

# JSGS 829 – DECISION MAKING AND LEADERSHIP IN HEALTH CARE ORGANIZATIONS

| UNIVERSITY OF REGINA CAMPUS |   |
|-----------------------------|---|
| <b>INSTRUCTOR:</b>          | Sharon Bishop   |
| <b>E-MAIL:</b>              | <a href="mailto:Sharon.bishop@uregina.ca">Sharon.bishop@uregina.ca</a>                                    |
| <b>PHONE:</b>               | 306-519 0999  |
| <b>OFFICE HOURS:</b>        | Contact by text, email or UR Course message<br>Can arrange to connect via Zoom at mutually agreeable time |
| <b>OFFICE LOCATION:</b>     | 4211 Albert Street, Regina  |
| <b>TERM:</b>                | Fall 2021   |
| <b>ROOM:</b>                | Distance/online course  |
| <b>DATE AND TIME:</b>       | Continuous  |

## LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. We ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

## HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

### **Academic Honour Pledge**

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

### **INTELLECTUAL PROPERTY RIGHTS**

LEADS content is subject to intellectual property protection worldwide, and is used here under licence

### **REMOTE LEARNING CONTEXT**

We acknowledge the complex circumstances in which learning at the JSGS is taking place. Since a remote teaching and learning context is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

### **CALENDAR DESCRIPTION**

This course will cover leadership theory and practice, with a focus on effective leadership in the public sector and ethical decision-making. It will address decision-making models relevant to the health sector, including approaches and methodologies such as LEADS *in a Caring Environment* Leadership Framework, IHI's triple aim, and Lean.

### **LEARNING OBJECTIVES**

This course will provide students, a number of whom already work in health care in Canada, with an understanding of the nature of decision making and leadership in health care organizations. Consideration is given to the fact that health systems generally are highly distributed and the Canadian health system in particular is highly decentralized.

At the completion of the course, students should be able to:

- Demonstrate critical thinking about the dynamics of health care decision making and leadership
- Take into account the context (ideas, institutions and interests) in which health decision-making and leadership is exercised
- Understand the differences between clinical leadership and managerial leadership, their common dimensions, and the interplay between
- Differentiate among the multiple types and styles of effective health care leadership in Canada
- Address the ethical issues associated with the exercise of health system decision making and leadership

## ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

## COURSE CONTENT AND APPROACH

This course has been designed with the self-directed adult learner in mind. I am certain that you will find this course both invigorating and challenging. The content will be delivered virtually with elements of both asynchronous (on your own) and synchronous (real-time with others) learning. The LEADS in a Caring Environment Leadership Framework underpins the entire course, with each domain (Lead Self, Engage Others, Achieve Results, Develop Coalitions, and Systems Transformation) guiding elements of course content, structure, and delivery.

The majority of course content will be delivered through the e-learning platform (URCourses), in which you will be guided through 10 learning models on various topics related to leadership and decision making within the context of healthcare. Multimedia formats such as articles, slides, and video will create engaged learning. The learning experience will be further enhanced through social connection with other learners during weekly Zoom webinars/workshops, online discussion forums, and learning triads. On occasion, an invited guest speaker will share a practical, real-world, application of the theoretical material covered. These opportunities will enable you to discuss insights that are surfacing and any curious questions that you have related to the course content.

Evaluation of learning will occur over the duration of the course and will be a combination of self reflection, action learning, and scholarly assignments.

## REQUIRED TEXTBOOKS

You will be required to use the following book. Based on your preference you may choose to go with either hard copy or e-book format.

1. Dickson, G. & Tholl, B. (2020) Bringing Leadership to Life in Health: LEADS in a Caring Environment: Putting LEADS to work, 2nd Edition ISBN 978-3-030-38536-1
2. Marchildon, G. P., Allin, S., and Merkur, S. (2020) Health Systems in Transition (HIT): Canada Health System Review 2020, North American Observatory on Health Systems and Policies <https://eurohealthobservatory.who.int/countries/canada/>

## COURSE OUTLINE AND ASSIGNMENTS

**ZOOM Webinars/ Workshops:** Plan for Wednesday evenings 6:30-8:00PM CST.  
Webinars will be recorded and shared on UR Course post session by the following Friday.

### MODULE 1: INTRODUCTION TO LEADERSHIP IN A VUCA WORLD (Aug 30 - Sept 4)

Required Reading and Viewing:

- Dickson-Tholl, Chapters 1-4 (pp. 1-75) – skim read!!
- Leadership and Adult Development Stages, Cultivating Leadership  
<https://www.cultivatingleadership.com/resource/leadership-and-adult-development-stages> (7.26 minutes)
- Marchildon et al (HIT), Chapter 6 (pp. 159-163)  
<https://eurohealthobservatory.who.int/countries/canada/>

LEADS Resources:

- LEADS Canada, LEADS Brochure. Available at:  
[https://leadscanada.net/uploaded/web/Resources/LEADS\\_Canada\\_Brochure\\_2016\\_EN.pdf](https://leadscanada.net/uploaded/web/Resources/LEADS_Canada_Brochure_2016_EN.pdf) - print and have it beside you from hereon in ☺

Learning Moment:

- Reflection Questions - Why are you leader in healthcare? What is your 'driving force' or purpose? What values guide my personal life? What are my leadership values? - start your leadership self-reflective practice journal.

### MODULE 2: THE IMPETUS FOR DECISION MAKING (Sept 5 -11)

Required Reading and Viewing:

- Don Berwick (2013). Video on leadership in health care video (2 minutes). Available at:  
<https://www.youtube.com/watch?v=Yz73vBtSFSc>
- Health Council of Canada (2013). *Better Health, Better Care, Better Value for All:*
- Lewis, S. (2015). A System in Name Only -- Access, Variation, and Reform in Canada's Provinces. *The New England Journal of Medicine*, 372(6), 497-500.
- Boundaries Define Complex Systems, Cultivating Leadership (2018) Available at:  
<https://youtu.be/9o21WKsM4U8> (5.33 minutes)
- QUICK REVIEW - NeuroLeadership Institute (2020) [Bias in the Workplace](#)
- Weller, C. (2019) [The 5 Biggest Biases That Affect Decision-Making](#), Blog: Your Brain at Work, NeuroLeadership Institute.

Stretch Resources:

- Daniel Kahnemann (2012). Video interview with *The Guardian*. Available at:  
<https://www.youtube.com/watch?v=RHmXPYX7czU>
- Harvard University (2012). *Decision-Making for Leaders: A Synthesis of Ideas*. Cambridge, MA: Harvard University, Advanced Leadership Initiative. Available at:  
[http://advancedleadership.harvard.edu/files/ali/files/decision\\_making\\_thinktank\\_final.pdf](http://advancedleadership.harvard.edu/files/ali/files/decision_making_thinktank_final.pdf)
- Michael D. Watkins and Max H. Bazerman (2003). Predictable surprises: The disasters you should have seen coming. *Harvard Business Review*, 81(3): 749-56.

- Saul, J.E., Best, A., and Noel, K. (2014). Implementing Leadership in Healthcare: Guiding Principles and a New Mindset. Retrieved from <http://www.longwoods.com/content/23641>

LEADS Resources:

- LEADS Canada, LEADS Key Points (Overview). Available at: [https://leadscanada.net/uploaded/web/Resources/key\\_points/KEYPOINTS\\_2016\\_EN.pdf](https://leadscanada.net/uploaded/web/Resources/key_points/KEYPOINTS_2016_EN.pdf)
- LEADS Canada, LEADS Executive Summary- Lead Self. Available at: [https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS\\_LeadSelf\\_ExecutiveSummary\\_EN\\_2.pdf](https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS_LeadSelf_ExecutiveSummary_EN_2.pdf)

### **MODULE 3: LEADERSHIP COMPETENCY FRAMEWORKS (Sept 12 -18)**

#### **Discussion Forum #1 due Sept 19, 2021 by 6pm**

Required Reading and Viewing:

- Dickson-Tholl, chapters 3 (pp. 41-58) and 4 (pp 59-75)
- Kim Turnbull James – Cranfield University School of Management (2013). Video on Leadership Development and Competency Frameworks (7.3 minutes). Available at: <https://www.youtube.com/watch?v=AXfQw9XgqRs>
- Geerts, J., Kinnair, D., and Taheri, P., et al (2021) Guidance for Health Care Leaders During the Recovery Stage of the COVID-19 Pandemic: A Consensus Statement. JAMA-Open <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2781729>

Stretch Resources:

- Health Workforce Australia (2013). *Health LEADS Australia: The Australian Health Leadership Framework*. Adelaide: Health Workforce Australia and Conference of Australian Governments. Available at: <https://www.aims.org.au/documents/item/352>
- Gary E. Day and Sharon Brownie (2014). Rising to the challenge: Nursing leadership via nurse-led service provision for chronic disease management and prevention. *Nursing and Health*, 2(2): 30-34.
- NHS Leadership Academy (2013). *Leadership Model: The Nine Dimensions of Leadership Behaviour*. Leeds: NHS (England) Leadership Academy. Available at: <https://www.leadershipacademy.nhs.uk/wp-content/uploads/2013/10/NHSLeadership-LeadershipModel-10-Print.pdf>
- Day, M., Shickle, D., Smith, K., Zakariasen, K., Moskol, J., & Oliver, T. (2014). Training public health superheroes: Five talents for public health leadership. *Journal of Public Health*, 36(4), 552-561.
- Pihlainen, V., Kivinen, T., & Lammintakanen, J. (2016). Management and leadership competence in hospitals: A systematic literature review. *Leadership in Health Services*, 29(1), 95-110.

### **MODULE 4: CONTEXT AND COMPLEXITY (Sept 19 -25)**

Required Reading and Viewing:

- Dickson-Tholl, chapter 16 (pp. 321-330)

- David J. Snowden and Mary E. Boone (2007). A leader's framework for decision-making. *Harvard Business Review*, 85(11): 68-71
- Canadian Museum of History (2011). Video on Making Medicare: The History of Health Care in Canada (2.4 minutes). Available at: <https://www.youtube.com/watch?v=mDbigrTb8bl>
- Al Mulley (2011). Video on Complexity of Health Care Delivery (8.5 minutes). Available at: <https://www.youtube.com/watch?v=VOyWDCTUDMw>
- Cohn, J. (2014). [Leading Healthcare in Complexity](#). *Canadian Journal of Nursing Leadership*, 27 (4), 52-64. Or **ALTERNATIVE ARTICLE**: Kannampallil, Schauer, Cohen, & Patel. (2011). Considering complexity in healthcare systems. *Journal of Biomedical Informatics*, 44(6), 943-947. Found [here](#)
- Liberating Complexity, Cultivating Leadership (2018). Available at: <https://www.youtube.com/watch?v=LvzgogXUVtQ> (4.25 minutes)
- Seeing Systems, Cultivating Leadership (2017). Available at: <https://youtu.be/W-MwUIPgg3g> (4.24 minutes)

Stretch Resources:

- Sholom Glouberman and Brenda Zimmerman (2004). Complicated and complex systems: What would successful reform of Medicare look like? In *Changing Health Care in Canada*, ed. Pierre-Gerlier Forest, Gregory P. Marchildon, and Tom McIntosh. Toronto: University of Toronto Press.
- Marchildon, G. P. (2014), The three dimensions of universal Medicare in Canada. *Can Public Admin*, 57: 362–382. doi:10.1111/capa.12083

LEADS Resources:

- LEADS Canada, LEADS Executive Summary- Systems Transformation. Available at: [https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS\\_SystemsTransformation\\_ExecutiveSummary\\_EN\\_2.pdf](https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS_SystemsTransformation_ExecutiveSummary_EN_2.pdf)

## MODULE 5: THEORY AND PRACTICE OF CHANGE LEADERSHIP & MANAGEMENT (Sept 26 - Oct 2)

### Discussion Forum #2 due Oct 3, 2021 by 6pm

Required Reading and Viewing:

- Dickson-Tholl, chapter 10 (pp. 197-216)
- What's so hard about organizational change? [https://www.youtube.com/watch?v=Ulx7-uUmK\\_Q](https://www.youtube.com/watch?v=Ulx7-uUmK_Q) (2.44 minutes)
- Peter Dickens – Health Leaders Canada (2013). Video on facilitating emergent change in healthcare setting (4.2 minutes). Available at: <https://www.youtube.com/watch?v=N16SlT7Xbxs>

Stretch Resources:

- Jean-Louis Denis, Ann Langley, and Linda Rouleau (2010). The practice of leadership in the messy world of organizations. *Leadership*, 6(1): 67-81.

- Graham Dickson, Ronald Lindstrom, Charlyn Black and Diane Van der Gucht (2012). *Evidence-Informed Change Management in Canadian Healthcare Organizations*. Ottawa: Canadian Health Services Research Foundation. Available at: [http://www.cfhi-fcass.ca/Libraries/Commissioned\\_Research\\_Reports/Dickson-EN.sflb.ashx](http://www.cfhi-fcass.ca/Libraries/Commissioned_Research_Reports/Dickson-EN.sflb.ashx)
- Kevin Smith (2014). Interview with former President and CEO of Hamilton Health Sciences (reflections on leadership and change management). Available at: <https://www.youtube.com/watch?v=UBsZfcOk5aQ>

LEADS Resources:

- LEADS Canada, LEADS as a change model- see attachment on UR Courses

## **MODULE 6: EMOTIONAL INTELLIGENCE AND COMMUNICATION (Oct 3 - 9)**

### **Engage Others - Learning Triads**

Required Reading:

- Dickson-Tholl, chapter 5 (pp. 77-97)
- Kinsey Gorman (2018) 5 Ways Body Language Impacts Leadership Results, *Forbes* <https://www.forbes.com/sites/carolkinseygorman/2018/08/26/5-ways-body-language-impacts-leadership-results/?sh=23dd202a536a>
- Ivey International Centre for Health Innovation (2013). Video on Cross cultural concordance: Bridging the gap in healthcare (2 mins). Available at: <https://www.youtube.com/watch?v=vMaXFpxwI6Q>
- Daniel Goleman Introduces Emotional Intelligence <https://youtu.be/Y7m9eNoB3NU>

Stretch Resources:

- Yvonne F. Birks and Ian S. Watt (2007). Emotional intelligence and patient-centred care. *Journal of the Royal Society of Medicine*, 100(8): 368-74. Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1939962/>
- Inger James, Birgitta Andershed, Bernt Gustavsson, and Britt-Marie Ternstedt (2010). Emotional knowing in nursing practice: In the encounter between life and death. *International Journal of Qualitative Studies in Health and Well-Being*, 5(2): 1-15.
- State of Victoria (2010). *Promoting Effective Communication Among Healthcare Professionals to Improve Patient Safety and Quality of Care*. Melbourne, Australia: Department of Health, Victorian Government. Available at: [http://www.ibrarian.net/navon/paper/Promoting\\_effective\\_communication\\_among\\_healthcar.pdf?paperid=18565349](http://www.ibrarian.net/navon/paper/Promoting_effective_communication_among_healthcar.pdf?paperid=18565349)

LEADS Resources:

- REVIEW from Module 2- LEADS Canada, LEADS Executive Summary- Lead Self. Available at: [https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS\\_LeadSelf\\_ExecutiveSummary\\_EN\\_2.pdf](https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS_LeadSelf_ExecutiveSummary_EN_2.pdf)

## **MODULE 7: TEAM-BASED AND INTER-PROFESSIONAL LEADERSHIP (Oct 10 - 23) Note – 2 weeks**

### **Engage Others - Learning Triads**

Required Reading and Viewing:

- Dickson-Tholl, chapter 6 (pp. 99-122)
- Health Council of Canada (2010). Video on team-based care in Peterborough, Ontario (<6 minutes). Available at: <https://www.youtube.com/watch?v=YipFWjZp2Jc>
- Lorelei Lingard (2013). Video on Collective Competence (19.3 minutes). Available at: <https://www.youtube.com/watch?v=vl-hifp4u40>
- Sullivan, E. E., PhD., Ibrahim, Z., Ellner, A. L., M.D., & Giesen, L. J. (2016). Management lessons for high-functioning primary care teams. *Journal of Healthcare Management*, 61 (6), 449-466.
- Lencioni (2017) Vulnerability-based Trust (1.0 mins) <https://youtu.be/mFC-AqO9V80>
- Brown (2013) Embracing Vulnerability (6 mins) <https://youtu.be/AO6n9HmG0qM>
- Brown (2014) The Biggest Myth About Vulnerability (2.35 mins) <https://youtu.be/ZkDaKkFi6Y>
- Rock, D., & Grant, H. (2016) [Why Diverse Teams are Smarter](#), Harvard Business Review
  - IF INTERESTED- GREAT NeuroLeadership Institute Podcast (Feb, 2021) Why Diverse Teams are Smarter but Don't Feel That Way <https://hub.neuroleadership.com/webinar-ybaw-diverse-teams-2-26-21> (59 mins)

Stretch resources:

- Pamela Mitchell et al. (2012). *Core Principles and Values of Effective Team-Based health Care: Discussion Paper*. Washington, DC: Institute of Medicine. Available at: <https://nam.edu/wp-content/uploads/2015/06/VSRT-Team-Based-Care-Principles-Values.pdf>
- Nick Goodwin (2016) Understanding Integrated Care *International Journal of Integrated Care*. 16(4):6 . Available at: <https://www.ijic.org/articles/10.5334/ijic.2530/>
- Fred Horne (2012). Minister of Health, Province of Alberta, on integrated care. Available at: <https://www.youtube.com/watch?v=bK3JgP99F28#t=30>

LEADS Resources:

- LEADS Canada, LEADS Executive Summary- Engage Others. Available at: [https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS\\_EngageOthers\\_ExecutiveSummary\\_EN\\_2.pdf](https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS_EngageOthers_ExecutiveSummary_EN_2.pdf)

## MODULE 8: LEADERSHIP AND QUALITY IMPROVEMENT (Oct 24 - 30)

**Learning Triad Experience due Oct 24, 2021 by 6pm**

**Leadership Self- Reflection submit any time between now and Dec 5 by 11:59 pm**

Required Reading and Viewing:

- Dickson-Tholl, chapter 7 (pp. 123-146)
- Don Berwick (2008). Video on Defining quality in the Institute of Medicine's *Crossing the Quality Chasm* (4.4 minutes). Available at: <https://www.youtube.com/watch?v=5vOxunpnlSQ>
- Dr. Mike Evans (2014) Quality Improvement in Healthcare <https://youtu.be/jq52ZiMzqyI>

- West, M., Lyubovnikova, J., Eckert, R., & Denis, J. (2014). Collective leadership for cultures of high quality health care. *Journal of Organizational Effectiveness: People and Performance*, 1(3), 240-260.
- Drew, J, R. (2020) Why healthcare leadership should embrace quality improvement, *BMJ*, 368. <https://www.bmj.com/content/368/bmj.m872>

Stretch Resources:

- Canadian Patient Safety Institute & Health Services Organization (2020) The Canadian Quality and Patient Safety Framework for Health Services [https://www.patientsafetyinstitute.ca/en/toolsResources/Canadian-Quality-and-Patient-Safety-Framework-for-Health-and-Social-Services/Documents/CPSI-10001-CQPS-Framework-English\\_FA\\_Online.pdf](https://www.patientsafetyinstitute.ca/en/toolsResources/Canadian-Quality-and-Patient-Safety-Framework-for-Health-and-Social-Services/Documents/CPSI-10001-CQPS-Framework-English_FA_Online.pdf)
- Joshua Tepper (2013). Video on quality of care – Health Quality Ontario. Available at: <https://www.youtube.com/watch?v=zGyj95kxpEg>
- Beata Kollbert and Mattias Elg (2011). The practice of the Balanced Scorecard in health care services. *International Journal of Productivity and Performance Management*, 60(5): 427-45.
- Gregory P. Marchildon (2013). Implementing Lean health reforms in Saskatchewan. *Health Reform Observer – Observatoire des Réformes de Santé*, 1(1): 1-11. Available at: <https://escarpmentpress.org/hro-ors/article/view/1180/1218>
- The Health Foundation (2011). *What’s Leadership Got To Do With It? Exploring Links between Quality Improvement and Leadership in the NHS*. London: The Health Foundation. Available at: <http://www.health.org.uk/publication/whats-leadership-got-do-it>
- McIntosh, Tom (2016). Rolling-out Lean in the Saskatchewan Health Care System: Politics Derailing Policy. *Health Reform Observer – Observatoire des Réformes de Santé*, 4(1). Available at: <https://mulpress.mcmaster.ca/hro-ors/article/view/2701/2556>.
- Rubinowicz, Analia et al. (2016). A Portrait of Electronic Medical Record Use in Primary Care Across Canada. *Health Reform Observer – Observatoire des Réformes de Santé*, 4(2) Available at: <https://mulpress.mcmaster.ca/hro-ors/article/view/2463/2609>
- Randall, Susannah (2015). *Using Communication Approaches to Spread Improvement*. London: The Health Foundation. Available at: <http://www.health.org.uk/publication/using-communications-approaches-spread-improvement#>

LEADS Resources:

- LEADS Canada, LEADS Executive Summary- Achieve Results. Available at: [https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS\\_AchieveResults\\_ExecutiveSummary\\_EN\\_2.pdf](https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS_AchieveResults_ExecutiveSummary_EN_2.pdf)

**MODULE 9: ETHICAL CONSIDERATIONS: CONFLICT AND PROBLEM-SOLVING (Oct 1 - Nov 6)**

Required Reading and Viewing:

- Dickson-Tholl, chapter 8 (pp. 147-170)

- Jennifer Johannesen (2012). Video on Ethics in healthcare decision-making (23.3 minutes). Available at: <https://www.youtube.com/watch?v=21k2zYfemG8>
- Phoenix Australia – Centre for Posttraumatic Mental Health and the Canadian Centre of Excellence – PTSD (2020) Moral Stress Amongst Healthcare Workers During COVID-19: A Guide to Moral Injury <https://www.moralinjuryguide.ca/wp-content/uploads/2020/07/Moral-Injury-Guide.pdf>
- Jurkiewicz, C. L., & Giacalone, R. A. (2015). How Will We Know It When We See It? Conceptualizing the Ethical Organization. *Public Organization Review*, 16(3), 409-420.

Stretch Resources:

- HealthPortal (2012). Video on Ethical Issues in Nursing: Introduction, Respect, Dignity, Commitment and Protection (25 minutes – estimate): Available at: <https://www.youtube.com/watch?v=6wQWkKQ0ZMg&index=1&list=PL2121D571061073E3>
- Almost, J., Wolff, A., Stewart-Pyne, A., McCormick, L., Strachan, D., & D'Souza, C. (2016). Managing and mitigating conflict in healthcare teams: An integrative review. *Journal of Advanced Nursing*, 72(7), 1490-1505.
- H.R. Laframboise (1991). Vile wretches and public heroes: The ethics of whistleblowing in government. *Canadian Public Administration*, 34(1): 73-77.

LEADS Resources:

- LEADS Canada, LEADS Executive Summary- Develop Coalitions. Available at: [https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS\\_DevelopCoalitions\\_ExecutiveSummary\\_EN\\_2.pdf](https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS_DevelopCoalitions_ExecutiveSummary_EN_2.pdf)

**PLEASE NOTE: READING WEEK: Nov 7-13**

**MODULE 10: SYSTEMS THINKING AND TRANSFORMATION (Nov 14 - 20)**

**Scholarly Assignment due Nov 21, 2021 by 11:59 pm**

Required Reading and Viewing:

- Dickson-Tholl, chapter 10 (pp. 171-195)
- Mayo Clinic (2011). Video on System knowledge and W. Edward Deming's theory of profound knowledge (6.3 minutes). Available at: <https://www.youtube.com/watch?v=1CQgCGXUXD0>
- World Health Organization (2010). Video on Systems Thinking for Health Systems Strengthening (6.3 minutes). Available at: <https://www.youtube.com/watch?v=ils6zQXUpAU>
- Cady, P. (2016). A system of system lenses for leadership decision-making. *Healthcare Management Forum*, 29(1), 8-11.

Stretch Resources:

- Allan Best et al. (2012). Large-system transformation in health care: A realist review. *The Milbank Quarterly*, 90(3): 421-56.
- James Swanson (2011). Animated video on systems thinking (7.3 minutes). Available at: <https://www.youtube.com/watch?v=lhbLNBqhQkc>

LEADS Resources:

- REVIEW from Module 4. LEADS Canada, LEADS Executive Summary- Systems Transformation. Available at:  
[https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS\\_SystemsTrans\\_ExecutiveSummary\\_EN\\_2.pdf](https://leadersforlife.ca/uploaded/web/Resources/summaries/EN/LEADS_SystemsTrans_ExecutiveSummary_EN_2.pdf)

**Leadership Self- Reflection due Dec 5 by 11:59 pm at latest**

## ACKNOWLEDGEMENTS

Acknowledgement to Greg Marchildon and June Anonson for the creation and input into this course (JSGS 829).

## ASSIGNMENTS & EVALUATION

| Method of Evaluation  | % of Course Grade | Time-frame/Due Date   |
|---|-------------------|---|
| <b>Discussion Forum I:</b> Modules 2 and 3 (select your 2 most insightful postings- max 250 words each)   | 15%               | Time-frame of Sept 5 -18<br>Final submission due Sept 19, 2021;<br>6pm                        |
| <b>Discussion Forum II:</b> Module 4 and/or 5 (select your 2 most insightful postings- max 250 words each)  | 15%               | Time-frame of Sept 19 – Oct 2<br>Final submission due Oct 3, 2021; 6pm                        |
| <b>Engage Others - Learning Triad Experience (10%) &amp; Reflection (15%)</b> – Learn, Grow, Lead (Reflection -Coach Approach) max 500 words)   | 25%               | Time-frame of Oct 3 - 23<br>Final submission due Oct 24, 2021;<br>6pm                         |
| <b>Scholarly Assignment</b> (choose 1 of 4, max 1500 words)<br><b>A)</b> Change Leadership Exercise <u>OR</u><br><b>B)</b> Leadership Competency Exercise <u>OR</u><br><b>C)</b> Systems Thinking – Leading in Crisis Exercise <u>OR</u><br><b>D)</b> Conflict Exercise | 30%               | Nov 21, 2021; 11:59 midnight  |
| <b>Leadership Self Reflection</b><br>Submit a posting (500 to 750 words) – aligned with the LEADS Framework, based on guiding self- reflection  | 15%               | Can be submitted any time after<br>Module 9 (Oct 24) and before Dec 5,<br>2021 11:59 midnight |

## ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the synchronous sessions. If you are unable to attend (e.g., Internet problems), you must let the instructor know.

Active participation in class discussion is expected by all students.

## USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

## COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>.** For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php>. For information on students' rights, see <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

## STUDENT RESOURCES

**Information on Netiquette.** These resources show you how to appropriately connect and communicate in a remote teaching and learning context. The first one is a video made by Martin Boucher and Heather McWhinney for JSGS. The second is a document produced by the Gwenna

Moss Centre for Teaching and Learning at the University of Saskatchewan. The last one is a video on how to write a polite email message, also by Martin and Heather.

- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f39a126a-ee27-44f9-9ec5-ac2400e128c7>
- <https://teaching.usask.ca/remote-teaching/netiquette.php>
- <https://studentstest.usask.ca/articles/netiquette.php>

**Remote Learning Readiness Tutorial for Students.** These resources engage you in learning about the skills associated with remote learning success.

- [https://libguides.usask.ca/remote\\_learning](https://libguides.usask.ca/remote_learning).
- <https://students.usask.ca/remote-learning/index.php>.

**Academic Integrity and Avoiding Plagiarism.** There are three resources listed below. The first one is a video made especially for JSGS students by Martin Boucher and Heather McWhinney. The second, also a video by Martin and Heather, addresses students' frequently asked questions about citing and paraphrasing. The third is a guide on your responsibilities regarding academic work, your rights, and the supports and services available to ensure you succeed within the larger scholarly community.

- <https://edpuzzle.com/embed/media/5f4f0087b086963f62d35d52>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=7fd78297-b175-4c47-ba48-ac4300246e16>
- <https://libguides.usask.ca/AcademicIntegrityTutorial>

**Using Inclusive Language.** These three videos by Martin Boucher and Heather McWhinney address issues of diversity and inclusion in research and language. The first one is general; the second is on conventions for writing about Indigenous Peoples; and the third is on Indigenous expressions.

- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3612d5de-1f72-4573-a3c6-ac24003b3fd3>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f1e308cb-eb9c-4c89-9df6-ac8d001d9de0>
- <https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3c38d24e-2a9b-4b97-ad52-ac43003a1176>

**Writing Briefing Notes.** Briefing Notes are a critical communication tool in public sector organizations and many private sector organizations too. You can expect to write Briefing Notes in several courses. JSGS has created resources to support your success at preparing Briefing Notes:

- <https://rise.articulate.com/share/coTHcUVvOZB68gCzEJQ2FYfWmxsrPTCd#/>

**General Wellness.** *Be Well at USask* is a podcast for members of the university community highlighting campus initiatives and resources designed to engage and support. Included are episodes on how to thrive at university, transitioning to remote learning, academic supports, career planning

in a crisis, as well as many other student supports. See:

[https://www.youtube.com/playlist?list=PLQptLdMDrox2\\_HZ0XAfHqW6DZoQOhoXes](https://www.youtube.com/playlist?list=PLQptLdMDrox2_HZ0XAfHqW6DZoQOhoXes).

## **LATE ASSIGNMENTS**

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

## **ADDITIONAL EVALUATION INFORMATION**

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>.

## **ENROLMENT LIMIT**

Class enrollment will be limited to 30 students.

## **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 one of the following:

USask: Disability Services for Students (DSS) – 306-966-7273.

U of R: Coordinator of Special Needs Services – 306-585-4631.

## **STUDENTS EXPERIENCING STRESS**

Students who are experiencing stress can seek assistance from one of the following:

USask: Student Affairs and Outreach – <https://students.usask.ca/health/centres/student-affairs-and-outreach.php> or call (306) 966-5757.

U of R: Counselling Services – <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**

Understanding and following the principles of academic integrity and conduct 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. The JSGS has developed an Honour Code (see above) that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

USask: Guidelines for Academic Conduct –

[www.usask.ca/university\\_secretary/council/reports\\_forms/reports/guide\\_conduct.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php).

U of R: Academic Misconduct – <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

## JSGS GRADE DESCRIPTIONS

### **85+ excellent**

*A superior performance* with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

### **80-85 very good**

*An excellent performance* with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

### **75-80 good**

*A good performance* with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

### **70-75 satisfactory**

*A generally satisfactory and intellectually adequate performance* with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;  
and
- a moderate ability to examine the material in a critical and analytical manner.