Syllabus
# HPM 966: Systems Thinking & Collective Impact
Spring 2019
1 Credit | Online

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## Course Overview

**Course Description**

This course is designed to help you become familiar with and thoughtfully apply a variety of practical, structured systems thinking approaches to improve care, service delivery systems, policy, and/or environments in which we live. We'll use these methods to both understand individuals' experiences as the foundation for driving change as well as to "zoom out" and see the broader system around a population health challenge.

In public/population health, one challenge you likely face is supporting individuals in navigating complex systems shaping their health care, behavior change, and emotional and physical wellness. Given the extent to which supportive services are fragmented, this can be an incredibly daunting task. We are plagued by a number of factors impeding collaboration and sufficiently holistic understanding of what bolsters or threatens positive experiences in these systems (for example, fragmented/missing data, gaps in communication, conflicting incentives, discipline-specific vocabularies or ways of seeing the world). We will discuss the role of consumer-centered system mapping to understand individuals' experience, rigorously and holistically.

In this context of complex, fragmented systems, no one person or organization can solve wicked systems problems alone. However, facilitating collective impact can be incredibly challenging. In addition to using system mapping to document the experience of consumers, we will also explore the use of these methods to help stakeholders learn together – as the foundation for planning more impactful and sustainable action.

**Prerequisites**

This course is restricted to DrPH Executive Doctoral Students in Health Leadership. No other prerequisites are required.

**Instructor(s)**

Kristen Hassmiller Lich, PhD
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Management
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**Teaching Assistant**

None

**Course Website**

https://sakai.unc.edu/welcome/. Use your ONYEN and password.

**Class Days, Times, Location**

This course is a combination of residential and online. The class meets online on various Tuesday evenings throughout the semester. The class schedule is listed below.

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| Office Hours | Please see the google sheets link: |
| | https://docs.google.com/spreadsheets/d/17a7uo-zV__Happ2Jl06hgmjlC8cq_yq0TUoA_hsgMA0/edit#gid=0 |
| | Throughout the semester, I will add office hour slots, which you should feel free to sign up for. However, if no one has signed up for a slot 24 hours in advance, I will cancel the slot – so be sure to sign up more than 24 hours in advance! Students may request an appointment by email if no options work for them. Virtual office hours can be conducted by phone or skype. |
| Course Texts | There is no required textbook. Readings will be noted in the Course Schedule. |
| Course Format | The course format will include short weekly lectures in class that are supplemented with small group discussions, in-class exercises, case studies, and examples from the public health literature. Students are expected to complete the readings before class and come to each class prepared to discuss the texts. |

# Course Policies and Resources

**Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom**

We share the School`s commitment to diversity.  We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School— among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development."

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health**: http://sph.unc.edu/resource-pages/diversity/
- **UNC Non-Discrimination Policies**: http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC**: https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

Accessibility         UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.  All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu.  Students must document/register their need for accommodations with ARS before accommodations can be implemented.

UNC Honor Code      As a student at UNC-Chapel Hill, you are bound by the university's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code.  All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory.  To ensure effective functioning of the Honor System at UNC, students are expected to:

a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university.  If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct at https://studentconduct.unc.edu/, or consult these other resources:

- Honor system module.
- UNC library's plagiarism tutorial.
- UNC Writing Center handout on plagiarism.

## Instructor Expectations

Email         The instructor will typically respond to email within 48 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may

take longer to receive a reply.  The instructor will provide advance notice, if possible, when they will be out of the office.

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| Feedback | All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas. |
| Grading | Assignments and projects will be graded no more than two weeks after the due date.  Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date. |
| Syllabus Changes | The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible. |
| Telephone Messages | The instructor will respond to telephone messages as early as possible. However, as the instructor frequently travels for work, it is advisable that an email message should be sent in addition to or instead of a telephone message – to be safe. |

## Student Expectations

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|---|---|
| Appropriate Use of Course Resources: | The materials used in this class, including, but not limited to, syllabus and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. |
| Assignments | Submit assignments through Sakai using FORUMS.  Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance. |
| Peer feedback | Students will use Sakai FORUM to submit and peer review their classmate's assignments throughout the course.  The instructor will also provide feedback via the FORUMS and when requested by either student or instructor, verbally in office hours. |
| Attendance/ Participation | Your attendance and active participation are an integral part of your learning experience in this course.  If you are unavoidably absent, please notify the course instructor. |
| Communication | You are expected to follow common courtesy in all communication to include email, discussion boards, and face-to-face.  All electronic communications sent |

should follow proper English grammar rules to include complete sentences.  This is a professional course, and you are expected to communicate as a professional.

**Contributions**  You are expected to offer individual contributions in class and on individual assignments. You may discuss your ideas with classmates (and I encourage this), but submissions must represent your own work.

**Email**  All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.

- View the following link for more information on email etiquette: http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/

**Late Work**  All assignments are due at time/dates specified in this syllabus and corresponding schedule on Sakai.  Late assignments may or may not be accepted.  They will likely be accepted in the case of unforeseen and distressing events (serious illness, a death in the family).  Please notify the instructor immediately should one of these events arise.  The instructor may also accept late assignments for other reasons, but reserves the right to penalize points at her discretion.

**Readings**  Readings for a particular class should be completed before the class session and before completing associated activities

**Technical support**  The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week.  If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at http://help.unc.edu, or by UNC Live Chat at http://its.unc.edu/itrc/chat.

# Competencies, Learning Objectives, and Assessment

## Map

Competencies taught in this course, learning objectives mapped to these competencies, and assignments that assess attainment of these competencies.

| Competency | Learning Objectives | Assessment Assignment (including peer review of each assignment) |
|---|---|---|
| DrPH 22. Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems | Appreciate the characteristics of hard systems problems in public/population health as well as the value of addressing these problems collaboratively.<br><br>Gain experience using a variety of practical, structured systems thinking approaches:<br>• Causal Loop Diagramming<br>• System Support Mapping<br>• Annotated Graphs over Time<br>• The Five Rs<br>• Balance of Petals Diagrams<br>• System Dynamics Archetypes<br><br>Learn when each of the systems thinking approaches above and a variety of others we won't get as much hands on experience are useful, and where to go to learn more to support future use. Additional systems thinking methods introduced include:<br>• Whole System Mapping<br>• Process Flow Diagramming<br>• Circle of Care Modeling (and soft OR)<br>• System Dynamics Simulation Modeling | Assignment 1<br><br><br>Assignments 1 and 6<br>Assignment 2<br>Assignment 3<br>Assignment 4<br>Assignment 5<br>Assignment 6<br><br>Assignment 5 |
| DrPH 17: Propose interprofessional team approaches to improving public health | Learn how ground rules can set the stage for interprofessional/cross-system learning and action planning.<br><br>Learn about a variety of models, frameworks, and principles for effective interprofessional/cross-system collaboration. Identify those which align best with a given public/population health problem.<br><br>Learn to use systems thinking methods to understand hard public/population health problems from diverse professional (and other stakeholder) perspectives. | <br><br><br>Assignments 4<br><br><br>Assignment 5 |

| DrPH 6: Integrate knowledge of cultural values and practices in the design or implementation of public health programs; | Use Balance of Petals Diagrams to guide identification of diverse professional (and other stakeholder) needs in an interprofessional collaboration, and to describe or guide inquiry to identify what might motivate each to contribute what is needed. | Assignment 5 |
|---|---|---|

## Course Assignments and Assessments

This course will include graded assignments and/or exams.

| Assignments | Points/Percentages |
|---|---|
| Assignment 1 | 10 |
| Assignment 2 | 5 |
| Assignment 3 | 5 |
| Assignment 4 | 15 |
| Assignment 5 | 20 |
| Assignment 6 | 15 |
| Peer feedback | 30 |
| TOTAL | 100 |

## Grading Scale

Final course grades will be determined using the following UNC Graduate School grading scale. The relative weight of each course component is shown in the table above.

| H | Greater than or equal to 94 | High Pass: Clearly excellent graduate work |
|---|---|---|
| P | 70 to 93 | Pass: Entirely satisfactory graduate work |
| L | 60 to 69 | Low Pass: Inadequate graduate work |
| F | Below 60 | Fail |

## Assignment Descriptions

Descriptions of the assignments follow. There are 6 assignments throughout the course, one assigned before each class for sessions 2-7. You are encouraged to pick a focal problem that you are interested in working on throughout the semester – one that is currently meaningful to you because of current work you are engaged in that overlaps with the class content, or because it relates to a potential dissertation topic you would like to explore. The assignments build on each other – so be warned that if you wish to change your focal problem mid-course, you will need to revise earlier assignments (though your earlier assignment grades will be retained). As soon as I receive your first assignment, I will assign you two peers whose assignments you should review and provide feedback to using Sakai FORUM. These peer assignments will be retained throughout the duration of the course, and will be based on overlap in your focal problems or characteristics of the collaboration or approach required to address them. These assignments are meant to guide you in applying course content to real-world problems and collaborations. As such, they need to be thoughtful and complete, but will document your evolving understanding and will be assessed as such. Peer feedback should be constructive – asking for clarifications when needed, suggesting gaps in thinking, resources, or alternative options/directions you could go with the work described.

## Assignment 1 (10%)

1. Briefly describe the problem you decided to focus on, and explain in a paragraph why it is so difficult. Use the systems vocabulary introduced in class! (upload to Sakai FORUM)
2. Create, photograph (or take a screenshot of) and upload an image of your Causal Loop Diagram, presenting your perspective on key contributors to and consequences of change in the focal variable in your problem statement in part 1. Be sure to use clear variable names, indicate the polarity on each arrow (s=same,

o=opposite), and highlight 1-3 feedback loops. If you don't create any feedback loops, describe why you don't think they exist.

    a. RESOURCE: Here is a short (5-minute) intro to causal loop diagramming as a tool. We've developed this video for the National Maternal and Child Health Workforce Development Center, so if you hear "MCH," it stands for "Maternal and Child Health." https://media.sph.unc.edu/adobe/mch_ole/Workforce_Development/causal_loop/

    b. RESOURCE: If you want to use software when developing and editing your diagram, I strongly recommend Vensim, freely downloadable here: http://vensim.com/faqs/where-can-i-download-the-free-academic-version-of-vensim-ple/. Here is a short video to help you climb the learning curve quickly: https://www.youtube.com/watch?v=eM3Xzu8sr-8.

## Assignment 2 (5%)

1. Complete a System Support Map – on paper or using the SSM Wizard

    a. You may choose to make a map resenting your role and primary responsibilities related to your focal problem or representing the perspective of the person/consumer/patient who is the target for change related to your problem. If you do the latter, you may want to interview someone if you do not have lived experience or enough information to meaningfully step into their shoes. Whichever perspective you take, for 2 of the most substantial responsibilities, make sure you have pushed out through all rings, and describe what you need to complete the responsibility, what resources you use, and what you wish for to be better supported in your work.

    b. For the Wizard, use CHROME (!!)

    c. Pick the appropriate Wizard:

        i. http://syssci.renci.org/ssm-wizard-d/ -- this version is developed for parents/caregivers of children with special health needs (NOTE: Use if you are making a map from a consumer/patient's perspective)

        ii. http://syssci.renci.org/ssm-wizard-TitleV – this is developed for Maternal and Child Health workforce (Title V; NOTE: Use if you are making a map from your own work-related perspective)

    d. Take and upload a photo of your System Support Map to Sakai FORUM.

2. Reflect on the wishes in your System Support Map. For each wish, who is best equipped to create change? (It might need to be more than one person/organization!) What would change look like? (upload to Sakai FORUM)

## Assignment 3 (5%)

1. Please draw and carefully annotate a Graph over Time related to the hard problem you've been thinking about throughout the course. Take a photo and upload it to Sakai FORUM.

2. Can you briefly describe why the curve has the shape it has? What explains that shape? What do you hope this curve might look like in the future? What do you expect? What do you fear? What would make each of these a reality (upload to Sakai FORUM)?

## Assignment 4 (15%)

1. For each reading you have selected, write a brief answer to the following questions, and be prepared to discuss your response in the next class (and upload to Sakai FORUM):

    a. Why did you select this article?

    b. What do you most like about the collaboration model presented, and why?

    c. What do you think might not work about the model in your own cross-system collaboration (i.e., is there a reason why the model in its entirety or some subset of specific principles aren't appropriate)? Why?

2. Please reflect on the hard focal problem you have identified, and answer the Five Rs questions to describe the system around your problem in writing (upload to Sakai FORUM).

## Assignment 5 (20%)

1. Reflecting on your previous assignments and feedback about your (actual or potential) cross-system collaboration, write up an answer to the following questions (upload to Sakai FORUM):
    a. Please briefly summarize (the current form of) your focal problem
    b. Please briefly describe the actual or desired collaboration (objectives, form, ground rules)
    c. Given the problem, objectives, and nature of the collaboration, what do you think will be the most important (specific) things to put on the agenda for the next 6 months? Why? Be sure to integrate at least 2 systems mapping tools (or clearly say why these approaches are not appropriate and if/when they would).
    d. Do you have the right people involved? Who would you try to engage more, or anew? Do you expect them to be excited/willing? How would you secure their participation? What obstacles do you anticipate? Be very specific!
    e. Please create a Balance of Petals diagram, identifying key stakeholders, what the collaboration most needs from each, and what value the collaboration would bring to each. Comment on the 1-2 petals that feel the most unbalanced – which are they, and what might you do to improve the balance?

## Assignment 6 (15%)

1. Look back at the Causal Loop Diagram you submitted before Session 2. Reflect on the current iteration of the hard problem you've been thinking about all semester and pick one of the three archetypes you just read about (Fixes that Backfire, Shifting the Burden, or Limits to Growth), whichever feels most relevant to some part of your problem. Write up and submit the following to sakai FORUM:
    a. Briefly describe the focal problem succinctly (1-4 sentences)
    b. Which archetype most resonated with you, and why (1-2 sentences; focus on the one you will continue with in this assignment)?
    c. Create a Causal Loop Diagram that applies the archetype's generic feedback loop diagram to your problem. Take a photo of it to share. If you are struggling to draw some aspect of your "story," try to write it down in words and ask me for help.
    d. Describe one particularly problematic mental model your collaboration needs to be aware of/deal with?
    e. Review the generic leverage points and describe at least 3 specific examples of actual leverage points your collaboration might consider. In a short paragraph for each, describe the leverage point (the approach for action) and why you think it's a particularly good one to focus on.

## Peer feedback on assignments 1-6 (30%, divided equally across assignments)

As described in the overview of assignments, you are required to provide feedback to two assigned peers for each assignment. Peer feedback should be constructive – asking for clarifications when needed, suggesting gaps in thinking, resources, or alternative options/directions you could go with the work described. You will have one week to provide peer feedback for each assignment. Submit peer feedback on Sakai FORUM.

## Course-at-a-Glance

The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

| Session/ Date | Topic and Competency | Assignment Due |
|---|---|---|
| Session #1<br><br>Jan 2 | Topic:  What do we mean when we describe challenges we face as "systems," "complex," "complicated," "wicked," or "messy" problems? How should we approach these types of problems?<br><br>Competency: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems (22) | Assignment 1 due one week before session 2; peer feedback due before session 2 |
| Session #2<br><br>Jan 22 | Topic:   So what does (should) the partnership look like – objectives and form?<br><br>Competency: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems (22) | Assignment 2 due one week before session 3; peer feedback due before session 3 |
| Session #3<br><br>Feb 12 | Topic:  Ground rules for cross-system collaboration, and how to achieve them<br><br>Competency: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems (22); Propose interprofessional team approaches to improving public health (17) | Assignment 3 due one week before session 4; peer feedback due before session 4 |
| Session #4<br><br>Feb 26 | Topic:  Best practices for collaboration (models, frameworks, and principles)<br><br>Competency: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems (22); Propose interprofessional team approaches to improving public health (17) | Assignment 4 due one week before session 5; peer feedback due before session 5 |
| Session #5<br><br>Mar 19 | Topic:  Best practices for collaboration, continued<br><br>Competency: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems (22); Propose interprofessional team approaches to improving public health (17) | Assignment 5 due one week before session 6; peer feedback due before session 6 |
| Session #6<br><br>April 30 | Topic: Critical components of collaboration – what to put on the agenda to achieve efficient and effective collaboration? How to secure buy-in? How to assess your success?<br><br>Competency: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems (22); Integrate knowledge of cultural values and practices in the design or implementation of public health programs (6); Propose interprofessional team approaches to improving public health (17) | Assignment 6 due one week before session 7; peer feedback due before session 7 |
| Session #7<br><br>TBD (in person) | Topic: Using system maps to drive action<br><br>Competency: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems (22) | |

## Course Schedule

The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

### January 2, 2019 1-4pm

| Session 1 | |
|---|---|
| **Topic** | **What do we mean when we describe challenges we face as "systems," "complex," "complicated," "wicked," or "messy" problems? How should we approach these types of problems?** |
| Competency Addressed | DrPH 22. Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems |
| Learning Objective(s) | (60 min) In this session, I will introduce you to the characteristics of hard systems problems in public/population health as well as the value of addressing these problems collaboratively. We will identify and name hard systems problems we wrestle with, and reflect on how we typically approach them. We will contrast that with the idea of collective impact.<br><br>(30 min) Reflect on and pick a problem to focus on this semester (and take a bathroom break)<br><br>(90 min) **Systems mapping tool time!** While the principles of effective collaboration are well described, it is less clear how to achieve them in practice. System mapping is often useful, and involves practical and systematic approaches to help stakeholders learn together and plan action. I will briefly motivate system mapping, and then introduce you to a useful approach: Causal Loop Diagramming. You'll get hands-on practice. |
| Required Readings | • Snowden and Boone. "A Leader's Framework for Decision Making." Harvard Business Review. 2007;11. Available here: https://hbr.org/2007/11/a-leaders-framework-for-decision-making<br>• Sterman JD. Learning from evidence in a complex world. Am J Public Health. 2006;96:505-514. https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2005.066043 |
| Assignments/Deadlines | Assignment 1 due one week before session 2 (via Sakai FORUM)<br><br>Peer Review of your two assigned classmates' assignment 1 submissions due before 4PM on session 2 (via Sakai FORUM) |

### January 22, 4-5:25pm

| Session 2 | |
|---|---|
| **Topic** | **So what does (should) the partnership look like – objectives and form?** |
| Competency Addressed | DrPH 22: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems |

| Learning Objective(s) | (35 min) **Systems mapping tool time!** We will discuss any questions that arose after session 1, and talk through 2-3 of your hard problem descriptions and Causal Loop Diagrams.<br><br>(15 min) **Systems mapping tool time!** Introduction to System Support Maps<br><br>(30 min) We will reflect on collaborations (actual or potential) to address the hard focal problems you've been considering. For each, who is involved? What form do they take? What ground rules – formalized or not – guide how the collaboration functions? I want us to appreciate the variation in practice (and commonalities). |
| --- | --- |
| Required Readings | • Lasker, R. D., Weiss, E. S., & Miller, R. (2001). Partnership synergy: a practical framework for studying and strengthening the collaborative advantage. Milbank Q, 79(2), 179-205, III-IV. Available at: http://cpcrn.org/wp-content/uploads/2013/03/Partnership-Synergy.pdf |
| Assignments/Deadlines | Assignment 2 due one week before session 3 (via Sakai FORUM)<br>Peer Review of your two assigned classmates' assignment 2 submissions due before 4PM on session 3 (via Sakai FORUM) |

February 12, 2019 4-5:25pm

| **Session 3** | |
| --- | --- |
| **Topic** | **Ground rules for cross-system collaboration, and how to achieve them** |
| Competency Addressed | DrPH 22: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems;<br>DrPH 17: Propose interprofessional team approaches to improving public health |
| Learning Objective(s) | (10 min) **Systems mapping tool time!** Introduction to Graphs over Time<br><br>(15 min) Brainstorming possible ground rules for collaboration.<br><br>(15 min) Discuss: Which of these ground rules are the most important (for a given collaboration objective/context)? Why?<br><br>(15 min) Discuss: Which of these ground rules are the most problematic (for a given collaboration objective/context)? Why?<br><br>(25 min) Discuss: For the important ground rules, particularly those that might be problematic, how can we achieve them? |
| Required Readings and Reflection (to prepare for class) | • R Schwarz. "Eight behaviors for smarter teams." Available at: https://www.csu.edu.au/__data/assets/pdf_file/0008/917018/Eight-Behaviors-for-Smarter-Teams-2.pdf<br><br>REFLECT ON THE FOLLOWING DISCUSSION QUESTIONS AS YOU PREPARE FOR CLASS:<br>1. When you have participated in collaborations in the past, what ground rules existed – spoken and unspoken? Why?<br>2. Which of these rules (or lack of ground rules) were most problematic for the collaboration? Why? |

| | 3.        What ground rules do you think are the most important for the collaboration you've been thinking about, and why? |
|---|---|
| Assignments/Deadlines | Assignment 3 due one week before session 4 (via Sakai FORUM) |
| | Peer Review of your two assigned classmates' assignment 3 submissions due before 4PM on session 4 (via Sakai FORUM) |

## February 26, 2019 5:30-7pm

| Session 4 | |
|---|---|
| Topic | **Best practices for collaboration (models, frameworks, and principles)** |
| Competency Addressed | DrPH 22:  Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems; |
| | DrPH 17: Propose interprofessional team approaches to improving public health |
| Learning Objective(s) | (20 min) Discuss: What do you most like about the collaboration model presented in the Flood et al. article, and why? |
| | (20 min) Discuss: What do you think might not work about the model in your own cross-system collaboration (i.e., is there a reason why the model in its entirety or some subset of specific principles aren't appropriate)?  Why? |
| | (15 min) **Systems mapping tool time!** Introduction to Whole System Mapping |
| | (25 min) **Systems mapping tool time!** Introduction to Process Flow Diagramming for hard systems problems |
| Required Readings and Reflection (to prepare for class) | • Calancie, Lich, et al. – Behavior over Time Graphs paper |
| | • Flood, J., Minkler, M., Hennessey Lavery, S., Estrada, J., & Falbe, J. (2015). The Collective Impact Model and Its Potential for Health Promotion: Overview and Case Study of a Healthy Retail Initiative in San Francisco. Health Educ Behav, 42(5), 654-668. |
| | REFLECT ON THE FOLLOWING DISCUSSION QUESTIONS AS YOU PREPARE FOR CLASS: |
| | 1.        What do you most like about the collaboration model presented in the Flood et al. article, and why? |
| | 2.        What do you think might not work about the model in your own cross-system collaboration (i.e., is there a reason why the model in its entirety or some subset of specific principles aren't appropriate)? Be prepared to explain why. |
| Assignments/Deadlines | Assignment 4 due one week before session 5 (via Sakai FORUM) |
| | Peer Review of your two assigned classmates' assignment 4 submissions due before 4PM on session 5 (via Sakai FORUM) |

## March 19, 2019 4-5:25pm

| Session 5 | |
|---|---|
| Topic | **Best practices for collaboration, continued** |

| Competency Addressed | DrPH 22:  Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems; <br> DrPH 17: Propose interprofessional team approaches to improving public health |
|---|---|
| Learning Objective(s) | (40 min) Discussion of your readings and insights (I will facilitate based on your submissions) <br><br> (20 min) **Systems mapping tool time!** Introduction to the Five Rs framework <br><br> (20 min) **Systems mapping tool time!** I will refresh you on the system mapping methods you've met throughout this course, highlighting similarities and differences. |
| Required Readings | • Please find the annotated bibliography of best practices for collaboration on sakai. Select <u>two readings</u> that interest you and use these as the basis of Assignment 4. <br> • USAID. "Local systems: A framework for supporting sustained development."  Available here: https://www.usaid.gov/sites/default/files/documents/1870/LocalSystemsFramework.pdf |
| Assignments/Deadlines | Assignment 5 due one week before session 6 (via Sakai FORUM) <br> Peer Review of your two assigned classmates' assignment 5 submissions due before 4PM on session 6 (via Sakai FORUM) |

## April 30, 2019 5:30-7pm

| Session 6 | |
|---|---|
| **Topic** | **Critical components of collaboration – what to put on the agenda to achieve efficient and effective collaboration? How do you secure buy-in? How do you assess your success?** |
| Competency Addressed | DrPH 22: Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems; <br> DrPH 6: Integrate knowledge of cultural values and practices in the design or implementation of public health programs; <br> DrPH 17: Propose interprofessional team approaches to improving public health |
| Learning Objective(s) | (40 min) 2-3 of you will present your answers to these discussion questions, and then we will discuss your responses more broadly: <br> •        Please briefly summarize the focal problem you've been thinking about in your assignments <br> •        Please briefly describe the actual or desired collaboration (objectives, form, ground rules) <br> •        Given the problem, objectives, and nature of the collaboration, what do you think will be most important things to put on the agenda for the next 6 months? Why? <br><br> (20 min) **Systems mapping tool time!** Introduction to the Balance of Petals diagram, and discussion of petals (live) with 2-3 individuals (based on their thoughts on this assigned reflection question): |

|  | • Do you have the right people involved? Who would you try to engage more, or anew? Do you expect them to be excited/willing? How would you secure their participation? What obstacles do you anticipate? Be very specific!<br><br>(20 min) Introduction to best practices for assessing your collaboration |
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| Required Readings | None. |
| Other resources to review before class | Before you complete Assignment 5, and as you prepare for this class (see class discussion in learning objectives above), please watch the following videos:<br>1. I present one example of a focal problem I have worked on, an overview of our collaboration objectives, and what we put on the agenda (see link in sakai).<br>2. An introduction to Balance of Petals Diagrams. |
| Assignments/Deadlines | Assignment 6 due one week before session 7 (via Sakai FORUM)<br>Peer Review of your two assigned classmates' assignment 6 submissions due before 4PM on session 7 (via Sakai FORUM) |

## Date TBD (in person)

| **Session 7** |  |
|---|---|
| **Topic** | **Using system maps to drive action** |
| Competency Addressed | DrPH 22. Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems |
| Learning Objective(s) | Read about System Archetypes here:<br>• https://www.iseesystems.com/Online_Training/course/module6/6-01-1-0-module.htm<br>• Specifically, skim "Module Description," "Learning Objectives" (to get a better sense of the full isee module, a resource to you in future), "Conceptual Model," "What are systems archetypes," "Archetype Family Tree,"<br>• And then carefully read: "Basic stories," "Fixes that Backfire," "Shifting the Burden," and "Limits to Growth."<br>• You will be asked to create a Causal Loop Diagram, so if you need a refresher on the building blocks, read here: https://www.iseesystems.com/Online_Training/course/module3/3-03-0-0-building.htm |
| Required Readings | None |
| Class Activity | (20 min) Discuss: So, how do all of these systems maps help us get to action?<br><br>(10 min) Developing and iterating Causal Loop Diagrams with groups<br><br>(50 min) Using Causal Loop Diagrams (and archetypes) to drive action planning. We will discuss all three archetypes, with your examples. |
| Assignments/Deadlines | Please remember to fill out course evaluations! |

Appendix:  Rubrics

To be added.