

JSGS 830AA MHA Residency I (Fall 2020)

	UNIVERSITY OF SASKATCHEWAN CAMPUS	UNIVERSITY OF REGINA CAMPUS
INSTRUCTORS:	Dan Florizone	Ramona Kyabaggu
PHONE/TEXT:	(306) 260 – 4896	(306) 807 – 9527
E-MAIL:	dan.florizone@usask.ca	ramona.kyabaggu@uregina.ca
OFFICE HOURS:	Available by phone, by text, by email.	Phone, text, or email.
OFFICE LOCATION:	Room 147.2, Diefenbaker Place, U of S campus	Room 334.7, 2155 College Avenue (CB)
TERM:	Fall 2020	
ROOM:	Zoom login information available on URCourses	
DATE AND TIME:	Friday, Sep 18 1:30 pm – 6:00 pm Saturday, Sep 19 8:30 am - 5:00 pm Sunday, Sep 20 8:30 am - 1:00 pm	

CALENDAR DESCRIPTION

Each Residency consists of an intensive weekend session, including presentations and group exercises. Each Residency has a different guiding theme, such as working across individual and organizational siloes, and creating stronger and more effective teams.

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

This Residency will focus on the theme of **Teamwork** - working across individual, professional, and organizational siloes and creating stronger and more effective teams. Throughout the weekend we will be exploring opportunities for improving both the provision of care and the health of the population through

teamwork, with a view to identifying and maximizing opportunities to strengthen health and human service systems and influencing the determinants of health. The focus of each session will expand the student's understanding of the concept of team beyond the individual, organizational and sector-specific perspective – to deal with complex societal problems.

This on-line Residency will provide students with the opportunity to connect virtually with system leaders, faculty and fellow students while engaging in highly interactive experiential and applied learning activities. Students will have the chance to apply and practice key skills using interactive, problem-based learning in a challenging but supportive environment. Presentations 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.

COURSE OUTLINE

Friday, September 18th

Location: Online

2:00 – 3:30 P.M.

WELCOME, INTRODUCTIONS & OVERVIEW

3:30 – 3:45 P.M.

BREAK

3:45 – 5:00 P.M.

SESSION 1: How Risk Profiling (hotspotting) and Population Level Interventions can be Simultaneously Pursued

Panel/Presenters: Dr. Cheryl Camillo, Dr. Cory Neudorf, Dr. Charles Plant

Description: This session will attempt to reconcile team efforts focused at individual level with team efforts focused at a population level. The ability for teams to zoom in and out (at micro, meso and macro levels) when looking at complex challenges informs more robust problem identification, enhances the team's problem-solving capabilities, and leads to better outcomes.

Required Readings:

- Finkelstein A, Zhou A, Taubman S, Doyle J. Health Care Hotspotting - A Randomized, Controlled Trial *Engl J Med.* 2020;382(2):152-162. Retrieved from: <https://www.nejm.org/doi/full/10.1056/NEJMsa1908001>
- Look Beyond Hotspotting To Focus On A Broader Population's Unmet Social Needs, "Health Affairs Blog, July 10, 2020. DOI: 10.1377/hblog20200702.63975
- Frohlich, K. and Potvin, L., The Inequity Paradox: The Population Approach and Vulnerable Populations, *Transcending the Known in Public Health Practice, Government, Politics and Law, American Journal of Public Health, Feb 2008, Vol 98, No 2.*
- Anderson, A. et al, The effect of socio-demographic factors on mental health and addiction high-cost use: a retrospective, population-based study in Saskatchewan, *Canadian Journal of Public Health (2018) 109; 810-820*

Saturday, September 19th

Location: online

9:00 – 11:30 A.M.

SESSION 2: Building Capability to Lead Quality Improvement Teams through the Clinical Quality Improvement Program

Panel/Presenters: Tracey Sherin, CEO, HQC, Bonnie Brossart, CEO, SMA

Description: Features of effective teams include a shared purpose, with a membership that reflects diverse perspectives, shared through a common approach. This session will focus on a framework for clinical quality improvement that is fully engaging of all members of the care team – with special emphasis on physician participation and leadership in CQI.

Required Readings:

- Saskatchewan Health Quality Council. (n.d.) Clinical Quality Improvement Program. Retrieved from <https://hqc.sk.ca/education-learning/cqip>

12:00 – 1:00 P.M.

LUNCH BREAK

1:00 – 3:30 P.M.

SESSION 3: Citizen Data as a Driver of Systems Integration and Social Innovation

Panel/Presenters: Dr. Tarun Katapally

Description: This session will focus on citizen engagement and data collection as a driver of social innovation – bringing more relevant, comprehensive, and real-time data to diverse human service teams who actively pursue continuous social experimentation and innovation. It is the combination of teamwork, big data, big thinking, and rapid cycles of innovation that will be the future of health and human-sector reforms across the globe.

Required Readings:

- <https://www.mitacs.ca/en/impact/co-away-digital-tool-help-northern-communities-address-covid-19>
- Katapally, T.R., The SMART Framework: Integration of Citizen Science, Community-Based Participatory Research, and Systems Science for Population Health Science in the Digital Age, JMIR Mhealth Uhealth 2019, vol 7, Issue 8, e14056.
- Katapally, T.R., A Global Digital Citizen Science Policy to Tackle Pandemics Like Covid-19, Journal of Medical Internet Research, 2020, vol 22, issue 5, e19357.
- Katapally, T.R., A Culturally Appropriate School-Based Digital Health Initiative: The SMART Platform Policy Solution for Systems Integration to Address Indigenous Youth Mental Health, unpublished, <https://preprints.jmir.org/preprint/21155>

Sunday, September 20th

Location: online

9:00 – 11:30 A.M.

SESSION 4: Designing Multi-sectoral Teams to Drive Big Improvement - Crystal Meth Case Study

Panel/Presenters: Doug Moen, Chief Evan Bray, Dr. Cory Neudorf

Description: This session will provide an overview of a problem that transcends the health sector, that no single sector can resolve, and will require leadership and teamwork at multiple levels. Students will examine and develop a strategy to address this real-life, real-time case study - bringing what they have learned through readings, sessions, and course work – in order to respond to this crisis.

Required Readings:

- <https://www.schoolofpublicpolicy.sk.ca/research/publications/policy-brief/the-insidious-and-dangerous-challenge-of-crystal-meth.php>
- Eneas, B. (2020, June 29). The pandemic within a pandemic: Regina's overdose numbers skyrocket through 2020. Retrieved from: <https://www.cbc.ca/news/canada/saskatchewan/pandemic-within-pandemic-regina-overdose-numbers-skyrocket-1.5630542>
- Benning, K. (2020, February 05). Saskatoon community groups release report on how to tackle crystal meth crisis. Retrieved from <https://globalnews.ca/news/6499978/saskatoon-community-report-crystal-meth-crisis/>
- Safe Community Action Alliance. (n.d.). Saskatoon Inter-agency Response to Covid-19. Retrieved from <https://safecommunityactionalliance.com/>
- Safe Community Action Alliance: Crystal Meth Working Group. (2020). A Community Response to Crystal Meth in Saskatoon. <https://static1.squarespace.com/static/5605b57ee4b09976d54b042c/t/5e3af5478a35a3376e9ff2f8/1580922228302/CMWG+Final+Report+Feb2020.pdf>

11:30 – 12:00 P.M.

WRAP-UP, STUDENT FEEDBACK & FAREWELL

Facilitated by: Dan Florizone, Johnson Shoyama Graduate School of Public Policy

DESCRIPTION OF ASSIGNMENTS

- 1. Module-Specific Discussion Forum:** Preparation will be essential. The preparation begins before the Residency itself, through three modules of engaging written and recorded material posted to UR Courses – covering off much of the rationale, some of the tools and many of the conditions for strong and effective teams. Each of the three (3) modules has been designed to take approximately 2 hours to complete – followed by an interactive, on-line discussion forum. Discussion forums will be opened for Module 1 on September 2, 2020, Module 2 on September 7, 2020 and Module 3 on September 14, 2020. Students are expected to participate with energy and enthusiasm in group discussions and in all assigned exercises.
- 2. Team-based Case Study Assignment:** Due Tuesday, October 13th, by 8:00 a.m. SK time.

Students will be assigned to teams and provided with a case study assignment. Students will be required to demonstrate a level of understanding to the case study analysis that integrate the background readings/material provided with the weekend's discussions and activities. The group assignment is to be submitted using the submission tool embedded within the Residency UR Courses site.

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.

Assignment	Deadline/Timing of Evaluation	Grading Mode
Introduce yourself on UR Courses	By Sept 1, 2020	Pass/Fail
Complete 3 required modules and participate in all three module-specific discussion forums	Module 1 Sept 2 - 6, 2020 Module 2 Sept 7 - 13, 2020 Module 3 Sept 14 - 20, 2020	Pass/Fail
Participate in entire Residency, including the keynote and all sessions and breakout sessions	Sept 18-20, 2020	Pass/Fail
Complete and submit team-based case study assignment	Oct 13, 2020, by 11:55 P.M. SK time	Pass/Fail

REQUIRED READINGS AND MODULE REVIEW/PREPARATION

Readings are provided in both the three (3) preparatory modules, and above, in association with each individual session. Required readings and modules must be completed before the start of the Residency and should be considered essential background material. Students will be expected to integrate the readings and the material 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 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. 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/policyuniv.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.