

Western University
Faculty of Health Sciences
School of Health Studies

Health Sciences 4080B
HEALTH SYSTEM CHANGE MANAGEMENT
Winter 2018

Professor Marlene J. Le Ber, PhD
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Office Zuzak 1000 University Ave. Room 1000
Office Hours: please email me for an appointment

Class time: Tuesdays 6 – 9 pm
Classroom: Zuzak 1000

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Please refer to the current Western Academic Calendar at <http://www.westerncalendar.uwo.ca> for a list of prerequisites and/or antirequisites.

Course Information

... you cannot look anywhere in healthcare today without confronting the need for major organizational change. It may be transforming roles and processes to improve patient safety and customer service, reducing health disparities, or increasing access to care. It might be changing the patterns of interactions among basic scientists, clinical researchers, policy makers, industry and the public so that research findings translate more directly into better care and better health. It might be fostering interprofessional

In this course we build on classic change management theories, positive psychology, complexity science and social movement theories to analyze current, hot health system issues and to develop actionable change processes. Individual, organizational and societal elements required for successful and lasting change are emphasized through use of the case method of learning, experiential exercises and lectures.

Course Objectives:

The main objective of this course is to develop your ability to be an effective agent for change. By engaging with your colleagues and professor after studying and thinking deeply about the material presented in this course, you will be able to

1. Explain the nature of change and the reasons why change efforts often fail at the individual, organizational and system levels
2. Understand and appreciate change at an individual level (resistance to change, persuasion, identity, and strategic foresight).
3. Appraise the critical elements needed to lead successful and lasting organizational change, such as employee engagement, organizational design, and organizational culture.
4. Compare and contrast classic theories of change, complexity, positive psychology and social movements and apply the concepts to real life situations
5. Create a plan for personal change challenge related to healthy sustainable living and analyze the implementation of the plan
6. Design an organizational or system change effort together with a team of classmates

Course Materials

Required course readings Information on weekly readings for this course will be available on Canvas and updated regularly. Students are responsible for acquiring and reading required reading each week prior to the week's session. Readings will be available electronically through the Internet or library internet holdings.

Required cases used in class discussions must be prepared.

Recommended (we will discuss on the first day)

Parkin, P. 2009. Managing change in healthcare using action research. Los Angeles: Sage.

Suchman, A. L., Sluyter, D. J., & Williamson, P. R. (Eds.). Leading change in healthcare: Transforming organizations using complexity, positive psychology and relationship centered care. London, UK: Radcliffe Publishing.

Westley, F., Zimmerman, B., & Patton, M. Q. 2006. Getting to maybe: How the world is changed. Toronto: Random House Canada.

Evaluation

Components of Course Evaluation	Weight	Due Date
1. Participation in Learning	10%	Each session
2. Personal Change Challenge Project	15%	February 13, 5pm
3. Group Change Project	45%	April 3, 5pm: report April 10, 5pm: % CE • v š š } v

1. PARTICIPATION IN LEARNING (10%)

The participation mark reflects attendance, evidence of preparation and participation in weekly readings

2. PERSONAL CHANGE

about yourself or others around you during this project? What did you feel over the duration of the project?

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Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

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Heath Sciences 4091B
HEALTH SYSTEM CHANGE MANAGEMENT

Session1

January 9, 201 ð

Topic: Introduction to Health Systems Change Management

Learning ~ Describe the course objectives and expectations for the term

Objectives: ~ Identify innovative elements in the cases presented

~ Apply models presented to own volunteer or work experiences

Class Activities: Presentations:

~ Yoghurt Mamas A Case Study of Probiotic Yoghurt Kitchens in Mwanza, Tanzania (Maimuna Kanyamala)

~ Save the Mothers Training Multidisciplinary Leaders for Social Transformation

Hedth Sciences 4091B
HEALTH SYSTEM CHANGE MANAGEMENT

Session

January 23, 2013

Topic:

Leading Self

Learning

~ Evaluate self

Objectives:

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2. Depict the way in which the M~~Q~~AR system is intended to work? Why do yc think the pilot project failed?
3. What are the change management and information systems implications of your analysis for the renewed efforts to launch the M~~Q~~AR system? Develop a detailed implementation plan for the system's launch and justify your actions.

Pre

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- b. On his first day?
- c. During his first week?
3. What (if anything) was distinctive about the way Levy went about formulating, announcing, and implementing the recovery plan? How did he overcome resistance? What is your evaluation of his approach to staffing the task forces?
4. In describing his leadership style, Levy speaks of the “CEO as teacher.” How has he defined that role? Why has he chosen to focus on it? What skills does it require? In what settings is it likely to be useful? Will Levy have to assume a new role (or roles) in the months ahead?
5. How did Levy tackle the problem of the BIDMC’s “curious inability to do”

Pre-Class Readings: Garvin D. A., & Robert M. A. 2005. Change through persuasion. Harvard Business Review February: 10-12.

Katzenbach J. R., Steffen J., & Kronley C. 2012. Cultural change that sticks. Start with what’s already working. Harvard Business Review July-August: 110-117.

Levy P.F. 2001. When good teams go wrong. Harvard Business Review March: 51-59.

Session 8

March 6, 2013

Topic: Organizational Learning and Renewal
 Learning Objectives: ~ Design an action plan for Paul Levy using Kotter’s eight steps to transforming an organization

Class Activity: Case study Paul Levy: Taking Charge of the Beth Israel Deaconess Medical Center (DVD)
 Small group discussion and facilitated class discussion

Case Questions: 1. What were Levy’s priorities in March, April, May, and June? How (if at all) did they differ from his priorities during his first two months?
 2. What is your evaluation of Levy’s approach to:
 a. The board?
 b. The COO?
 c. The chiefs?

Pre-Class Readings: Canadian College of Health Leaders: LEADS Achieve Results
http://www.cchl-ccls.ca/assets/LEADS/LEADS_AchieveResults_ExecutiveSummary_EN.pdf

Session 9

March 13, 2013

Topic: Complexity Perspective of Organizations
 Learning Objectives: ~ Identify own mental model that influences what is seen, how situations are analyzed and actions taken
 ~ Discriminate

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Class Activity: Presentation
Videos

Pre-Class
Readings:

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Pre-Class Readings: Stephan, U., Patterson, M., & Kelly, J. (2013). Business-driven social change: A Systematic Review of the Evidence (Executive Summary). Network for Sustainable Business. <http://nbs.net/wp-content/uploads/NBS-Executive-Report-Social-Change.pdf>

Session 12

April 3, 2013

Topic: Global Change in Health

Learning Objectives:

- ~ Describe through examples how the mission “the prevention of needless blindness” drives all organizational decisions and actions
- ~ Critically analyse how paying customers fulfil the mission of Aravind
- ~ Critically analyse how free customers contribute to an economically sustainable business model for Aravind
- ~ Choose one process within the Aravind system and explain the impact of a change in this process on the other areas

Class Activity: Case study Aravind Eye Care System: Providing Total Eye Care to the Rural Population
Small group discussion and facilitated class discussion

Case Questions:

1. How does the Aravind Eye Care System work (think of people, processes, profits/financials)? Is this effective? Are there areas that could be improved?
2. What are the main challenges facing Aravind in the delivery of services to rural populations?
3. Of all the types of change approaches we have discussed to date, what types of approaches could address these challenges and have the desired impact?

Pre-Class Readings: Kania, J., & Kramer, M. 2011. Collective Impact. Stanford Social Innovation Review Winter: 36-41.