

JSGS 830AA – MHA Residency I

UNIVERSITY OF REGINA CAMPUS	
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OFFICE HOURS:	By appointment (video and phone meetings also available)
OFFICE LOCATION:	334.6 CB, 2155 College Avenue, College Avenue Campus
TERM:	Winter 2023
ROOM:	CB 330 (refreshments) & CB 308 (class sessions) For virtual participants, see the Zoom link in UR Courses site
DATE AND TIME:	Friday, Feb. 10 th , 2023, 1:30 p.m.– 7:30 p.m. (SK time) Saturday, Feb. 11 th , 2023, 9:00 a.m. – 5:00 p.m. (SK time) Sunday, Feb. 12 th , 2023, 8:30 a.m. – 12:30 p.m. (SK time) ** Please refer to the module details below for the timing of live sessions over the Residency weekend

The syllabus for this course is comprised of this document and a companion document titled “JSGS Common Syllabus 2022-23.”

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 PROGRAM 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.

Please note: this syllabus is provided in advance of the start of the term to aid students with their preparation but is subject to revision until the start of class.

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 themes of communication, collaboration, and engagement. Throughout the weekend we will be exploring different aspects of communication and collaboration. We will look at how health system leaders operating at different levels can use effective communication and collaboration to strengthen healthcare systems and decision-making in complex contexts. The themes explored in this Residency will engage LEADS framework capabilities associated with leading self, engaging others, achieving results, developing coalitions, and systems transformation.

This primarily 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 networking opportunities, and students are encouraged to use it as an opportunity to connect with both fellow classmates and faculty.

** All students are asked to bring a device (laptop, tablet, etc.) on which they can access the internet and use Zoom, if required. Any students participating virtually must be prepared to engage in discussions and group work, including by using a device with a working camera and microphone and in a location with a strong internet connection.

REQUIRED READINGS & ACTIVITIES

Some modules will involve required readings and/or pre-work activities that must be completed in advance of the weekend. Other supplementary materials may be provided for additional information. This information will be available in our UR Courses site. Students should check the UR Courses site regularly once the semester begins for updates and important resources.

COURSE OUTLINE

Please note: All times indicated are for Saskatchewan, which does not observe daylight savings time. At the time of the Residency, Saskatchewan will be on CST.

FRIDAY, FEBRUARY 10TH

1:30 – 2:00 **Welcome & Overview**

2:00 – 4:45 **Module 1 - Shaping the Narrative: Communicating with the Media and the Public**

Facilitator: Merelda Fiddler-Potter, JSGS Faculty and Executive-in-Residence

Description: The rise of social platforms means everyone, including public servants and the ministries they work within, are much more accessible to the media than ever before. Inconsistencies between platforms and contradictory information shared in different spheres confuses these narratives and raises media and subsequently public concern. In this workshop you will learn how to clearly identify and effectively communicate your own stories, how to prepare to interact with media in a variety of settings, both online and in-person, and ensure you and your colleagues know your story and how to tell it.

By the end of this workshop, you will:

- learn the difference between a message and a larger narrative;
- social proof your communications - online and in person;
- learn how to prepare for interviews and presentations so you share a clear, consistent story;
- determine when, how and why to share more, not less, information; and,
- understand the impact of mis/disinformation on public information.

Required Readings:

- Terence Flynn, “How Narratives Can Reduce Resistance and Change Attitudes: Insights From Behavioral Science Can Enhance Public Relations Research and Practice” (2015) Institute for Public Relations, available at: <https://instituteforpr.org/narratives-can-reduce-resistance-change-attitudes-insights-behavioral-science-can-enhance-public-relations-research-practice/>
- Michael Dahlstrom, “Using narratives and storytelling to communicate science with non-expert audiences” (2014) 111(4) Proceedings of the National Academy of Sciences of the United States of America 13614. Available at: https://www.jstor.org/stable/43043099#metadata_info_tab_contents

4:45 – 5:00 **Break**

5:00– 6:00 **Keynote Speaker:** Sherilyn Bray, Director, Site Lead, Pasqua Hospital – Regina, Saskatchewan Health Authority

6:15 – 7:30 **Networking Reception**

* Please note: Students attending virtually are only asked to be present from 6:15 – 6:30 to hear the welcoming remarks and introductions. Those who wish to remain on the line will have the opportunity to network with other online participants in a virtual breakout room.

SATURDAY, FEBRUARY 11TH

8:30 – 9:00 **Breakfast & Networking** (optional)

9:00 – 12:00 **Module 2 – Tools for Building Alliances**

Facilitator: Alastair MacFadden, Interim Director, JSGS USask Campus; Director and Executive-in-Residence, JSGS Executive Education

Description: Advancing economic and social policy requires effort to mobilize other people, organizations, and partners with different perspectives and needs. Leaders must secure a commitment to a mutual purpose and establish a strategy for achieving it. The most innovative public servants will tap into diverse perspectives to find new solutions. This workshop will offer an overview of the challenges leaders face in influencing change and mobilizing others to act. You will learn tactics, tools, and strategies for enhancing communication and problem solving to reach agreements. The session will be interactive and will include a number of exercises and role-play scenarios.

By the end of this workshop, you will be able to:

- analyze a policy problem and set goals;
- identify the competencies that will enable you to build alliances with a mutual purpose;
- utilize tools and tactics to shape mutually-satisfactory strategies;
- recognize opportunities in your daily work to further develop and enhance your communication skills; and,
- design and implement strategies so you can build alliances in your everyday work.

12:00 – 12:45 **Lunch break**

12:45 – 3:45 **Module 3 – Dashboards for Decision-Making**

Facilitator: Ramona Kyabaggu, Assistant Professor & MHA-HIIM Faculty Lead, JSGS

Description: It is critical for decision-makers and health system leaders at various levels to be able to use data to communicate effectively to different audiences, and to support decision-making. Part of that process involves thinking strategically about what information needs to be communicated, and about how to present the information in a way that will resonate with, and meet the needs of, multiple stakeholders including the public. In this module, you will have the opportunity to work with data in an applied case study setting and practice these skills.

Required Materials: Materials and pre-work will be provided at the start of the semester and available through the UR Courses site.

3:45 – 4:00

Break

4:00 – 5:00

Keynote Speaker: Dr. Jolee Sasakamoose, Counselling & Wellness Director, Muskiki Muskwa (Medicine Bear) Healing Lodge & Peer Support Services; Interim Co-Scientific Director, nātawihowin (art of self-healing) First Nations Health and Wellness Network; Saskatchewan First Nations and Métis Health and Wellness Research, Training, and Knowledge Mobilization Network; Associate Professor, Faculty of Education, University of Regina

“Utilizing the Cultural Responsiveness Framework to Develop a Strength-Based, Trauma-Informed Practice: Understanding the Practitioner’s role in Indigenous Wellbeing”

SUNDAY, FEBRUARY 12TH

8:00 – 8:30

Breakfast & Networking (optional; in-person attendees only)

8:30 - 11:30

Module 4 - Bringing it all Together: A Collective Impact Assessment Case Study

Facilitators: Amy Zarzeczny, Associate Professor, JSGS & Akram Mahani, Assistant Professor, JSGS

Description: Collective impact provides a structured cross-sectoral approach to addressing complex health system and health policy issues. It includes five core elements: common agenda, mutually reinforcing activities, backbone infrastructure, shared measurement system, and continuous communication. This module will start with an overview of collective impact initiatives, drawing on a current project from the Saskatchewan Population Health and Evaluation Research Unit as an example. Students will then engage in a case study exercise which will provide an opportunity to draw on learnings from throughout the Residency weekend to develop a collective impact strategy for addressing a current health system issue.

Required Readings:

- John Kania & Mark Kramer, “Collective Impact” (2011) 9(1) Stanford Social Innovation Review 36, https://ssir.org/articles/entry/collective_impact.
- David Snowden & Mary E & Boone, “A leader’s framework for decision making” (2007) 85(11) Harvard Business Review 68, <https://hbr.org/2007/11/a-leaders-framework-for-decision-making>.

Supplementary Readings:

- Liz Weaver, “The promise and peril of collective impact” (2014) 26(1) The Philanthropist 11, <https://thephilanthropist.ca/original-pdfs/Philanthropist-26-1-15.pdf>.
- Marcie Parkhurst & Hallie Preskill, “Learning in Action: Evaluating Collective Impact” (2014) 12(4) Stanford Social Innovation Review S17, https://ssir.org/articles/entry/evaluating_collective_impact#.

****NOTE: PRE-WORK REQUIRED** – in preparation for the Module 4 case study exercise, students will be divided into groups in advance of the Residency weekend. Each group must prepare an Issue Brief and submit no later than 8:00 a.m. Friday, Feb 10th (SK time). Group assignments will be posted in the UR

Courses site during the first week of term. Details on this preparatory group work are provided below, in the Description of Assignments section.

11:30 – 12:00	Break
12:00 – 12:30	Closing Exercise & Farewells

EVALUATION

The Residency is graded on a Pass/Fail basis. Students will be required to attend all live portions of the Residency, to participate actively in all group work, and to complete all assigned work to a quality that would, at minimum, be worthy of a 70% (see the JSGS Grade Descriptors, below). Failure to do any of the above may result in a Fail.

Assignments (see details below)	Time Frame/Due-Date
Submission of the Module 4 Issue Brief (group work)	Topic submission: Monday, Jan 23 rd , 8:00 a.m. SK time Final submission: Friday, Feb 10 th , 8:00 a.m. SK time
Module-Specific Exercises <i>Note: These are experiential learning activities that will take place during the weekend. There are no materials to submit.</i>	Ongoing during Residency weekend
Post-Residency Reflection (individual)	Monday, March 6 th , 8:00 a.m. SK time

The Reflection (described below) is due by 8:00 am Saskatchewan time. ***Please be aware of time changes and note that Saskatchewan does not observe daylight savings time.*** It must be submitted using the Assignments upload tool in our UR Courses site. Marks and feedback will be returned using the same tool.

- **Naming of Assignment Documents:** Please use the following format when naming your assignments (i.e. for the file name when you save the document before uploading it):

Last name_assignment name

For example: Zarzeczny_Residency Reflection

- **Referencing:** As discussed further below, academic integrity is of paramount importance and is taken very seriously. Anytime you use material (e.g., ideas, data, etc.) from someone or somewhere else, you must reference your source. A wide variety of citation styles exist. For the purpose of consistency, the Johnson Shoyama Graduate School of Public Policy uses the Chicago Manual of Style's in-text, author date system. Please note the in-text, author date system does not use

footnotes or endnotes. There is a quick referencing guide that provides helpful examples of this referencing style available on our UR Courses site. Students can also access the full online version of the Chicago Manual of Style through the University of Regina library.

DESCRIPTION OF ASSIGNMENTS:

1. Pre-Residency Work; Module 4 Case Study– Group preparatory assignment (Issue Brief):

Each group must prepare an issue brief of a complex health system issue. This issue brief will provide the foundation for a case study exercise the group will engage in during the final module of the Residency. This brief must be submitted via the UR Courses Assignment submission link no later than **8:00 am (SK time) on Friday, February 10th**. One member of the group can make the submission on behalf of all members.

The issue should ideally be drawn from the professional experience of one or more of the group members. Groups who cannot identify a workable issue from among their own professional experiences can draw on media reports, literature, or other sources. It will be important to use a real-life example so that research can be done, as needed, to gather necessary context and background information. Groups will also be free to add to and further develop their issue brief during the case study exercise in response to learnings from the weekend.

A workable issue for the purpose of this exercise is one which meets the following criteria:

- It deals with a current complex health system or health policy challenge or area of need.
- It involves multiple sectors, including the health sector (i.e. keep in mind other sectors that may be involved with the social determinants of health).
- It is a matter of public interest (i.e. likely to attract public attention and media scrutiny) with potential political implications for government.
- It may involve or have potential implications for Indigenous peoples and/or communities.

Please note: Before selecting a workable issue, please review the Snowden and Boone (2007) paper (see the module's required readings) to learn about different types of problems. Please select a complex problem/issue that needs collaboration across multiple sectors to be addressed.

****** Each group needs to submit (using the designated UR Courses Assignment Submission link) a 1-3 sentence description of their workable issue no later than **Monday, January 23rd, 8:00 am SK time**, for review and approval. There are no formatting requirements for this submission. The purpose of this topic submission is merely to ensure that each group has selected an issue that is amendable to a collective impact approach for the purpose of this case study exercise.

The issue brief should contain the following information:

- **Background:** A brief description of the issue – what is the problem & why does it matter?

- Stakeholder mapping:
 - What parties and sectors (governmental and non-governmental) are affected by and/or have influence over this issue?
 - What are their respective interests and priorities?
 - What relationship current exists (if any) between these different sectors and stakeholders?
 - Are there any current or clear champions for change in this area? If so, who are they?
- Resources: What resources (if any) are available to support work on this issue?

Format:

The issue brief should be a maximum of two pages (single or double spaced) with 12-point font. Within these parameters, groups should use their best judgment to determine what formatting will be most useful for them, keeping in mind that the purpose of these briefs is to set the context for the case study exercise that will follow during the module. No marks or substantive feedback will be provided on the issue brief. It is a background document only, for the benefit of the group's case study work.

2. **Module-Specific Exercises:** Each module will contain an experiential learning exercise 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.
3. **Post-Residency Reflection:** Due Monday, **Monday, March 6th**, 8:00 a.m. SK time

Students must **answer 3** of the short answer questions that will be provided. These questions are intended to be an opportunity for students to integrate Residency content and activities, and to reflect on implications for their professional development. Students are encouraged to refer explicitly to background readings and module content, and to use specific examples from the group exercises, as relevant and appropriate.

These questions should be answered together in one word document that must be uploaded using the online assignment submission tool embedded within the Residency UR Courses site. Please use 12-point font, 1.5 spacing, normal margins and Times New Roman or Calibri font. Each answer should be **no more than 350 words**.

PLEASE NOTE: This course uses a version of Turnitin that is integrated into UR Courses. 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 UR Courses site.

LATE ASSIGNMENTS

Due to the pass/fail nature of this course, late assignments will generally not be permitted. Extensions may be granted in exceptional circumstances which are generally unanticipated and outside the student's control (e.g., illness, family emergency). If such a situation should arise, please contact the professor as soon as possible.

EMAIL POLICY

To ensure my ability to respond to all student emails in a timely fashion, please be sure to check the course syllabus and our UR Courses site thoroughly for answers to any questions before reaching out. Students can typically expect a response to emails with 24 hours, Monday-Friday. I do not typically respond to emails in the evenings, on weekends or on statutory holidays. Please always include your full name and course information in any communications.