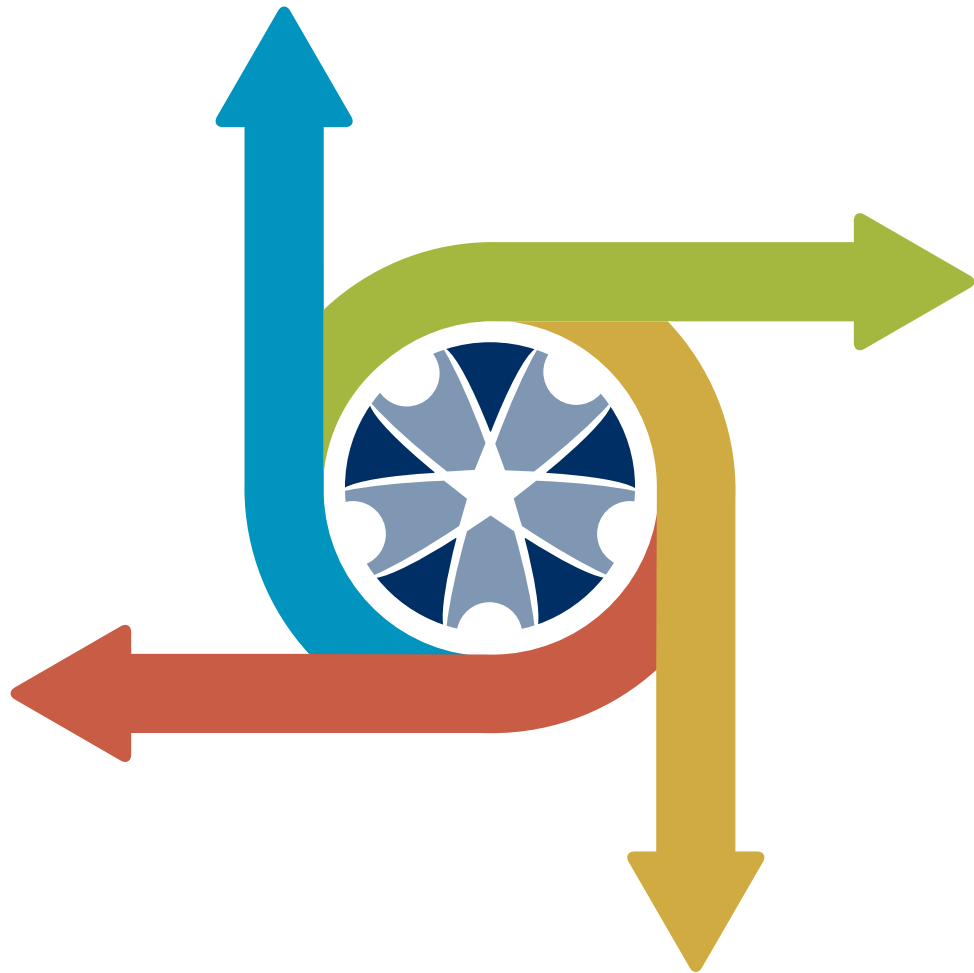


Collaborative Change Leadership

A Certificate Program for Healthcare
and Health Education Leaders



September 2012 – June 2013 (Five In-Class Sessions)
Toronto, Ontario

Sponsored by:



“Teaching Collaborative Change Leadership is invaluable in transforming the health care system.” – Program Participant

“For those who have an interest in learning how to stimulate change within their healthcare organizations, and who want to use a different approach to identifying and planning future initiatives that will make a difference in their organizations, this program provides all the necessary ingredients.” – Program Participant

Collaborative Change Leadership

... is a change leadership program specifically designed for people in leadership roles in healthcare or health education institutions who are leading change throughout organizations and across the continuum of care. The program will enable participants to develop and implement a strategy within their organization to create a broad culture shift to generate sustainable change in priority areas such as interprofessional care (IPC), interprofessional education (IPE), patient safety, quality and patient-centred care.

This is a unique program, emphasizing context-specific approaches that utilize principles of appreciative and emergent change that relate directly to the strategic needs of change leaders in organizations. The program is designed so participants deepen their practice of collaboration as they are leading collaborative change. We expect participants to register for the program with colleagues from their organizations who are working on the same or similar initiatives. (e.g., IPE, IPC, patient safety, quality, patient-centred care, etc.)

Program Outcomes

By the end of the course, we expect that participants will:

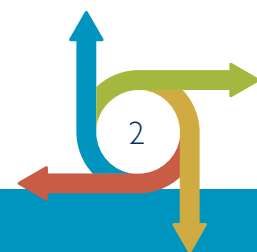
1. Model collaborative leadership in all facets of their professional work.
2. Be familiar with different theoretical change approaches, and be able to apply change theory in their own contexts.
3. Use appreciative inquiry principles to create a portrait of organizational strengths and change need, and where the capstone initiative naturally aligns to enable success.
4. Design and implement an emergent change strategy.
5. Integrate and align complementary initiatives within their system.
6. Foster senior leadership and collaborative stakeholder engagement.
7. Lead meaning-making processes to generate sustainable change.
8. Design and implement an evaluation strategy informed by developmental evaluation.
9. Reflect on, assess movement and adapt direction throughout change implementation.

Prerequisites

Leadership role with accountability for advancing change and/or change initiatives in one's organization.

Prior Knowledge: Demonstrated understanding of the concepts related to IPE/IPC

“It helped me to see my role as a change leader and the toolkit I can call upon to help me with my journey.” – Program Participant



Program Structure

The program assumes that participant teams will each have a capstone change initiative within their organizations. Participants from the same organization should either be working on the same initiative or be prepared to integrate, align or link different initiatives as part of working systemically.

Over one year, each participant team will develop and begin implementing an emergent change strategy (or build on an existing strategy).

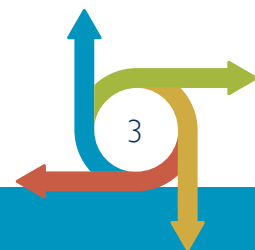
The course will utilize a blend of five intensive sessions with coaching from faculty within sessions. An option for additional coaching between sessions will be available for an additional cost.

Instructional approaches will include experiential and discovery learning, instructor presentations, small group activities, peer learning and coaching, and faculty coaching.

Program Overview

Session	Dates & Times	Session Focus	Between-Session Expectations
Session 1 Discovering What Is	Fri. September 28, 2012 9:00 – 5:30 Sat. September 29 9:00 – 5:30	Exploring change theories and leadership practices; setting up a capstone project and organizational inquiry; initiating community of practice.	Pre-reading before session 1. Between sessions 1 and 2, conduct organizational inquiry and participate in peer coaching; assigned readings.
Session 2 Imagining the Possibilities	Fri. November 23, 2012 1:00 – 5:30 Sat. November 24 9:00 – 5:30	Interpreting organizational inquiry results, deepening knowledge of emergent change and meaning making; begin designing change strategies; begin designing change strategies and evaluation.	Between sessions 2 & 3, work with collaborative partners to co-design draft change strategy; work with assigned faculty coach.
Session 3 Designing & Implementing	Fri. February 1, 2013 1:00 – 5:30 Sat. February 2 9:00 – 5:30	Navigating the tension between implementing a change plan and sensing system needs and adapting accordingly; leading meaning-making processes.	Between sessions 3 & 4, begin implementation of change strategy in organization, with coaching from faculty. Peer-coaching within community of practice.
Session 4 Sensing, Evaluating and Adapting	Fri. May 10, 2013 1:00 – 5:30 Sat. May 11 9:00 – 5:30	Assessing movement, reflection and adapting strategies based on what is emerging as meaningful in the organization.	Continue implementing and adapting change initiatives; coaching within community of practice and with faculty.
Session 5 Accomplishments, Reflection and Adaptation	Fri. June 14, 2013 1:00 – 5:30 Sat. June 15 9:00 – 5:00	Presenting and celebrating work and coaching each other; assessing movement, reflecting on and adapting strategies based on what is emerging as meaningful in the organization and the system.	

“This course went well beyond any expectations I had. Having recently completed a Master’s program and comparing this course with some of those—I have been surprised that this course is hands down better than many of those courses.” – Program Participant



“This course was empowering and allowed me to recognize the potential possibilities and far-reaching impact.” – Program Participant

Program Core Faculty

- **Paula Burns**, RRT, MAEd, PhD, MBA, Provost and Vice President, Academic, Northern Alberta Institute of Technology, Edmonton, AB.
- **Cate Creede**, PhD, Fielding Graduate University; Organizational Change Consultant, The Potential Group; Associate, The Taos Institute.
- **Kathryn Parker**, MA, PhD, Director, Academic Affairs, Holland Bloorview Kids Rehabilitation Hospital, Toronto; Assistant Professor, Department of Paediatrics, University of Toronto.
- **Jill Shaver**, RD, MBA, MSOD, B.J. Shaver Consulting Inc.
- **Maria Tassone**, MSc, BSc. PT, Director, Centre for IPE, University of Toronto; Director, Health Professions and Lead, Interprofessional Education and Collaboration, University Health Network, Toronto.

Application Process

Step 1: Abstract Submission

Applicants must submit an abstract via email to belinda.vilhena@uhn.on.ca with the following:

- Names, email contacts and roles of colleagues from your organization expecting to attend the program (a minimum of 2 participants per organization will be accepted).
- Include a brief (200-word) description of the change initiative(s) you and your colleagues would like to work on as part of the program, and what you hope to accomplish as program participants. Please highlight the system-wide impact of the work you are doing.
- Include a brief (100-word) description of your understanding(s) of IPE/C.
- **Application Deadline: April 30, 2012.**

Step 2: Acceptance

- LIMITED ENROLLMENT. APPLY EARLY!
- Applications will be reviewed as they are received. Applicants will be notified of acceptance into the program as the applications are reviewed, and no later than **May 16, 2012.**
- Written notification of acceptance will be issued along with registration information.

Registration & Program Fee

Registration Fee: \$5,000 per participant*

*For every two registrants from a single organization, the third registration will be discounted by 50%.

Registration Includes:

- Continental breakfasts, refreshment breaks and lunches.
- Educational materials.
- In-session coaching from faculty.

For More Information

Contact: Belinda Vilhena, Program Administrator at the Centre for Interprofessional Education. E-mail: Belinda.vilhena@uhn.on.ca or 416-603-5800 ext. 6087.

University of Toronto – Centre for Interprofessional Education at University Health Network, 399 Bathurst Street, Ground Floor, Toronto, Ontario M5T 2S8 Canada

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