

South Dakota Learning Institute

August 17, 2021



National **MCH** Workforce
Development Center
Advancing Health Transformation



A Call to Acknowledgement and Honor

- Acknowledgment is a simple, powerful way of showing respect.
- It is a step toward correcting the stories and practices that erase Indigenous people's history, culture.
- It is a move towards inviting and honoring the truth.
- Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference.
- We begin this effort by acknowledging what has been buried by honoring the truth.

***Adapted from Honoring Native Land, US Department of Arts and Culture and Race for Equity**

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment.

Some were brought here against their will.

Some were drawn to leave their distant homes in hope of a better life.

Some have lived on this land for more generations than can be counted.

We are standing on the ancestral lands of the First Nations people,
including the Oceti Sakowin Oyate.

We pay respects to their elders past and present.

We honor and pay respect to our ancestors who helped to build this state and nation.

Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.



Agenda



Welcome & Overview
Leading Change
Implementation Stages
Core Conversations
Systems Thinking & tools
Looking Ahead to Tomorrow





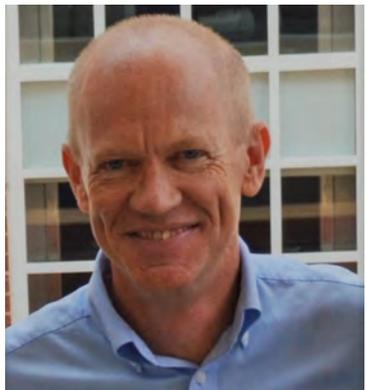
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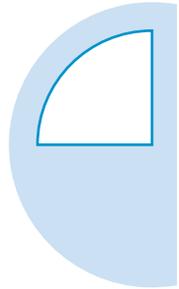
Center Overview



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Academic and Practice Partnerships



Academic Partners

The Gillings School of
Global Public Health at
The University of North
Carolina at Chapel Hill

Georgia State University,
Georgia Health Policy
Center

National Implementation
Research Network

University of Illinois at
Chicago, School of Public
Health

University of Texas,
School of Health Science
Center at Houston



Practice Partners

Association Of Maternal
& Child Health Programs
(AMCHP)

MCH Navigator

Family Voices USA

The Catalyst Center

Population Health
Improvement Partners



Mission

1. Advance workforce development for state and jurisdiction Title V programs and partners in the context of health transformation
2. Prepare the future workforce for success
3. Build capacity in three key areas



Systems Integration



Change Management/
Adaptive Leadership



Evidence-Based
Decision Making



How We Work



- Cohort model, groups of multi-sector state teams tackling complex challenges
- Individually, with states for whom the cohort model isn't the best fit
- Skills Institutes, 2-3 day events in person or virtually
- Via universal training, online at mchwdc.unc.edu and mchnavigator.org

Key Training Areas



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Systems Integration

What is it?

- Challenges are affected by a system of interconnected elements
- Addressing challenges rarely creates something new, but rather changes something in an existing system to produce better outcomes
- Systems thinking provides skills to see patterns instead of disconnected events

Goals

1. Analyze and understand complex systems
2. Move complex challenges forward





Change Management & Adaptive Leadership

Change in What

- What is the change? Where is your starting point? Where is your destination?

Change in Who

- Who are stakeholders for this challenge? How can we make change for and through people?

Change in How

- How will this change happen over time? What are the underlying aspects of the challenge? What are solutions all team members can help uncover together?





Evidence-Based Decision Making

- Encompasses BOTH
 - What works to advance progress?
 - How do we structure & guide organizational behavior change?
- *Complex* - Multiple actions, happening simultaneously across organizations & systems





ICE BREAKER

The text "ICE BREAKER" is rendered in a large, white, bold, sans-serif font. The letters are decorated with various party-related icons: a yellow balloon is attached to the top of the 'I'; a red fork is on the left of the 'I'; musical notes are scattered above the 'I', 'C', and 'E'; a blue ribbon is draped across the 'B'; a colorful beach ball is above the 'R'; a martini glass is on the right of the 'E'; a smartphone is below the 'A'; a white envelope is below the 'K'; and two small cups (one blue, one red) are below the 'E'. The entire graphic is set against a solid light blue background.

Leading Change



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SPEAKER

- **Stephen Orton**

Senior Fellow, Public Health Leadership
North Carolina Institute for Public Health
Gillings School of Global Public Health, UNC

LEARNING OBJECTIVES

- Distinguish technical versus adaptive leadership
- See “adaptive” options
- Use “6 Core Conversations” for boundary-setting and team foundation

ROADMAP

1. Adaptive Leadership

Technical versus adaptive

Example

Adaptive actions

2. Team Building

Uncovering Perspectives

Tool: 6 Core Conversations

Team Agreements



The *what* and *how* to lead

What:

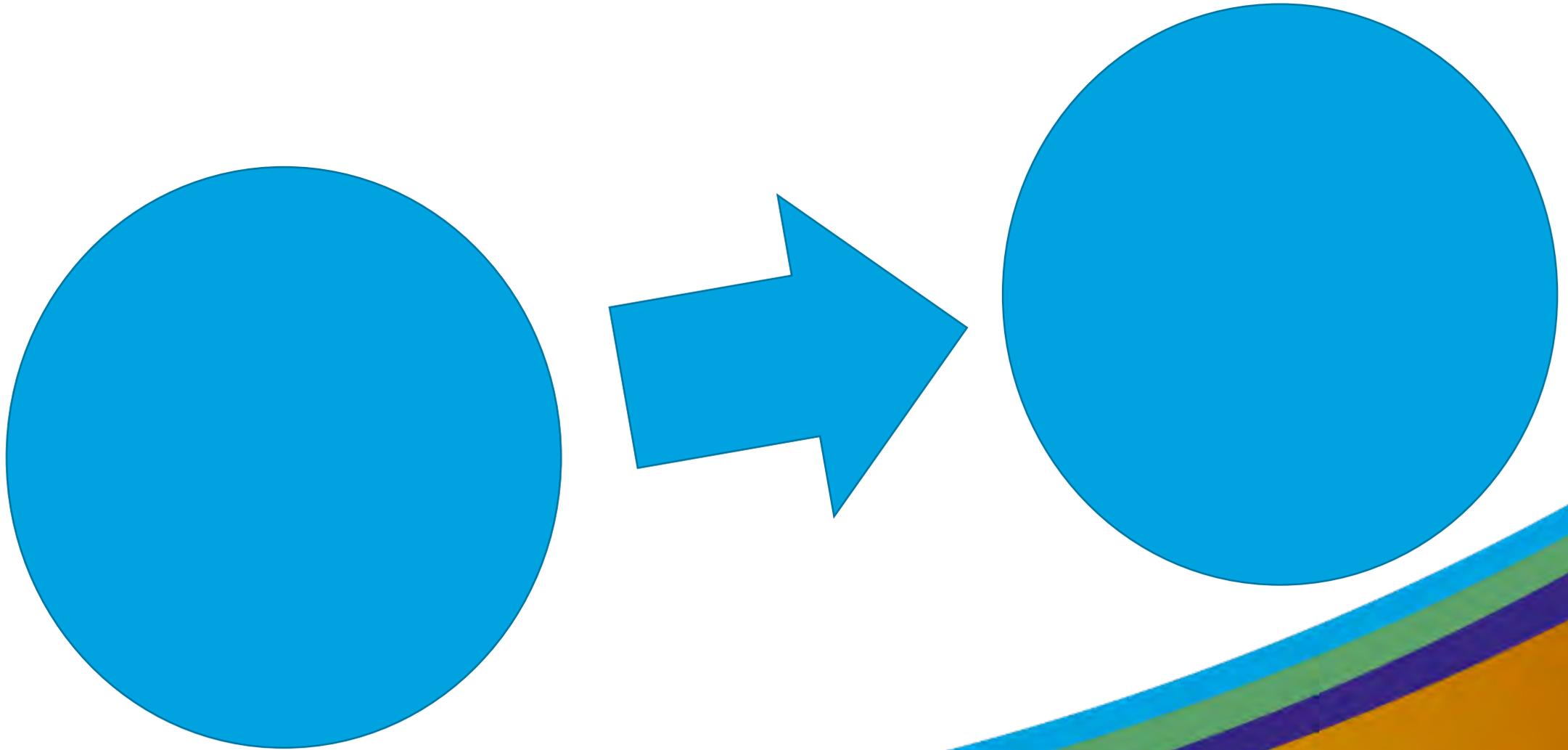
LEAD the WHOLE GROUP to a BETTER PLACE over time

How:

...uncover perspectives, frame the right question,
hold space, problem-solve... build the team, get smarter



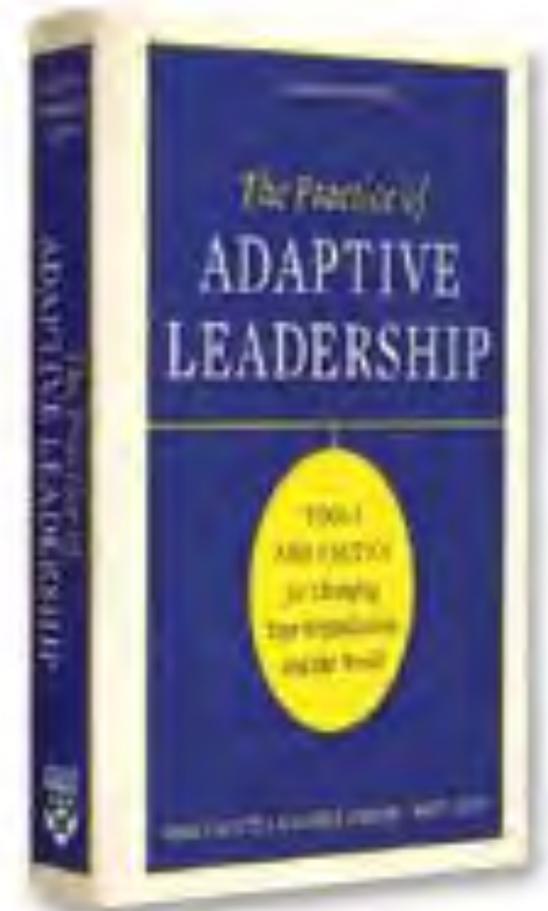
Leading change: Current state to future state





Is This You?

- Many different **stakeholders** (leaders, customers, subgroups...)
- Many different **perspectives** among them
- Complex **relationships** between them
- Complex **structures** and **rules** that change over time
- External factors that change over time





Chat Input

What evidence do you have that your work is adaptive?

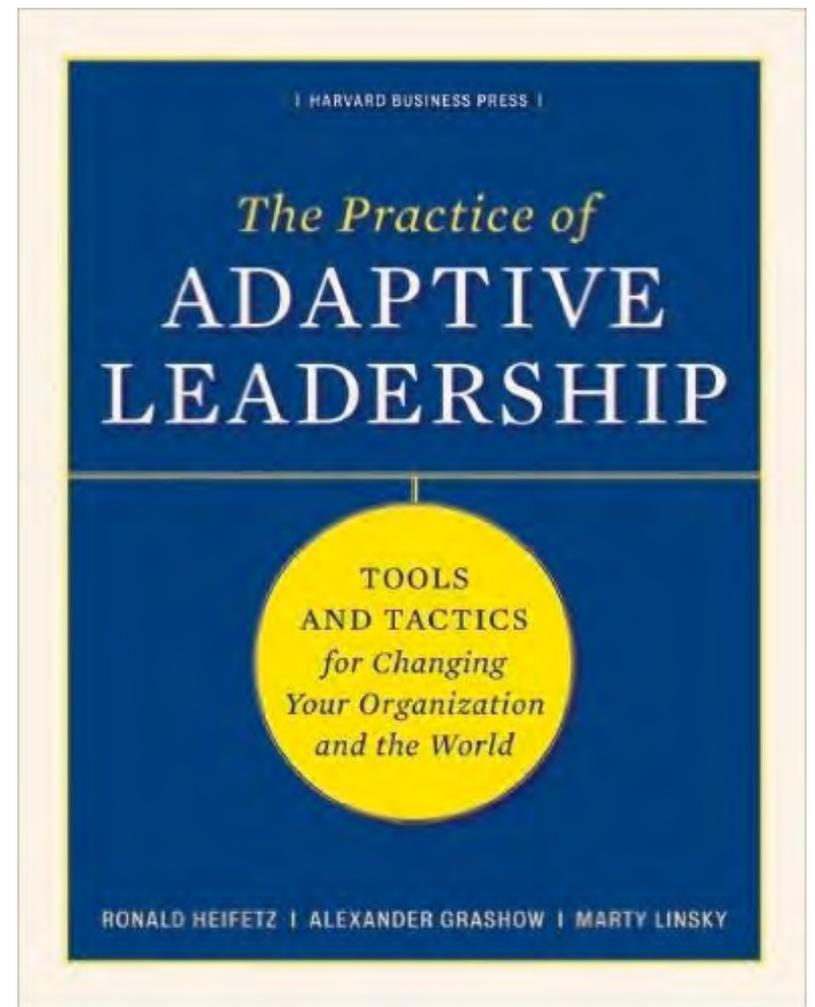
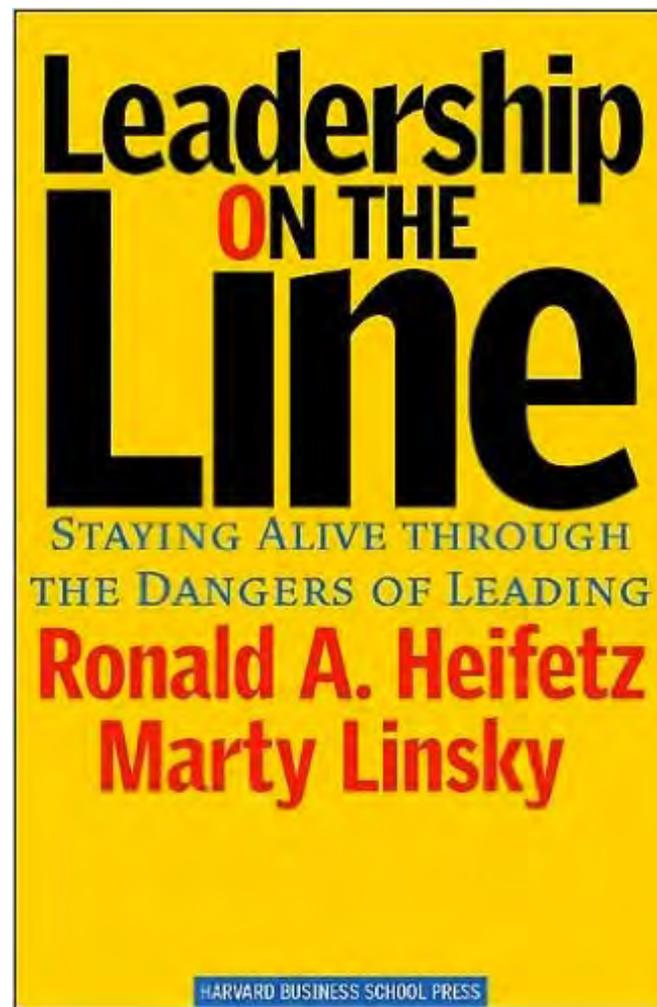
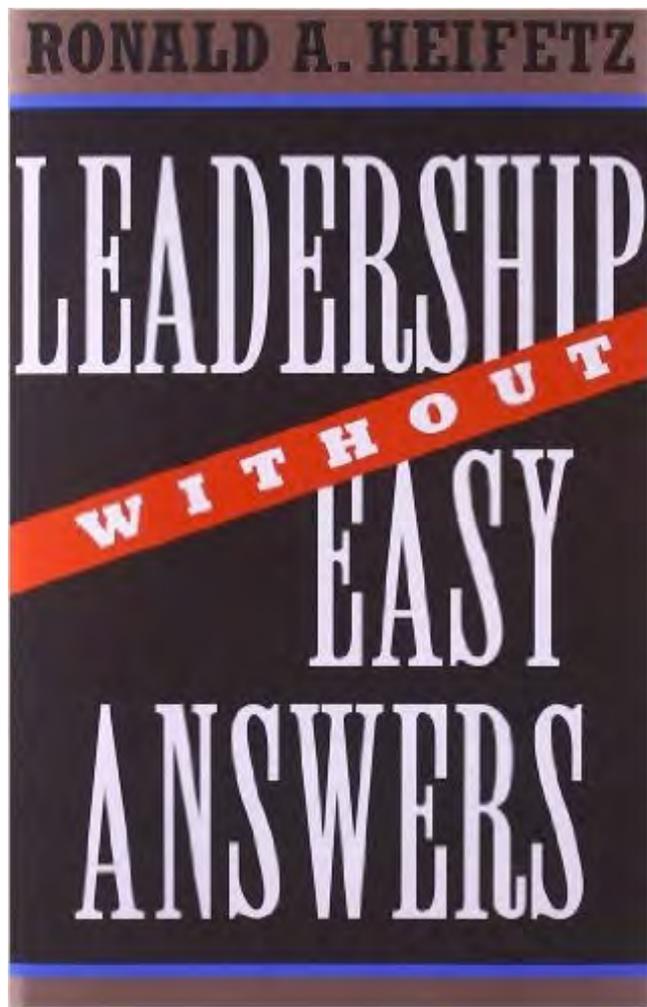




How.... to lead from an adaptive mindset

1. **Recognize adaptive challenges*** and actions
2. Convene the owners of the challenge, and
 - 2a. ... **focus them on the key question**
3. Let conflict emerge: “cook the conflict”
4. Watch out, stay strong

**Distinct from “technical” challenges*



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Adaptive Leadership

Kind of Challenge	Problem Definition	Solution	Locus of work
Technical	Clear	Clear	Authority
Adaptive	Requires learning	Requires learning	Stakeholders



Technical or Adaptive?

“How can postpartum depression in new moms be managed better?”



“How can we screen new moms for postpartum depression?”



2 key points

**Adaptive = LEARNING &
STAKEHOLDERS**

Action steps look like...

Learning

Building capacity

Engaging Stakeholders

**Technical = DOING &
CHECK THE BOX**

Action steps look like...

“We know the problem”

“We have a fix”

“Mission Accomplished”



Adaptive Actions

- Learn to _____
- Get smarter about _____
- Build a relationship with _____
- Expand our team perspective on _____
- Observe _____ to understand the situation better
- Test _____
- Pilot _____
- Build our capacity to _____



Team Time

What **TECHNICAL** challenges do you fear might replace your true **ADAPTIVE** goals?

List some **ADAPTIVE ACTIONS** you might try/test:



Implementation Stages

A Brief Introduction



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Learning Objectives

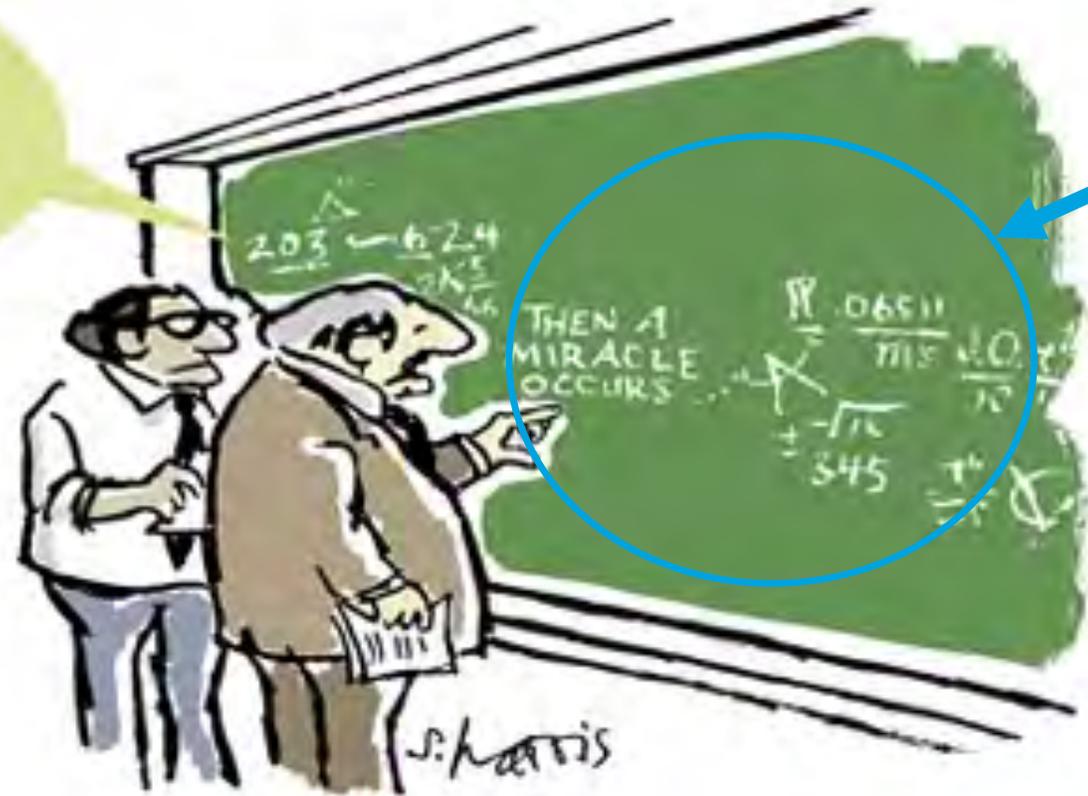
- Review key implementation activities in the active implementation stages framework
- Determine which implementation stage(s) your team's project is in





Miracles Required?

I THINK YOU SHOULD BE MORE SPECIFIC HERE IN STEP TWO



Is this you?





What Does it Take?

It Takes Time



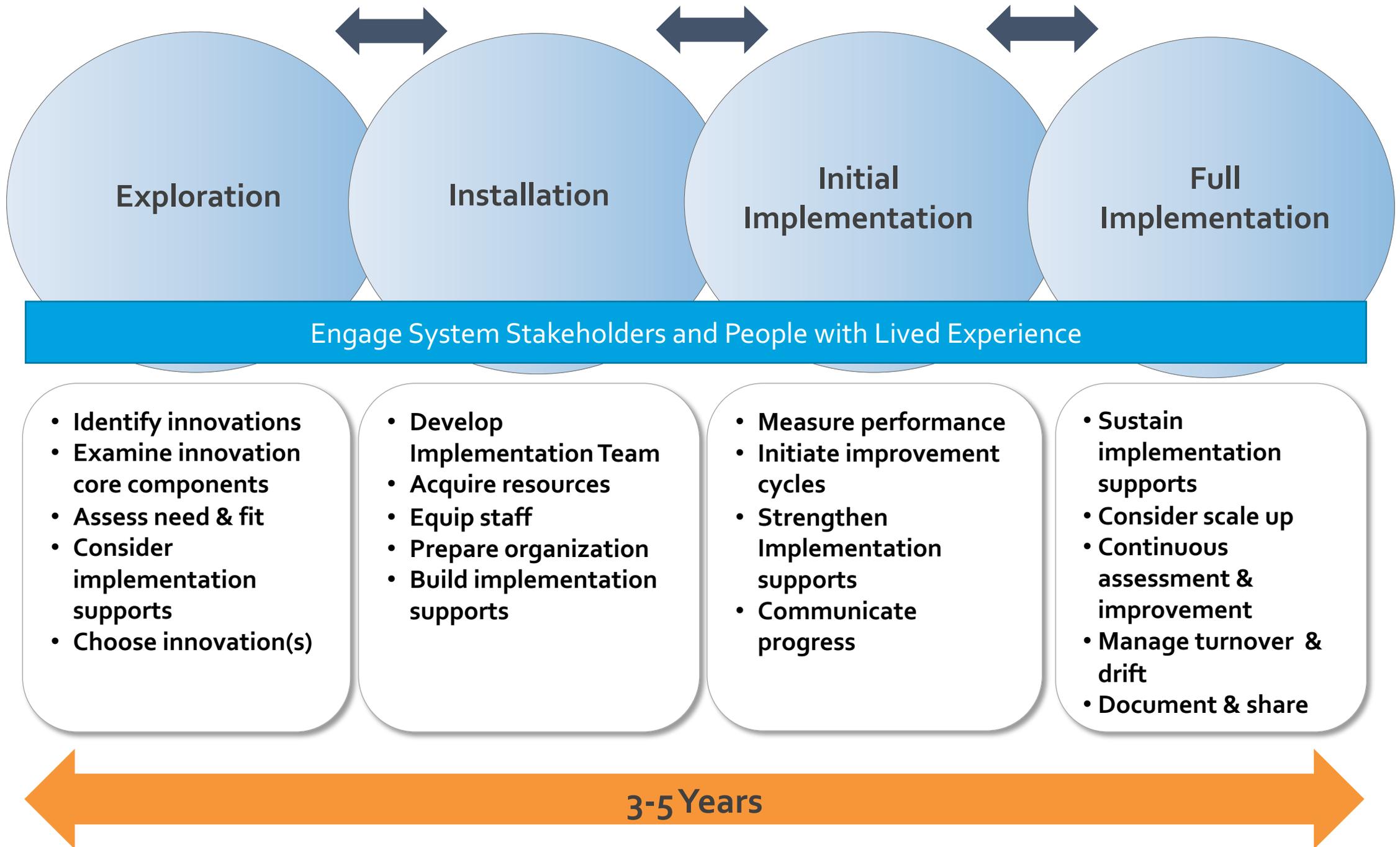
Change Takes Time...





Regional Service Delivery Model

**Key Term -
Innovation**





Think-Group-Share

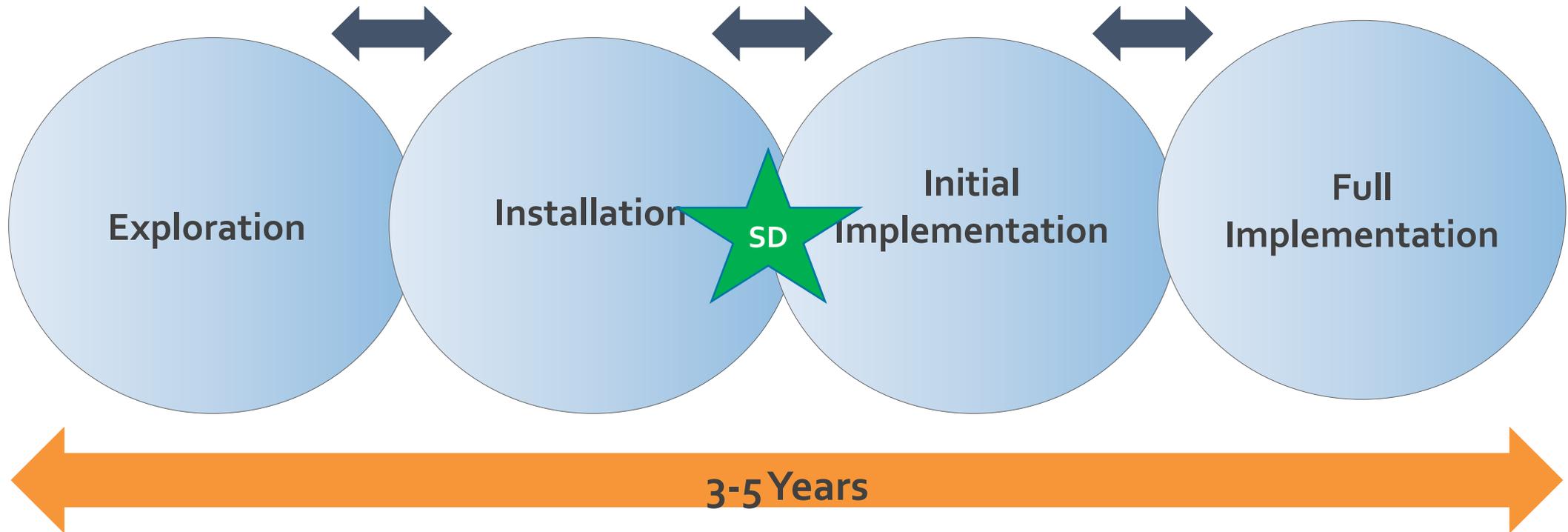
Consider your new **regional service delivery model**.

- Individually reflect on this work and identify which stage(s) you think it's currently in. (**2 mins**)
- Move to the side of the room that corresponds to the stage you selected and discuss why you selected that stage. (**3 min**)





Stage Based Support





Tool: Implementation Stages Planning Tool

Stage-Related Activities for <u>Exploration</u> <input type="checkbox"/> Current <input type="checkbox"/> Past	In Place	Initiated or Partially In Place	Not Yet Initiated
1. Form Implementation “Team” or Re-Purpose/Expand a Current Group			
2. Develop communication plan to describe the exploration process (e.g. activities, participants, timeline, benefits, risks) to key stakeholder groups			
3. Analyze Data to determine need and prevalence of need			
4. Select Targeted Areas to address Need (e.g. child			

Break



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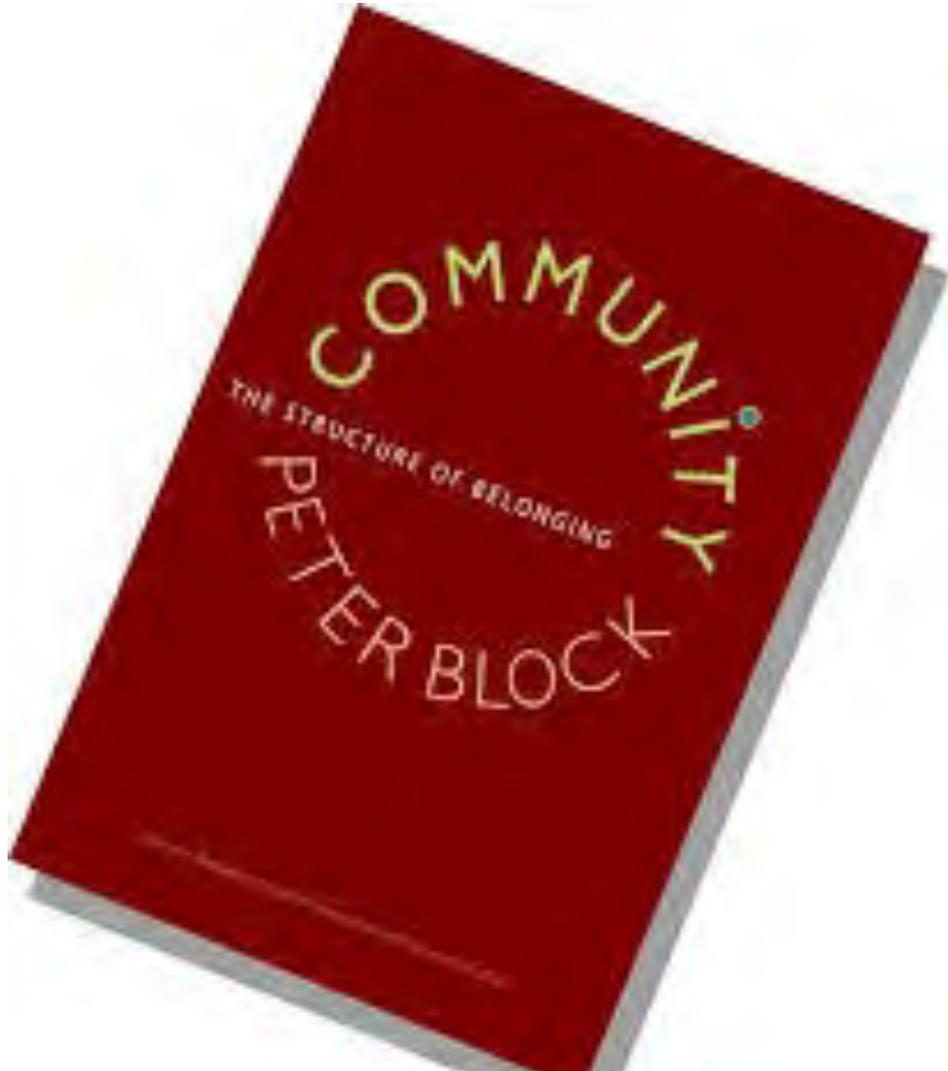
Core Conversations



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Uncovering Perspectives



Team Start-Up
TOOL

Peter Block. *Community:
The Structure Of Belonging*



6 Core Conversations

1 - Invitation

To what extent are you here by choice?
What would you need to feel fully free to choose this work?

2 - Possibilities

What is possible? What are your biggest hopes and dreams?
What inspires you about this work?

3 - Ownership

How do you intend to make this experience valuable?

4 - Dissent

- What doubts or reservations do you have?

5 - Gifts

- What gift do you bring that you might not fully acknowledge?

6 - Agreements, Commitment

- What are your agreements as a team going forward?
- What promise are you willing to make? Unwilling to make?

Lunch



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Using Systems Thinking to Approach a Challenge



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Drawing Out Our Mental Models: A Systems Thinking and Communication Tool

Jimmy Dills



National **MCH** Workforce
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Learning Objectives

- Identify key variables that influence trends over time
- Develop a Collaborative Iceberg Diagram representing a shared vision of a challenge
- Learn a tool for eliciting stakeholder's diverse mental models and moving toward shared understanding

What is a “System?”



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A System is

a collection of parts that interact with each other to form an interdependent whole





A System is...

- A set of interconnected components
 - With a definable boundary
 - That interact
 - And produce a set of outcomes
 - By accepting inputs, collectively, and producing outputs
 - Through a transformation process



A Systems Perspective

- No matter what your challenge is, it is **affected by a system** of interconnected elements



Photo source: <http://sagarkitchenware.in/services.php>



A Systems Perspective

- In our work, we rarely create something new, but rather **change something about the system** so it produces better outcomes.



Photo source: <http://failblog.cheezburger.com/thereifixedit/tag/hall-of-fame/page/8>



A Systems Perspective

- We want to **expand the way you see “the system”** affecting your focal challenge, starting with learning how to “scope” your frame appropriately over time.



Complex Systems as Icebergs



The Iceberg



What happened?

- Headlines in a newspaper
- Urgent emails
- Fires to put out

The Iceberg



What's been happening?

- Past behavior over time
- Anticipated future behavior
- By race? By geography?
By...

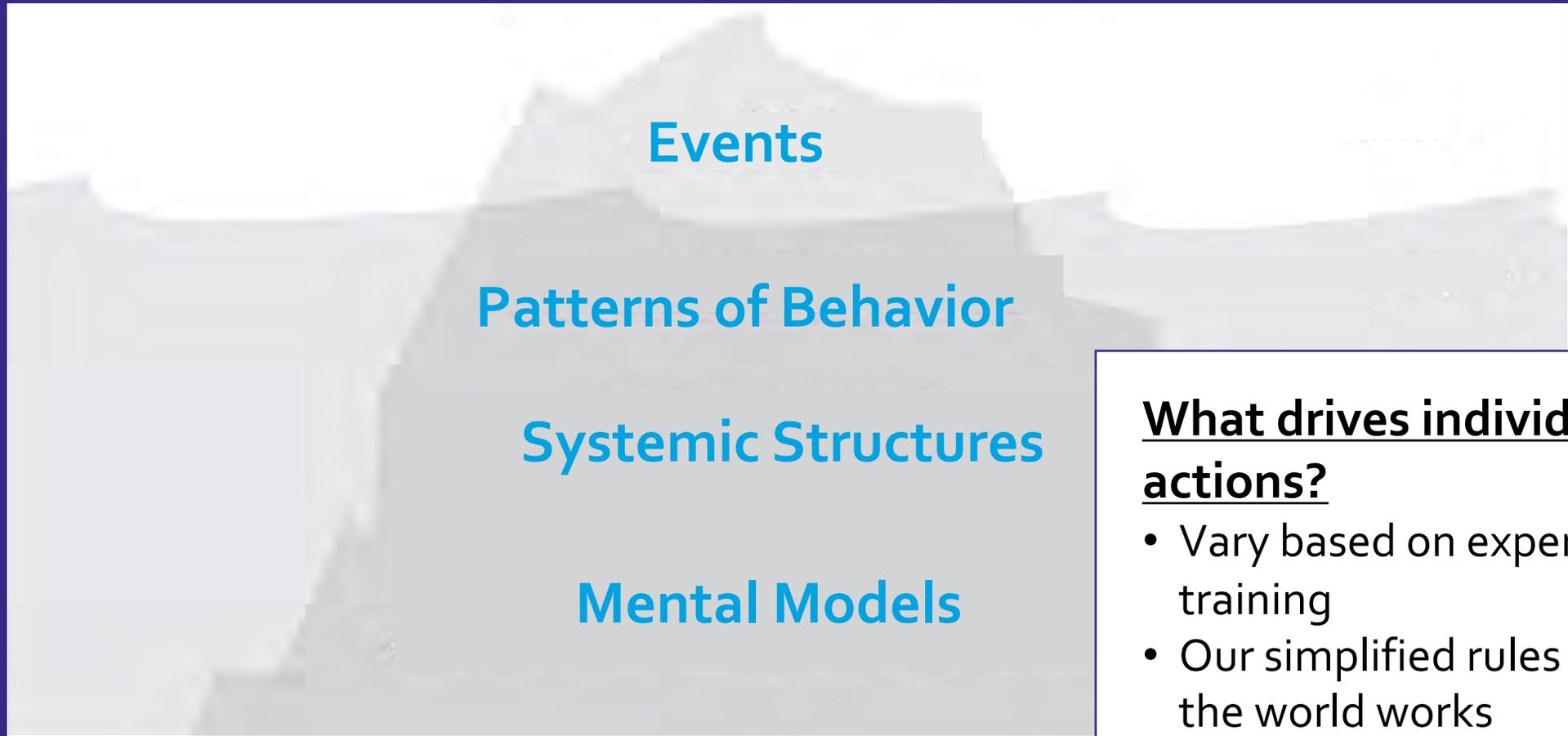
The Iceberg



What structures generate the patterns of behavior?

- Roles and responsibilities
- Rules, norms, policies, incentives
- Relationships between the parts
- Dynamics reinforcing/resisting change

The Iceberg

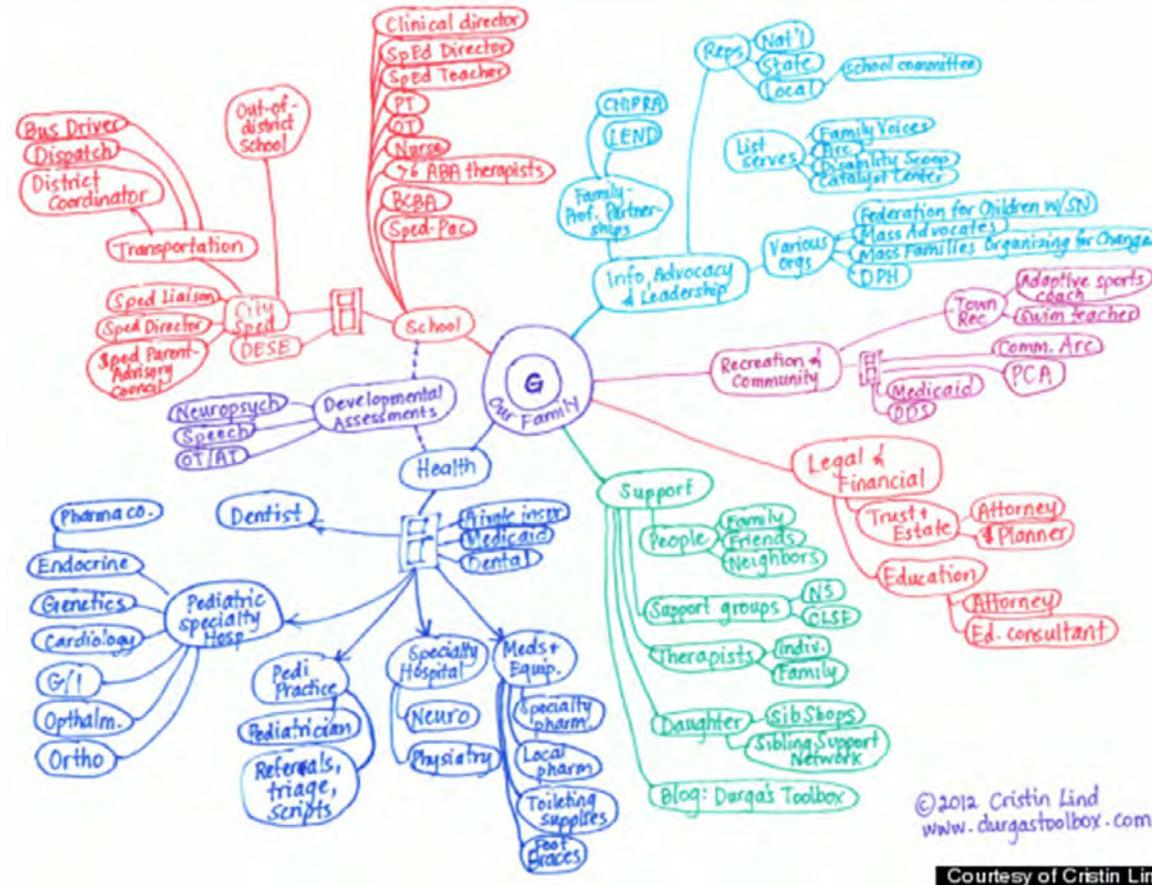


What drives individuals' actions?

- Vary based on experience, training
- Our simplified rules about how the world works
- Reflect norms, biases, gaps in experience



Detail Complexity



Used with permission of Cristin Lind, durgastoolbox.com.

For more information on care mapping, visit <http://www.childrenshospital.org/care-coordination-curriculum/care-mapping>



Dynamic Complexity

Features :

- Things change over time
- Lag time between cause and effect
- Nonlinear relationships
- Feedback loops





Using Systems Thinking

- Tapping into your and others' mental models,
- Seeking to “see” wholes, and
- Developing and testing models – qualitative or quantitative – representing critical components of the system that determine outcomes

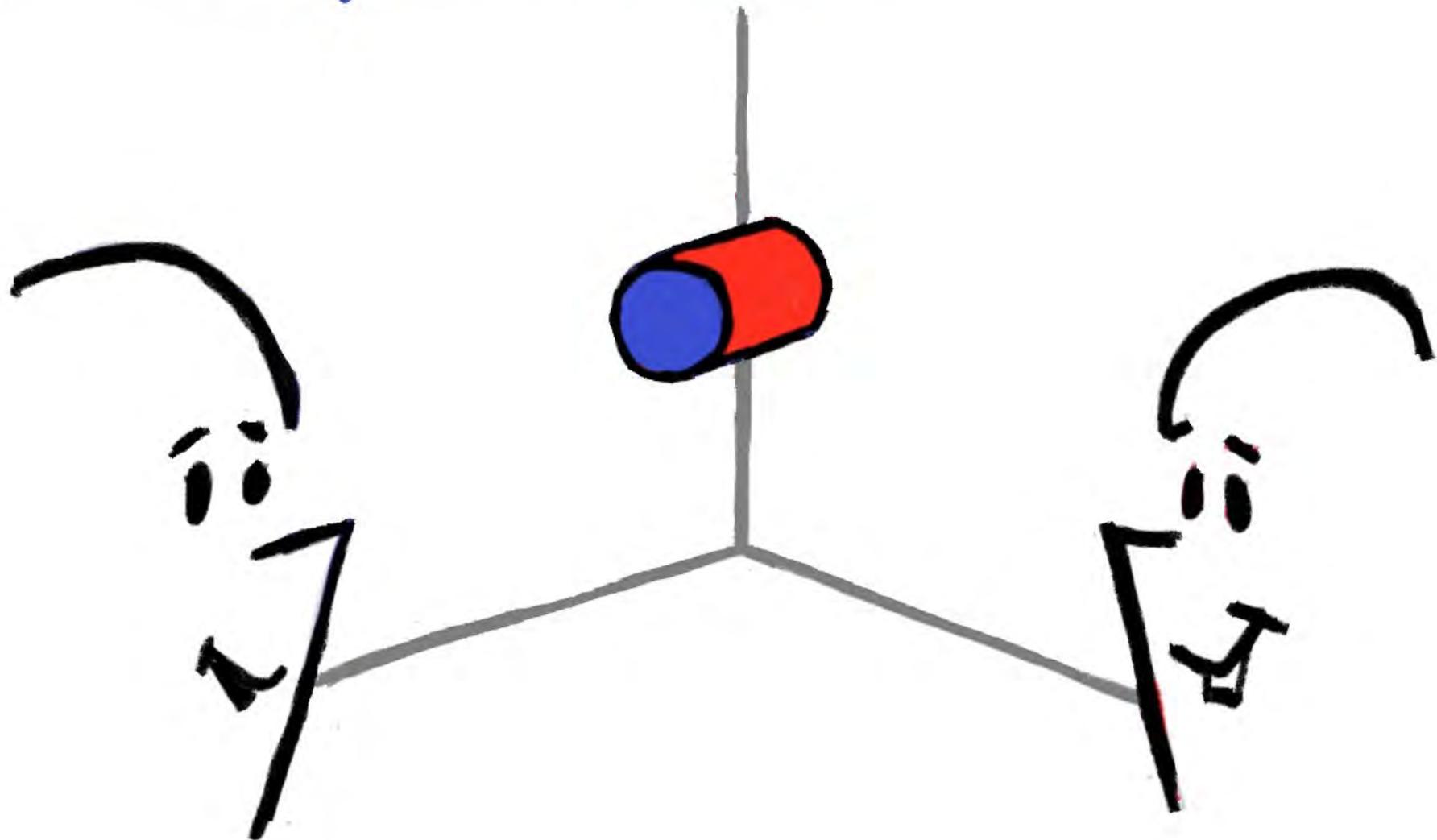


What are mental models?





Different Perspectives on the Same Thing





Why should we share our mental models?

Let's revisit the Iceberg...



The System as an Iceberg

Group activity: As a team, map out the elements of your system using stickies and the iceberg diagram on your flip chart. Be prepared to share some insights with the larger group





Additional Resources

- You will find some trainings on the MCH Navigator:
 - <https://www.mchnavigator.org/transformation/systems-integration.php>
- We have facilitation guides and videos – contact the SI core to discuss your needs (klich@unc.edu)
- The Systems Thinking Website has lots of wonderful resources
 - <https://thesystemsthinker.com/>
- Causal loop diagramming articles and guides
 - <https://thesystemsthinker.com/pocket-guide-guidelines-for-drawing-causal-loop-diagrams/>
- Hovmand’s Community-based System Dynamics book
- Scripts for conducting Group Model Building
 - <https://en.wikibooks.org/wiki/Scriptapedia>
- Donella Meadow’s Thinking in Systems book is a great primer on systems thinking
- Water’s Foundation has lots of systems thinking capacity building activities, especially for K-12 students but many work for adults too
 - <https://www.watersfoundation.org/>

Systems Integration Toolkit

Technical workforce skills and evidence-based strategies are not necessarily sufficient to move the needle on maternal and child health outcomes; contextual factors such as challenging political environments, lack of leadership support, funding insufficiency, staff turnover, and historically inequitable programs and outcomes also influence Title V's ability to have an impact. **These systems thinking and mapping tools provide opportunities to see your work in the context of the 'big picture' and strengthen collaboration within agencies and across sectors.**

If you want to...	Consider....	To help you...
Develop a shared understanding and decide on key target points for action	Causal Loop Diagramming	Identify leverage points that help shift the entire system and not simply treat the "symptom" of the problem. Have a facilitated conversation to share "mental models" and hypothesize as a group what's driving trends over time.
	Concept Mapping	Elicit stakeholders' opinions about a focal question, and to process this information to identify themes and priorities.
Understand the network of stakeholders that are needed for an initiative	Networking Mapping	Visually display connections between individuals or organizations in a system.
	Balance of Petals	Visualize the stakeholders needed for an initiative, what they need to contribute, and what value they receive in return. Through this exercise, teams discover which stakeholders are imbalanced in terms of what they give/get from a project.
See the 'big picture' system you are trying to change	5 R's	See the system in which you are working by using this conversation guide to prompt for what success looks like (results), roles, resources to support change, and rules and relationships that must be understood or changed to improve outcomes.
	Process Flow Diagramming	Create a map of a current process and use it to help redesign and improve the process, to create a new process, or to document the role of people/organizations to clarify who does what in the process.
	Behavior Over Time Graphs	Share perspectives about what is causing trends over time and move closer to developing a shared understanding of the challenge.
Understand the services or resources available to meet a common goal	Whole System Mapping	Inventory programs, services, or resources within the system you want to strengthen.
	Asset Mapping	Map and analyze information about assets in a community or state to meet a common health goal.
Understand how stakeholders think about a system /their role in the system	System Support Map	Do a deep dive mapping exercise to depict an individual's responsibilities, needs, resources, and wishes. It can be used to support meeting MCH consumers' needs, setting your team up for success, or defining and strengthening a system of individuals.

Where to start?

- ✓ Check out the System Mapping 5-minute Video Series: <https://www.mchnavigator.org/transformation/systems-integration-resources.php#>
- ✓ Reach out to the Systems Integration team at jcohen@amchp.org or klich@unc.edu



Looking Ahead...

- Understand what evidence-based decision making (EBDM) is and how is applicable to everyday work
- Advancement of team planning
- Quality Improvement
- Mutual Learning Teams
- Pulling it all together
- Where do we go from here



Supporting Complex Collaborations in Systems using System Support Maps

Jimmy Dills

Source: System support mapping was developed by the National MCH Workforce Development Center at the University of North Carolina at Chapel Hill. Used by permission. Contact Kristen Hassmiller Lich for more information (klich@unc.edu).



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Learning Objectives

- Introduce a systems thinking tool to help clarify roles in a system
- Build a System Support Map to communicate your experience with an MCH system
- Develop peer learning and connection through sharing of maps



What are the benefits of SSM?

- Better understand an individual within a system and how they can be better supported
- Identify areas for improvement
- Identify gaps and reduce duplication
- Build stronger systems and organizations



When is SSM useful?

- When systems are large, fragmented
- When many stakeholders contribute to outcomes within a system
- When a group wants to understand the roles or contributions of several partners in a complex or dynamic system
- When we want to hear the voice or perspective of the 'end-user'



What to do before we begin?

Think about the system you want to map

Examples:

- Statewide developmental screening programs
- MCH / CYSHCN family and youth engagement efforts
- Title V communication and dissemination work
- Doula or breastfeeding support systems
- COVID-19 response
- Maternal/women's health
- Children's health/CYSHCN
- Data-driven improvement work in MCH



What to do before we begin?

Think about your role in that system

Examples:

- Data manager for the developmental screening system
- Supervisor for a specific division/department
- Coordinator for CYSHCN program
- Liaison to youth advisory committee
- Family or community member/the voice of lived experience for ...
- Therapist for
- Etc.





SSM Example





Building your own SSM

As a group:

- Decide your specific system of focus

Individually:

- Define your role (not necessarily job title!)
- Put in 4 top responsibilities
- Complete needs, resources and wishes for at least one responsibility
- Continue as time allows
- Consult the SSM handout for more detailed instructions if needed



Sharing your map

Questions to consider:

1. What similarities or differences do you see across maps?
2. How supported do you feel within the system?
What do you need to feel more supported?
3. Who else might it be helpful to do this activity/have this conversation with? What seems appealing or confusing about this method?





SSM References & Resources

- **System Support Maps in 5 Minutes** – Video from the National MCH Workforce Development Center:
https://media.sph.unc.edu/adobe/mch_ole/Workforce_Development/system_support/
- Calancie, L., Margolis, L., Chall, S. A., Mullenix, A., Chaudhry, A., Hassmiller Lich, K. **System Support Mapping: A Novel Systems Thinking Tool Applied to Assess the Needs of Maternal and Child Health Title V Professionals and Their Partners.** J Public Health Manag Pract. (Feb 2019). [Selected excerpts on next slide]
- **An in-depth discussion of the theory and methodology of System Support Mapping is available on Dr. Hassmiller Lich's webpage:** <https://kristenlich.web.unc.edu/system-support-mapping/>
- Hassmiller Lich, K., Chall, S., Werthmeier, A., Collins, S., Jarvis, M., & Cilenti, D. (2015). **AMCHP virtual training for family scholars: Documenting support systems with families of CYSHCN to inform individual and community level improvement efforts** [PowerPoint slides]. <https://slideplayer.com/slide/4503080/>



Looking Ahead...

Day 2 Preview

- Finding your Path Forward
- Building your Team
- Using Evidence and Quality Improvement
- Collaborative Planning & Learning



Reflection & Wrap-Up



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