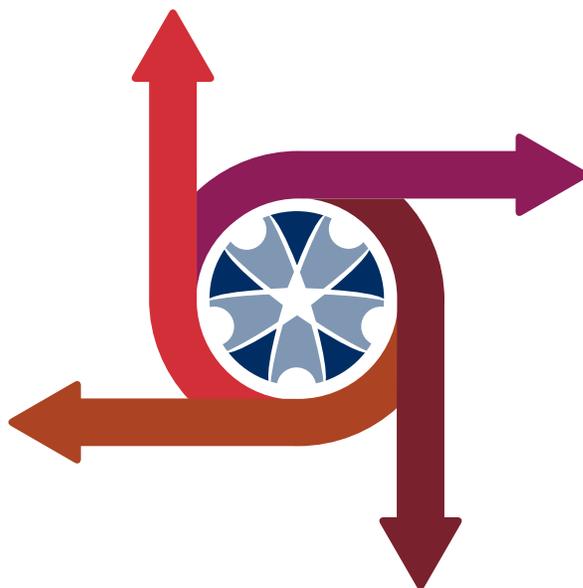


Collaborative Change Leadership™

A Certificate Program for Healthcare
and Health Education Leaders

Five In-Class Sessions
January 2018 – December 2018
Toronto



Collaborative Change Leadership™

Collaborative Change Leadership™ (CCL) is an accredited, certificate program offered by the University Health Network (UHN) in collaboration with the University of Toronto Centre for Interprofessional Education (CIPE). This advanced leadership program is aimed at senior and high potential leaders in healthcare and health education.

Grounded in leadership, change and social accountability theories, processes and practices, this Program is designed for leaders who are driven to engage communities in a meaningful way to create and sustain system change.

Participants will apply their learning to a Capstone Initiative that has been identified as a priority within their organization, system or community. The focus may be on, but is not limited to, interprofessional care and education, quality and safety, high reliability organizations, patient/client engagement, and student experience.

Prerequisites

The candidate must meet the following prerequisites:

- Five or more years of experience in a leadership role
- Support of their organization to participate in the Program
- An identified Capstone Initiative that is identified as a priority within their organization, system or community and engages the organization, system or community

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

The goal of the advanced CCL Program is to develop people to lead health system transformation and enable socially accountable change in their community.

Program Outcomes

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

1. Model and exemplify collaborative change leadership in all facets of their professional work.
2. Advocate for socially accountable solutions.
3. Be familiar with different theoretical change approaches, and be able to apply change theory in their own contexts.
4. Use appreciative inquiry principles to create a portrait of organizational strengths and change need, and determine where the capstone initiative naturally aligns to enable success.
5. Design and implement an emergent change strategy by stewarding an organization, system or community-engaged capstone initiative.
6. Integrate and align complementary initiatives within their system.
7. Foster senior leadership and collaborative community engagement within and across systems.
8. Lead meaning-making processes to generate sustainable change.
9. Design and implement an evaluation strategy informed by developmental evaluation.
10. Reflect on, assess movement and adapt direction throughout change implementation.
11. Translate knowledge to improve health and health systems.
12. Articulate a personal practical theory for collaborative change leadership.



Program Structure

The CCL Program targets senior and high potential leaders across health care and education, who register in teams. The program requires a minimum of two team members from each organization and/or community that represent different professions.

Structured to be context specific, the curriculum is adapted to the individuals, teams, organizations and communities participating. Participants work on a Capstone Initiative during and between sessions, which they develop, design, implement and evaluate in their community or organization. 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.

This program covers a 12-month period with five two-day face-to-face sessions and blends these intensive sessions with coaching from faculty. Additional coaching and learning is promoted via an online platform and community of practice. Throughout and between these sessions, many instructional approaches are utilized including experiential learning, online learning, reflection, theory bursts, small and large group activities and peer learning. The commitment between sessions includes reading specified books and articles for the following session, participating in the online and community of practice discussions, and applying learnings from the sessions to the Capstone Initiative.

Participants are also involved in evaluating the Program, both within and between sessions and after the conclusion of the Program.

Program Overview

Session	Dates & Times	Session Focus
SESSION 1 DISCOVERING WHAT IS	January 26-27, 2018 8:30-17:30	Exploring an integrated model of collaborative change leadership; developing understanding of social accountability and community engagement in the context of setting up the capstone project/initiative and organizational inquiry; initiating community of practice.
SESSION 2 IMAGINING THE POSSIBILITIES	April 6-7, 2018 8:30-17:30	Identifying engagement processes; conducting the inquiry; beginning to design the change strategies and evaluation; and exploring what it means to be a collaborative change leader in this context.
SESSION 3 DESIGNING & IMPLEMENTING	June 8-9, 2018 8:30-17:30	Interpreting organizational inquiry results based on previous fieldwork; deepening knowledge of emergent change and meaning making; integrating system perspectives from previous activities and experiences to begin to co-create the design of the intended change; navigating the tension within traditional systems between implementing a change strategy and sensing system needs and adapting accordingly leading meaning-making processes and generative feedback; continuing to develop the integrated change and evaluation strategy.
SESSION 4 SENSING, EVALUATING AND ADAPTING	October 12-13, 2018 8:30-17:30	Assessing movement, reflection and adapting strategies based on what is emerging as meaningful in the organization and/or community; deepening the evaluation.
SESSION 5 ACCOMPLISHMENTS, REFLECTION AND ADAPTATION	December 7-8, 2018 8:30-17:30	Presenting work accomplished and coaching each other; continuing to assess movement & adapting strategies; deepening participants' capacity for reflecting, meaning making and adapting; enhancing participants' ability to articulate the purpose, value and impact of their professional work at its essence; viewing progress through the lens of generative change; and leading through effective storytelling.
CAPSTONE INITIATIVE	Session 1 - Session 5	Developing, implementing and evaluating a capstone initiative.



Program Application Process

Step 1: Program Abstract Submission

Candidates must submit an application package via www.collaborativechangeleadership.ca with the following:

- Names, email contacts and roles of colleagues from his/her organization and community expecting to attend the program. **A minimum of 2 applicants per organization required.**
- A current curriculum vitae (experience & education) for each applicant.
- Individual candidate's motivation letter: a brief description of his/her leadership journey to date and how the advanced CCL Program will help to enhance his/her leadership development.
- A team one-page outline that describes the: underlying rationale and scope for change in the proposed capstone initiative, the target population and/or community; and the organizational sponsor and partners that are willing to support this initiative.
- A team letter of support from an organizational and/or community sponsor indicating support for the capstone initiative and the time needed to participate in and complete the program.
- **Application Deadline: September 20, 2017.**

Step 2: Acceptance

- Applicants will be notified of acceptance into the program as the applications are reviewed, and, by no later than **October 6, 2017.**
- Written notification of acceptance will be issued along with registration information.

Registration & Program Fee

Fee: \$5,000 CAD per participant plus 13% HST.

Registration fee includes: continental breakfasts, refreshment breaks, and lunches.

“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.”

CCL Program Faculty

Cate Creede, PhD, Fielding Graduate University; Organizational Change Consultant, The Potential Group; Associate, The Taos Institute

Mandy Lowe, MSc, BscOT, OT Reg. (Ont.), Senior Director, Clinical Education, University Health Network Strategic Advisor, Centre for Interprofessional Education (Centre for IPE), University of Toronto

Kathryn Parker, MA, PhD, Senior Director, Academic Affairs and Simulation Lead, Holland Bloorview Kids Rehabilitation Hospital, Toronto; Evaluation Advisor, Centre for IPE, University of Toronto

Jill Shaver, MBA; MSOD; Consultant, B. J. Shaver Consulting; Adjunct Faculty, Master of Science in Organization Development Program, Pepperdine University (CCL Program Co-Director)

Maria Tassone, MSc, BSc. PT, Director, Centre for IPE, University of Toronto; Senior Director, Collaborative and Transformative Learning, University Health Network, Toronto (CCL Program Co-Director)

Belinda Vilhena, MEd, BSc, Manager and Professional Development Lead, Centre for IPE, University of Toronto (CCL Program Manager)

More Information

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