

**Content is subject to change up until the start of the course*

JSGS 830AB MHA Residency II

| | UNIVERSITY OF REGINA CAMPUS | UNIVERSITY OF SASKATCHEWAN CAMPUS |
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| INSTRUCTOR: | Amy Zarzeczny | |
| PHONE: | (306) 337-3345 | |
| E-MAIL: | amy.zarzeczny@uregina.ca | |
| OFFICE HOURS: | Available in person, by phone or Skype – all by appointment | |
| OFFICE LOCATION: | 110, 2 Research Drive | |
| TERM: | Spring 2018 | |
| ROOM: | Education 619 Breakout rooms: ED 624, 625, 631 | |
| DATE AND TIME: | Friday, May 11: 2:00 – 6:30 p.m. Saturday, May 12: 8:30 – 5:00 p.m. Sunday, May 13: 8:30 – 3:30 p.m. | |

CALENDAR DESCRIPTION

Each in-person Residency will be an intensive weekend session focusing largely on group exercises including case studies, management simulations, breakouts and presentations. Each Residency will have different guiding themes including strategic planning, coaching and communication skills and managing and evaluating quality improvement initiatives.

MHA CORE COMPETENCIES

- 1) Health Services and Health Status - Ability to analyze health services and other factors that impact health status and demonstrate a commitment to improving the health status of individuals, families, and communities.
- 2) Management, Governance, and Leadership - Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
- 3) Communication and Interpersonal Skills - Ability to communicate effectively and build enduring, trust-based professional relationships.
- 4) Systems Thinking and Creative Analysis - Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
- 5) Public Policy and Community Engagement - Ability to understand how organizational and public policies are formulated, their impact on healthcare organizations and communities, and how to influence their development.
- 6) Continuous Evaluation and Improvement - Commitment to on-going evaluation for continuous organizational and personal improvement.

COURSE CONTENT AND APPROACH

The focus of this Residency is on **Leadership**. Throughout the weekend we will be exploring different elements of leadership in today's health systems. One unifying thread running throughout the weekend will be consideration of how leaders facing complex challenges can manage communications effectively in different contexts, while identifying opportunities to improve and strengthen our health care systems. A related theme will focus on how leaders, of various forms, can work to foster a more responsive and culturally competent healthcare system.

This in-person Residency will provide students with the opportunity to connect with faculty and fellow students while engaging in highly interactive experiential and applied learning activities. Throughout the weekend, students will learn from academics as well as current health sector leaders and practitioners. Students will have the chance to apply and practice key skills using interactive, problem-based learning in a challenging but supportive environment. Modules will typically include an introduction to the topic by the facilitator(s) as well as group discussion and breakout exercises (e.g., case studies, simulations, role plays, presentations).

Active participation is an essential aspect of the Residency. Students can anticipate the Residency to be rigorous and engaging and should expect to devote the designated weekend to participation and preparation. The Residency will also provide valuable bonding and networking opportunities, and students are encouraged to use it as an opportunity to connect with both fellow classmates and faculty.

COURSE OUTLINE

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| Friday, May 11th |
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The introductory session will be an opportunity for students and faculty to get to know one another. The framework for the residency will be established and expectations reviewed. It will include a social networking event and a keynote presentation.

Location: ED 619 (6th floor, Education Building)

2:00 – 3:30 P.M.

WELCOME, INTRODUCTIONS & OVERVIEW

3:30 – 3:45 P.M.

BREAK

3:45 – 5:00 P.M.

KEYNOTE PRESENTATION

Dr. JoLee Sasakamoose, Assistant Professor, Educational Psychology, University of Regina; Director, Indigenous Peoples' Health Research Centre

5:15 – 6:30 P.M.

NETWORKING RECEPTION

Location: RIC Atrium

Beverages and hot and cold appetizers will be served.

(Research and Innovation Centre,
3737 Wascana Parkway)

Saturday, May 12th

Location: ED 619 (6th floor, Education Building)

8:30 A.M. – 11:30 A.M.

**MODULE 1: Dealing with fear and uncertainty:
Communications in an unstable environment**

Dale Eisler, *Senior Policy Fellow, JS GS; Senior Advisor,
Government Relations, Office of the President, University of
Regina*

Description: This module will explore the issues, key considerations and approach to communications in periods of public risk. Specifically, using a case study, students will explore how to create public trust through a communications strategy based on credibility, transparency and proactive engagement.

➤ **Required Reading:**

- World Health Organization (2017). Communicating risk in public health emergencies; A WHO guide for emergency risk communication (ERC) policy and practice. Available at: <http://apps.who.int/iris/bitstream/handle/10665/259807/9789241550208-eng.pdf;jsessionid=1F65A932D5231BD03908D843663EA156?sequence=2>

11:30 A.M. – 12:30 P.M.

LUNCH BREAK (hot lunch provided)

Location: Cafeteria area, Riddell Centre

12:30 – 3:30 P.M.

MODULE 2: What you Learn when you Crash and Burn

Dan Florizone, *Executive-in-Residence, JS GS*

Description: “My cabinet colleagues have a real appetite for change, just no stomach for it” quote from Cabinet Minister 2010.

Be Innovative! Take risk! The public sector has been inundated in recent years with messages about risk-taking, and the need to innovate. Unfortunately, these messages have been captured from the business literature and not tailored for the public sector. While it is a given that we learn from failure, the challenge lies in the difference between the entrepreneurial definition and tolerance for risk-taking, and the contrasting perspective and role of the civil servant who was hired as a guardian.

Taking risk and accepting failure is generally counter-culture to how governments operate: failure is tough to admit and therefore slow to declare. By dragging on, failures consume good people and resources along the way. Innovation and success is celebrated, while failure tends to be personalized and punished. Failure is fertile ground for the survival instinct to kick in and for the careful bureaucrat to become even more pervasive. Significant risks that result in significant failures have a strong tendency to move public sector leaders from being fully engaged, to disengaged, to unemployed.

This session will focus on real examples, and the rich opportunity for learning that emerge from failure. The session will explore what went well and what didn't. It will also provide insight into realizing the potential of risk and failure, experiencing the reality, gathering the rich learnings and even surviving to tell the story. Sometimes the story ends more like a tragedy than a success. The good news is - success is possible. We just need to fail smaller and faster and therefore more often. And it is easier said than done.

➤ **Required Readings**

- Edmondson, A.C. (2011). Strategies for Learning From Failure. *Harvard Business Review*. April 2011, Available at: <https://hbr.org/2011/04/strategies-for-learning-from-failure>
- Taylor, B. (2017). How Coca-Cola, Netflix, and Amazon Learn from Failure. *Harvard Business Review*. November 2017, Available at: <https://hbr.org/2017/11/how-coca-cola-netflix-and-amazon-learn-from-failure>
- Birkinshaw, J., & Haas, M. (2016). Increase Your Return on Failure. *Harvard Business Review*. May 2016, Available at: <https://hbr.org/2016/05/increase-your-return-on-failure>

3:30 – 3:45

BREAK

3:45 – 5:00

KEYNOTE PRESENTATION

Dr. Marlene Smadu

FREE EVENING

Sunday, May 13th

Location: ED 619 (6th floor, Education Building)

8:30 A.M. – 11:30 A.M.

MODULE 3: Collaborative Leadership – Building a Team through Engagement

Ken Acton, *Executive-in-Residence, JSGS &*

Kevin Fenwick, *Executive-in-Residence, JSGS*

Description: Today's professionals are asked to fill a number of roles as leaders in their organization. They are expected to be collaborator, mediator, leader and decision maker. While at the same time, to be a source of knowledge and expertise in their field of study. How do you sort this all out, what is your role, what does your employer expect and how do you find your footing with all the competing expectations? The workshop will focus on key principles of collaborative problem solving, how to put these principles into action including facilitating meetings, reaching decisions and following through with successful implementation. The two workshop facilitators have experienced transitioning from practitioner to a leadership role first hand and will share learnings on how to successfully transition.

➤ **Required Readings**

- Van Wielingen, M. & Viewpoint Group. (2017). The Evolving Role of the Corporate Board - Part Two: Culture as Governance and the Link with Performance. Available at: [http://www.viewpointgroup.ca/public/images/Part_2_-_Culture_as_Governance_and_the_Link_with_Performance_-_Mac_Van_Wielingen_-_2017_\(002\).pdf](http://www.viewpointgroup.ca/public/images/Part_2_-_Culture_as_Governance_and_the_Link_with_Performance_-_Mac_Van_Wielingen_-_2017_(002).pdf)

11:30 A.M. – 12:00 P.M.

LUNCH (Bagged lunches will be provided.)

Location: ED 619 (6th floor, Education Building)

12:00 P.M. – 3:00 P.M.

MODULE 4: Cultural Competence in Health System Leadership

Dr. Michèle Parent-Bergeron, *Indigenous Health Scholar & Consulting, Provincial Manager Evaluation, Research & Monitoring, Ontario Indigenous Cultural Safety Program; Adjunct Professor, Faculty of Graduate Studies, Laurentian University*

Description: This module is focused on examining the concepts of cultural competence and Indigenous-specific cultural safety. Together, we will have an opportunity to: (i) explore the links to health system leadership; (ii) understand the current and global approaches to better equip organizations, and (iii) ground our knowledge in Indigeneity.

➤ **Required Readings**

- Allen, B. & Smylie, J. (2015). *First Peoples Second Class Treatment: The Role of Racism in the Health and Well-Being of Indigenous Peoples in Canada*. Toronto, ON: The Wellesley Institute. Available at: <http://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf>.
- Dauvrin, M., & Lorant, V. (2015). Leadership and Cultural Competence of Healthcare Professionals. *Nursing Research* 64(3): 200-210.
- Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology* 48(6): 1267–1278. <http://doi.org/10.1016/j.jesp.2012.06.003>.
- Truong, M., Paradies, Y., & Priest, N. (2014). Interventions to improve cultural competency in healthcare: A systematic review of reviews. *BMC Health Services Research*, 14: 99. doi: <http://dx.doi.org/10.1186/1472-6963-14-99>.

➤ **Supplementary Material**

- For those interested in the Indigenous specific experience, you might want to watch this documentary: <http://www.cbc.ca/firsthand/episodes/colonization-road>

3:00 P.M. – 3:30 P.M.

WRAP-UP, STUDENT FEEDBACK & FAREWELL

Prof. Amy Zarzeczny, *Associate Professor, Johnson Shoyama Graduate School of Public Policy*

DESCRIPTION OF ASSIGNMENTS

1. **Module-Specific Exercises:** Each module will contain one or more learning exercises to be completed in class, in some cases with pre-work to be completed before arrival. Students are expected to participate with energy and enthusiasm in group discussions and in all assigned exercises.
2. **Written Reflection:** Due Monday, May 28th, by 8:00 a.m. SK time.

Students will be provided with a series of short answer reflection questions. These questions will be drawn from the different modules and students will be required to integrate the background readings provided with the weekend's discussions and activities. These questions should be answered in a word document that will be uploaded using the online assignment submission tool embedded within the Residency UR Courses site.

PLEASE NOTE: This course uses a version of Turnitin that is integrated into URCourses. There are a few specific things to note about our use of Turnitin:

- Turnitin is a tool for online submission and grading and that will be its primary function in this course. It also offers an originality checking function which can provide an opportunity for students to improve their assignments (e.g., by making sure citations are complete and accurate, etc.) before a final submission.
- Students can choose to view an "originality report" for their assignment. Originality reports are not designed to identify plagiarism but identify high degrees of similarity. Similarities can occur for a variety of reasons (e.g., improperly formatted citations, common phrases or expressions, etc.). If, for example, your originality report identifies improperly formatted citations, you can fix the problem with your assignment and resubmit any time before the due date.
- Student papers will NOT be stored on Turnitin.
- Students are NOT required to create or use a personal Turnitin account. All assignment submissions and viewing of marks and feedback are accessed through our URCourses site.

REQUIRED READINGS

Readings are provided above, in association with each individual module. Required readings must be completed before the start of the Residency and should be considered essential background material. Students will be expected to integrate the readings into their analyses. All required materials are available online through the University of Regina Library, are publicly accessible on the internet and/or have copies posted in our URCourses site.

Where supplementary readings are included, they are intended to present additional background and depth on particular topics and to act as a resource for further work in these areas. It is not essential to review all supplementary readings.

EVALUATION

The Residency is graded on a Pass/Fail basis. Students will be required to attend all portions of the Residency and to complete all assigned work, on time, including the written reflection. Failure to do so may result in a Fail.

LATE ASSIGNMENTS

Late assignments will not be accepted, absent exceptional circumstances. Given the short timeframe of the Residency, all work must be completed as assigned. Failure to comply may result in a Fail.

Exceptions may be made in extraordinary and unavoidable circumstances. Should such a situation arise, please notify the instructor as soon as possible.

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

STUDENTS EXPERIENCING STRESS

Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: <http://www.uregina.ca/student/counselling/contact.html>, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html>) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.