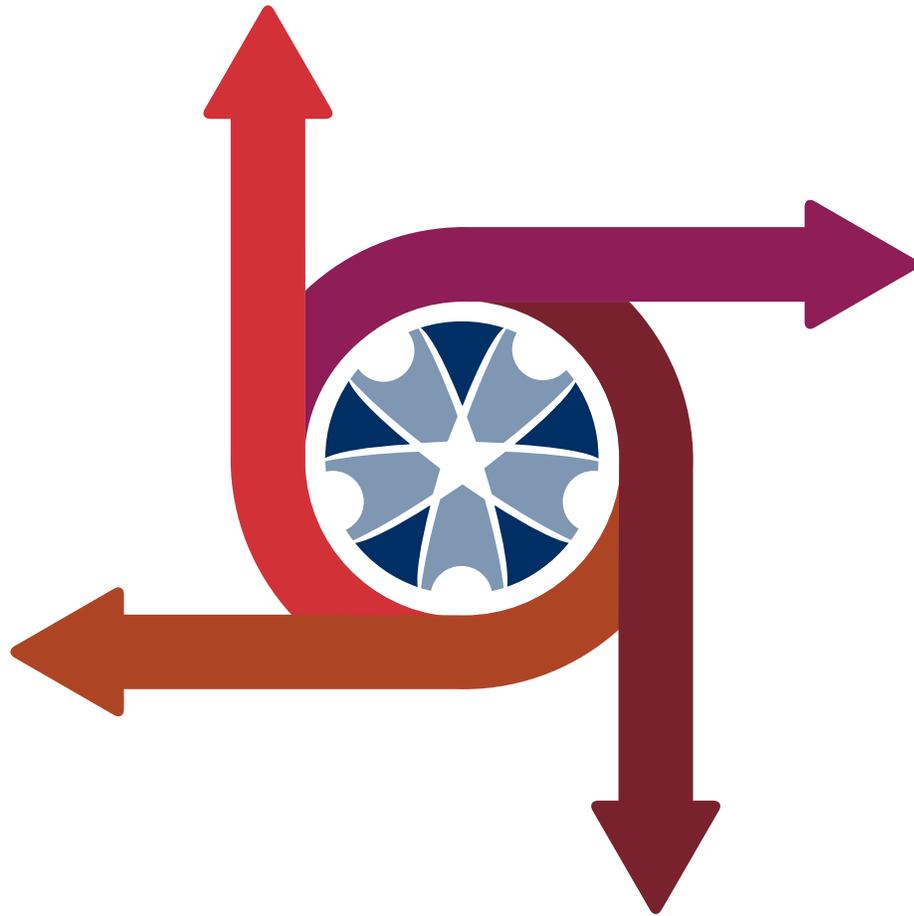


# Collaborative Change Leadership

A Certificate Program for Healthcare  
and Health Education Leaders



Five In-Class Sessions  
April 2014 – January 2015



Canadian  
Interprofessional Health  
Leadership **Collaborative**



**Consortium Canadien**  
sur le leadership en matière  
d'interprofessionnalisme en santé

## The CCL Program

The Collaborative Change Leadership (CCL) Program is an accredited, certificate program offered by the University Health Network (UHN) in collaboration with the University of Toronto (UofT) Centre for Interprofessional Education (IPE).

For the 2014/15 program, UHN is partnering with the Canadian Interprofessional Health Leadership Collaborative (CIHLC) in a unique opportunity to offer and evaluate an advanced program **aimed at senior and high potential leaders in healthcare and health education.**

The CIHLC is a pan-Canadian collaborative between the University of Toronto, the University of British Columbia, the Northern Ontario School of Medicine, Queen's University and Université Laval.

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

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 and to create and sustain system changes that enhance the health of underserved populations.

Participants will co-create a Capstone Project with a community that has been identified as a priority population, which includes frail elderly, aboriginal peoples, mental health, non-communicable diseases/ chronic illness, youth and women, and lower-socioeconomic status. The focus is on, but is not limited to, interprofessional care and education, quality and safety, and patient/family/community-centered care.

## 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 Project that engages the community

## Program Outcomes

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

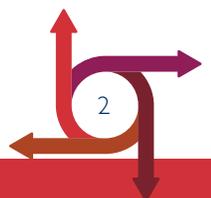
1. Model and exemplify collaborative change leadership in all facets of their professional work.
2. Advocate for socially accountable solutions to health inequities.
3. Be familiar with different theoretical change approaches, and be able to apply change theory in their own contexts.
4. Use appreciative inquiry principles to create a portrait of organizational strengths and change need, and where the capstone initiative naturally aligns to enable success.
5. Design and implement an emergent change strategy by stewarding a community-engaged capstone project.
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.

***“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.”***

*– Program Participant*

***“Teaching Collaborative Change Leadership is invaluable in transforming the health care system.”***

*– Program Participant*



## Program Structure

The CCL Program targets senior and high potential leaders across practice and education, who will 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 will work on a Capstone Project during and between sessions in which they will develop, design, implement and evaluate a change initiative in their community or organization based on the principles of social accountability and community engagement. 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 ten-month period with five two-day face-to-face sessions and blends these intensive sessions with coaching from faculty within and between sessions. Additional coaching and learning will be 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.

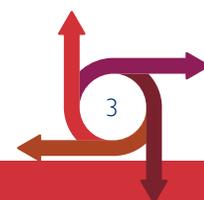
The commitment between sessions includes reading specified books and articles for the following session, participating in the online community of practice discussions, and applying learnings from the sessions to the Capstone Project.

Participants will also be 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	April 11-12, 2014 9:00-17:30	Exploring collaborative change leadership theories and practices; developing understanding of social accountability and community engagement in the context of setting up the capstone project and organizational inquiry; initiating community of practice.
Session 2 Imagining the Possibilities	May 30-31, 2014 9:00-17:30	Interpreting organizational inquiry results, deepening knowledge of emergent change and meaning making; begin designing change strategies and evaluation.
Session 3 Designing & Implementing	September 19-20, 2014 9:00-17:30	Navigating the tension between implementing a change plan and sensing system needs and adapting accordingly; leading meaning-making processes.
Session 4 Sensing, Evaluating and Adapting	December 5-6, 2014 9:00-17:30	Assessing movement, reflection and adapting strategies based on what is emerging as meaningful in the organization or community.
Session 5 Accomplishments, Reflection and Adaptation	January 30-31, 2015 9:00-17:30	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, community and system.
Capstone Project	Session 1 - Session 5	Developing, implementing and evaluating a capstone project that addresses the health/social needs of a specific community or vulnerable population.

***“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***



## Application Process

### Step 1: Program Abstract Submission

- Applicants must submit an abstract via email to [info@cihlc.ca](mailto:info@cihlc.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 participants per organization required**).
- A current curriculum vitae (CV) (experience & education).
- Candidate's motivation letter: a brief description of his/her leadership journey to date and how the advanced Collaborative Change Leadership program will help to enhance his/her leadership development.
- A one-page project outline that describes the: underlying rationale and scope for change in the proposed capstone project, the target population and/or community, and the organizational sponsor and partners that are willing to support this project.
- A letter of support from an organizational and/or community sponsor indicating support for the capstone project and the time needed to participate in and complete the Program.
- Application Deadline: Wednesday, January 15, 2014

### Step 2: Acceptance

- Applicants will be notified of acceptance into the program as the applications are reviewed, and no later than February 1, 2014.
- Written notification of acceptance will be issued along with registration information.

### 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 and educational materials.

## For More Information

Jelena Kundacina, Program Coordinator: [info@cihlc.ca](mailto:info@cihlc.ca) or 416-603-5800 ext. 3854. Website: <http://cihlc.ca>

## CCL Program Faculty

**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**, MBA; MSOD; Consultant, B. J. Shaver Consulting; Adjunct Faculty, Master of Science in Organization Development Program, Pepperdine University

**Maria Tassone**, MSc, BSc, PT, Director, Centre for IPE, University of Toronto; Senior Director, Interprofessional Education and Practice, University Health Network, Toronto

**Belinda Vilhena**, MEd, BSc, Manager and CPD Program Administrator, Centre for IPE, University of Toronto

## CIHLC Leadership Team

**Lesley Bainbridge**, BSR(PT), MEd, PhD, Director Interprofessional Education, Faculty of Medicine, Associate Principal, College of Health Disciplines, The University of British Columbia

**Sue Berry** DipPT; BA; MCE, Integrated Clinical Learning, Associate Professor - Division of Clinical Sciences, Northern Ontario School of Medicine

**Rosemary Brander**, BSc(PT), MSc, PhD, Assistant Professor; School of Rehabilitation Therapy, Director; Office of Interprofessional Education & Practice, Queen's University; Senior Researcher and Program Evaluator; Providence Care, Kingston, ON

**Marion Briggs**, BScPT, MA, DMan, Assistant Professor, Clinical Sciences and Director, Health Sciences and Interprofessional Education, Northern Ontario School of Medicine; Fellow, AMS Phoenix Project

**Emmanuelle Careau**, OT (Qc), PhD, Assistant Professor, Rehabilitation Department, Faculty of Medicine, Université Laval

**Maura Macphee**, RN, PhD, Associate Professor Nursing, University of British Columbia

**David Marsh**, MD, CCSAM, Associate Dean, Community Engagement, Senior Associate Dean, Laurentian Campus, Professor, Clinical Sciences, Northern Ontario School of Medicine

**Margo Paterson**, BScOT, MSc (Epidemiology), PhD and OT Reg. (Ont), Professor Emerita, School of Rehabilitation Therapy, Queen's University

**Maria Tassone**, MSc, BSc, PT, Director, Centre for IPE, University of Toronto; Senior Director, Interprofessional Education and Practice, University Health Network, Toronto

**Sarita Verma**, LLB, MD, CCFP, Professor of Family Medicine, Deputy Dean, Faculty of Medicine, Associate Vice Provost, Health Professions Education UofT Faculty of Medicine

