM Group Personal Training | 21 AM Group Personal Training Flu Immunization Clinic 4:00 - 8:00 pm | 22 Core Conditioning PM Group Personal Training | 23 | 24 |
| 25 | 26 AM Group Personal Training Vinyasa Yoga | 27 Traffic Control Training Day 1 PM Group Personal Training | 28 AM Group Personal Training Traffic Control Training Day 2 | 29 Flu Immunization Clinic 6:30am-4:30pm PM Group Personal Training | 30 | 31 |



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Appendix H

Screenshot Sample of Results from survey

| What is your age? | What gender do you identify as? | What cultural or ethnic background(s) do you identify with? | What role does physical activity play within your life? | What role does physical activity play within your life? [Develop musculature, connective tissue a |
|-------------------|---------------------------------|---|---|---|
| 36-40 | Female | South American, Canadian, Caucasian, Atheist | 1 | 1 |
| 36-40 | Female | Caucasian | 1 | 1 |
| 31-35 | female | Caucasian | 1 | |
| 46-50 | Male | Caucasian | 1 | |
| 51-55 | Female | Anglo Caucasian | 1 | 1 |
| 36-40 | female | caucasian | 1 | 1 |
| 36-40 | Female | Caucasian | 1 | 1 |
| 41-45 | female | jewish | 1 | 1 |
| 56-60 | female | british | 1 | 1 |
| 56-60 | female | Caucasian, Canadian | 1 | 1 |
| 41-45 | Male | Canadian | | |
| 36-40 | female | Caucasian, Canadian | | 1 |
| 51-55 | Female | Chinese | 1 | 1 |
| 56-60 | Male | Caucasian | 1 | 1 |

| Growing up, I participated in physical activity or sport. | Activities or programs at recreation centres are tailored to people of my age, cultural background, or gender. |
|---|--|
| Agree | Agree |
| Disagree | Agree |
| Agree | Agree |
| Agree | Neutral |
| Strongly Agree | Agree |
| Neutral | Neutral |
| Strongly Agree | Neutral |
| Agree | Neutral |
| Neutral | Disagree |
| Agree | Agree |
| Neutral | Strongly Agree |
| Agree | Disagree |
| Agree | Neutral |
| Agree | Agree |

| | |
|---|--|
| Why would or would you not participate in these initiatives or utilize these resources? | I am satisfied with my current opportunities to socialize at work. |
| | Neutral |
| | Strongly Agree |
| Lack of awareness. Lack of time during the work day. Already participate in some. | Agree |
| | Disagree |
| When I hear about them I will probably attend. Now that I know they exist, I will probably look into a few of them. | Agree |
| | Agree |
| | Agree |
| I don't know much about these resources. | Agree |
| | Neutral |
| I don't get flu shots (I have never had the flu); don't use the gym because of lack of time | Agree |
| Thrive events I've attended seemed unfocused, vague, not actionable. | Neutral |
| Unappealing (do not look like fun, or would appeal to my social wellbeing), time issues....have not heard of many above | Disagree |
| When the initiatives occur Do not get annual flu shot | Agree |
| At this point, not interested, but appreciate the opportunity exists (and may participate in the future). | Agree |

Appendix I

Work plan and Mid Term Progress Report

KIN 465 CBEL Projects Work Plan

Name of Project: Workplace Physical Activity and Well Being

Purpose(s) of Project (“why are we doing this?”):

- UBC staff members have reported that Workplace physical activity, exercise and wellbeing have been inconsistent and in need of improvement.
- UBC provides information (emails, posters), training (workshops), and resources (Well Being Centre) to staff about occupational health, safety, and well being
- Although provided, there seems to be barriers, and challenges to achieving increased staff participation to physical activity and well being throughout the work day
- Our goal is to focus on staff from one Building (CIRS) and Identify barriers/challenges and providing new strategies to get people moving throughout the day
- Based on those findings, we will suggest new strategies that will have an emphasis on activities that promote community, social wellbeing and interculturalism in the office place

Deliverables (“what are we going to create?”):

- Questionnaire/Survey For staff
- Progress Report
- Final Report with Executive Summary and recommendation
- Presentation for our organization and student reflections

Methods (“how are we going to do this?”):

- Meetings with liaison
- Data Collection
- Survey/discussion groups amongst staff members
- Conduct analysis and evaluation to i
- Identify barriers and potential opportunities for increased physical activity, well being
- Find literature and research supporting our analysis
- Based on research provide appropriate recommendations with an emphasis on activities that promote community, social well being, and interculturalism in the office workplace.

| Project Members | Skills/Interests | Role(s) in the project | Availability |
|------------------------|--|---|----------------------|
| Deo Madrazo | - Personable - Health and Physical Activity - Basketball | TBD | Tuesday and Thursday |
| Kelly Wunderlich | - Vision - Experience providing programs for the UBC community - Gender and sport/activity | TBD | Tuesday and Thursday |
| Ashley Dias | - -Social, Creative, Ambitious - Dance/Fitness - Holistic Health/Wellness | Contact Person Liaison – responsible to make initial contact, set up mtgs and maintain contact, and gather feedback on deliverables | Tuesday and Thursday |
| Stephen Paget | -Articulate -Organized -Brazilian jiu-jitsu | TBD | Tuesday and Thursday |

| Project Component | Specific Task | What do you need in order to get this done? | Who is responsible? | When is this due? |
|--|--|--|---------------------|------------------------------|
| First meeting with Contact Person | Email contact person to introduce your group and ask for a meeting | -Learn people's availability | Ashley Dias | Sept 22 |
| | Meet with the contact person and discuss project goals and details | -Read the background information listed on the course blog before mtg -Begin filling out workplan | All group members | Wk of Sept 20 or 28 |
| Class requirements | Workplans due via email to Kat/Shawn and community partner | -Complete workplan with detailed timeline and organization of work | Ashley Dias | By Oct 1 |
| | Midterm Progress report due via email to Kat/Shawn and community partner | -See instruction on blog | Ashley Dias | Oct 22, end of day |
| | Report | -See instruction on blog | All Group members | <i>Date will be assigned</i> |
| | Presentation | -See instruction on blog | | <i>Date will be assigned</i> |

| | | | | |
|--|---|--|-------------------|------------------------|
| | Peer Evaluation | -reflect on your group members' contribution to the project | All group members | Dec 3 |
| Developing and distribution Of Survey/Questionnaire | Develop content | Discussions | TBD | First two weeks of Oct |
| | Final questionnaire | Meetings to clarify content | TBD | |
| | Distribution/Collection of questionnaire | Availability for distribution | TBD | |
| Analyzing and Evaluation of information (barriers, challenges, opportunities) | Analyzing data from Questionnaire | Google Doc work | All group members | Last two week of oct |
| | Picking out key connections between responses | Collection of Materials and communication for CIRS employees | All group members | |
| | Find out how the connections and key points can be helped with emphasis on multiculturalism | Interviews of specific staff for further info | TBD | |

| | | | | |
|------------------------------------|--|---|-----------|------------------|
| Development of Presentation | Background, who they are, what we are doing, Why this is important etc. | Meetings/discussion with group | All Group | Beginning of Nov |
| | What current assets are available for them (info, material, communication, resources) | Google doc collaboration Individual work | TBD | TBD |
| | What issues, challenges, information, and resources are available | Group consensus On direction | All group | TBD |
| | -New Strategies, emphasis on intercluturalism, -Models from other Workplaces (what are examples nationally, internationally?) | Decide what content to Emphasis. Which order do we present content? Who Speaks when? Time sensitive. | All Group | |

| | | | | |
|--|--|--|-----------|---------------------------------|
| | Additional resources – to find out how they can learn further about PA and wellbeing | | All group | |
| | Q and A portion for class | | | |
| Final meeting with Contact Person | Prepare project to present to contact person | -Schedule meeting | | Week of Nov 2 |
| | Meet with Contact Person and get their feedback on final project | -Take notes from meeting | | |
| | Give final amended project to Contact Person | -Amend project according to feedback from contact person | | |
| Final Edits | Edit report | | TBD | Weekend before Nov 17th |
| | Edit presentation | | TBD | Weekend Before 17 th |

| Project Component | Specific Task | What do you need in order to get this done? | Who is responsible? | When is this due? |
|--------------------------|--|---|---------------------|------------------------|
| Developing Questionnaire | Develop content | Discussions Review | STEPHEN PAGET | Tuesday Oct 13th |
| | Review based on Feedback | Revision | KELLY | Sunday October 18th |
| Final questionnaire | -Post Fluid Survey -Send link to Kat, Shawn, Community Partners | <ol style="list-style-type: none"> 1. Meetings to clarify content 2. Reviewed by Group | All group | October 22th, 2015 |
| Distribution of Q | | <ol style="list-style-type: none"> 1. Determine who is available for distribution 2. Schedule Time with Liaison for Distribution, so she can let staff know 3. Administer Distribution | Carmen | October 26th - 30th |
| Collection of Q | | TBD | TBD | October 30th |

| | | | | |
|--|---|---|------------|---------------------|
| <p>***2nd Meeting with Liska and partners</p> | <ul style="list-style-type: none"> - Meeting is meant as followup to previous one and clarify the direction we are planning on going with the project. - Refer to Ashley's notes on blog for further information | <p>-This column depicts an agenda for the meeting to ensure we are on the same page</p> <ol style="list-style-type: none"> 1. Confirm the participants in study (Carmen and Liska office of 18) 2. Present Questionnaire and provide backing (i.e BCRPA Reading) on why we chose these questions. 3. Address any concerns with the format of questionnaire 4. Feedback on improvements that could be made 5. Would in person or e-mail surveys work better? 6. better? 7. Discussion group/interview after survey? 8. Confirm the frequency, type, methods of the current communication (i.e. October wellness) 9. Schedule Timeframe (deadline) for Distribution and Ask Carmen for a timeframe 2-3 days > but extension if necessary? 10. Clear up any miscommunications or deliverables that need to be addressed | <p>All</p> | <p>October 15th</p> |
|--|---|---|------------|---------------------|

| | | | | |
|--|---|---|-------------------|---------------------|
| Gathering of Existing, Measures available to participants | - Determine what resources participants have access to (i.e. E-mail Communications, Posters around office, training, workshops, facilities, programs) | <ol style="list-style-type: none"> 1. Online searches for what they have accessible to them at the Campus as an employee 2. Going to “wellness centre” and inquiring about programs 3. Asking liska for examples of emails communication, posters, training 4. Go to specific offices and look at the environment they are in (i.e. view their space - Ergonomically) | ASHLEY DIAS | Wednesday Oct 21 |
| Analyzing and Evaluation of information (barriers, challenges, opportunities) | Analyzing data from questionnaire | Fluid Survey Analysis | All group members | Oct 26 - |
| | Picking out key connections between responses | Collection of materials and communication for CIRS employees | All group members | Oct 26th |
| | Find out how the connections and key points can be helped with emphasis on multiculturalism | Interviews of specific staff for further info . | Ashley Dias | By Nov 6th |

| | | | | |
|------------------------------------|--|---|-----------|----------------------------------|
| Development of Presentation | Background: Who they are? What we are doing? Why this is important? etc. | Meetings/discussion with group | All Group | Thursday Nov. 5 th |
| | What current assets available for them? (Information, materials: posters marketing, communication: email, resources: wellness centre) | Google doc collaboration Individual work | TBD | Nov 12 th |
| | What issues, challenges, barriers, opportunities for growth. | Group consensus On direction | All group | Nov 12 th |
| | -New strategies, emphasis on interculturalism -Models from other workplaces (what are examples nationally, internationally?) | Decide what content to Emphasis. Which order do we present content? Who Speaks when? Time sensitive. | All Group | Nov 12 th |
| | Additional resources – to find out how they can learn further about PA and wellbeing | | All group | Nov 12 th |
| | Q & A portion for class | | | |

| | | | | |
|--|--|--|-----|----------------------|
| Final meeting with Contact Person | Prepare project to present to contact person | -schedule meeting | | Nov 2th |
| | Meet with Contact Person and get their feedback on final project | -take notes from meeting | | TBD |
| | Give final amended project to contact person | -amend project according to feedback from contact person | | TBD |
| Final Edits | Edit report | | TBD | Nov 13 th |
| | Edit presentation | | TBD | Nov 13 th |
| | | | | |

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