

NEWS AND NOTES

19th International Leprosy Congress: Welcome Note

Dear Colleagues

The International Leprosy Association is glad to announce that the last details are being arranged by the Scientific Committee and the China Organizing Committee to finalize the preparation of the 19th International Leprosy Congress. From September 18 to 20, 2016, Beijing will be the center of leprosy science making the 19th ILC the largest scientific gathering around the world to discuss exciting themes related to the congress moto: *Unfinished business: stopping leprosy transmission, preventing disability and promoting inclusion*. There will be 2 special presentations; 60 years of leprosy control in China by the Professor Zhang Guocheng and The immune response at the site of infection in leprosy by Robert Modlin (USA). There will be four stimulating Plenary Sessions focused on A Global Strategy for Leprosy Control fit for Purpose, Innovations to reduce transmission, Advances in clinical management of leprosy and Promoting inclusion of people affected by leprosy.

A remarkable number of 730 abstracts were submitted. After the peer review 470 abstract were approved for poster presentation and around 260 titles were selected for oral presentation by the Scientific Committee. The presentations will be organized into the following sessions: Best clinical practice, health systems, training and referral, Chemotherapy, Reactions and nerve injury, Dermatology. Ophthalmology. History, Human rights and Discrimination, Social aspects, Participation, Immunology and vaccines, Microbiology, Molecular biology and Genetics, Epidemiology, Leprosy Control, Prevention – prophylaxis, Transmission and diagnostics, Neglected Tropical Diseases and other mycobacterial diseases, Nerve function and impairments, Prevention of disability and Rehabilitation. There will also be 16 Workshops on focused topics such as U-MDT, Diagnostic Tests, GIS and Mapping, Leprosy Control in Francophone Africa, ENL, Discriminatory Legislation, Drug Resistance, Enabling Participation, Data Systems, Leprosy and Migration in the United States, and 3 Symposia from the Leprosy Research Initiative.

The International Leprosy Association is one of the oldest scientific associations and its aim is to encourage collaboration between persons of all nationalities concerned in leprosy work; to facilitate the dissemination of knowledge of leprosy and its control and to help in any other practicable manner the fight against the leprosy endemic throughout the world. In this connection, the 19th International Leprosy Congress is being organized to offer opportunities of interaction and live discussion to a variety of participants from many areas involved in the efforts to help those affected by leprosy and in the challenge of preventing further transmission of the disease.

You are cordially invited to participate in this exciting congress¹. We aim to provide a scientifically stimulating and socially enjoyable forum to meet and discuss results and ideas aiming to achieve world without leprosy related problems.

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ILA President
W. Cairns Smith
Chair–Scientific Committee 19th ILC
Guacheng Zhang
President–China Leprosy Association

¹For registration, please, connect to <http://cicst.org.cn/ILC2016/reg.html>

IAL Textbook of Leprosy

In the December, 2015 issue we published a review of the new IAL Textbook of Leprosy (Second Edition), edited by Professors Bhushan Kumar and Hemanta Kumar Kar. The book can be obtained directly from the publisher, Jaypee Brothers Medical Publishers (P) Ltd, New Delhi. The following link may be used <http://www.jaypeebrothers.com/pgDetails.aspx?cat=s&book_id=9789351529910> The book is also available through Amazon.com.



McGill

IMHL International Masters
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The International Masters for Health Leadership (IMHL) began in 2006 as part of the quest to become a world leader in health care management education. The IMHL is a collaborative effort of McGill's Faculty of Medicine and Management that builds upon the two Faculties' worldwide reputation and acts as an agent of change in health care.

"The IMHL is uniquely designed to educate health professionals – physicians, nurses and other allied health workers – to obtain a stronger understanding of modern health care and to develop the advanced management skills needed to deliver quality health care solutions to diverse segments of the public." (Dr. Abraham Fuks, former Dean, Faculty of Medicine, McGill University and cofounder of the IMHL).

Participants hold positions of responsibility in health care; many have a clinical background (physicians, nurses, pharmacists, social workers, psychologists) while some have other backgrounds (hospital administrators/managers, economists, lawyers, etc.). They work in all manner of health organizations (hospitals, community care, public health, government ministries, private sector, international agencies, foundations, others) and in all areas of health - from health promotion, to disease prevention to treatment. They come from all over the world.

Background and Purpose

Health systems are in disarray in many parts of the world, including Canada. And they are experiencing monumental changes. The demands in today's health care environment are such that it appears crucial not only to reinforce the quality and the sustainability of health systems, but also their resilience throughout the transformation process.

Health care delivery systems are called upon to offer more quality services, in all circumstances, with enhanced technology, to more patients, at lower costs, and in a sustainable manner.

Prioritization is another major issue of health care.

As health care is becoming increasingly complex, interactive, and team-oriented, a thorough understanding of the entire continuum – from health promotion, disease prevention to treatment – and of all aspects of delivery, is essential to improve the patient experience. In this regard, the need for increased clinical access, quality care and decreased costs goes hand in hand with the need to acknowledge in all spheres of health care that the patient is not at the 'centre' surrounded by external decision-makers, but is rather an integral part, a 'partner' in the realm of decision-making.

Only then can the path to transformation become a truly meaningful one. This transformation dictates that those who have been clinically prepared must have managerial and leadership skills that are learned neither in a traditional classroom nor in most health care organizations. The IMHL pedagogy demands that the learning be applied in real time, between classroom modules, so that managerial practices can be developed and improved during the course of the program.

To be true partners, the clinicians must understand the managerial side. The same is true for other stakeholders who are driven by accountability. Few in today's health care institutions understand the managerial side, and too few managers fully appreciate the needs of the providers. For the type of collaboration that is required to confront the future, it is a minimum imperative that all must extend themselves to learn the trade of the others. Future leaders must appreciate the nature of their health systems if they are to succeed in transforming them to serve emerging needs.

The program encourages participants to share their experiences, delving into each other's issues to provide innovative solutions to the challenges they face in their respective work environments. Our participants report increased confidence in undertaking challenges they previously found daunting. This is achieved through five modules in which participants explore different aspects of health care leadership and management: reflection, analysis, worldly perspectives, collaboration and change. These are the managerial mindsets upon which our program's pedagogy is built.

Structure of the Program

While modular in delivery, the program is full-time with regard to what is expected between and among the five classroom modules. The program features academics and practitioners from Management, Medicine, Political Science and other fields from the University, as well as universities and organizations around the world. The Faculty use a large range of teaching and learning methods to maximize the experience and transfer of skills, as well as to ensure a meaningful and sustainable impact for the individual, organization and greater community. The formal evaluation throughout the program is based on the reflection papers written between modules as well as on the final master's paper, the latter of which reflects the conceptual material from the modules, the direct application to the participant's work, and an indication of the impact pursued between modules. The final paper is a research-based paper with a required literature review.

Presented in a modular format, the IMHL provides participants with an unparalleled opportunity to draw on personal experience in putting theory into practice, developing a far deeper understanding of health challenges and concrete solutions to them. The fundamental assumption of the IMHL program is that *leadership in the complex health system requires the ability to transform people, organizations, systems and their contexts*. Accordingly, the IMHL is built around five 12-day "managerial mindsets" over 15 months aimed at exploring the possibilities of transformation within different realms of management:

1. The Reflective Mindset – Broadening Perspectives and Managing Self
2. The Analytic Mindset – Leading and Managing Organizations
3. The Worldly Mindset – Navigating the System and Managing Context
4. The Collaborative Mindset – Appreciating and Managing Work Relationships
5. The Catalytic Mindset – Achieving and Managing Change

Between modules, participants return to the workplace where they apply the pedagogy and insights of the program to practice. They also write their reflection papers between modules where they bring the learning to their own practices and use the program's frameworks and theories to create impact.

Module 1: The Reflective Mindset – Broadening Perspectives and Managing Self

The Reflective Mindset is designed to help participants gain a better understanding of their personal management style - how they present themselves to others, their strengths and weaknesses, and their

current leadership skills. Participants learn how to be thoughtful and reflective, to step back from always doing, to see familiar experiences from a new perspective. This, in turn, fosters innovation and change, rather than repeating similar patterns and mistakes. Some areas of focus in the Reflective Mindset are: the nature of managerial work, leadership, management styles, ethical practices and the power of daily reflection.

Module 2: The Analytic Mindset – Leading and Managing Organizations

The Analytic Mindset provides an overview of today's principal health care organizations including health promoting hospitals, community agencies, health maintenance organizations, etc. Participants gain insight into the operation of these organizations by analyzing their intrinsic similarities and differences. Participants are also introduced to the analytical tools used to manage specific organizations and to formal approaches that improve managerial effectiveness. Key concepts in financial management, operations management, and organizational strategy stimulate participants to diagnose the strengths and weaknesses of their own organization. Strategy, structure, sourcing and delivery are explored in a systematic way that allows participants to view the managing process as a melding of science, art and craft. Discussions are reinforced by field studies at the many health sector institutions available in the Montreal area. In the Analytic Mindset we explore the strengths and limitations of analysis in organizations through new perspectives on analytical tools, going beyond quantitative data (the yin and the yang of analysis), new approaches to decision-making, how to avoid paralysis by analysis, and how to consider complex issues.

Module 3: The Worldly Mindset – Navigating the System and Managing Context

The delivery of health care is rooted within highly complex systems that vary enormously across the world - from fully socialized to market-driven. Yet every system struggles with where it should sit on this continuum. Because most practitioners - whether managers or clinicians - typically spend their careers within a single system, they rarely have the opportunity to appreciate the alternatives. Managers need to develop the cultural and social insights essential to operating in diverse regions, serving varied customer segments, partnering with other organizations. The third module focuses on these contextual "systems", exploring the various social institutions within the health care field and their interactions with economic, political and social forces. The goal is to increase understanding of the dynamics of "system change". Participants are encouraged to seek creative solutions based on an integrated, rather than a fragmented understanding of health care. Participants also explore in greater depth the interactions between economics and health, and the possibilities for leveraging change within complex systems. In the Worldly Mindset we explore looking outward, to see inward, values, habits, and cultures in other systems, managing context, economic and financial aspects of health systems in other parts of the world.

Module 4: The Collaborative Mindset – Appreciating and Managing Work Relationships

In this module, participants focus on managing relationships with patients, professionals, health advocates, administrators, the government, the media and many other groups. Skill development includes collaborative relationship building, negotiation, stakeholder coordination, and knowledge management. The managing of professional relationships is emphasized, with participants developing the advanced skills necessary to build and lead complex networks rather than simple organizations. The integration of knowledge from multiple disciplines and perspectives is also examined. Effective

managers manage, not from the top down, but from within. They create the environment and attitudes that encourage teamwork. In the Collaborative Mindset we explore: collaborative arrangements at the intra-firm, inter-firm, and societal levels, identifying the requirements and implications of effective collaboration, managing teams, strategic alliances, and juxtaposing competition, collaboration, compromise, avoidance and accommodation, all with a focus on conflict.

Module 5: The Catalytic Mindset – Achieving and Managing Change

The final module is action-focused, integrative in nature, focusing on the achievement of change. The impact initiatives on which participants have worked throughout the program are given considerable attention. Successful health management cases are reviewed and the action implications of adaptive management are explored. Other key areas of study include: integrated and sustainable approach to health, the notion of prevention and its applied dissemination, effective intervention within the policy environment, positive/negative outcomes of media exposure in health policy, and the notions of evaluation and accountability. Participants integrate and synthesize the knowledge they have acquired during the preceding modules. The program closes with in-depth consideration of the process of transformation leadership and what it means to lead comprehensively, analytically, collaboratively, contextually, catalytically and reflectively.

A key principle of the program is “use work, don’t make work”. Participants bring their actual work challenges to the program, rather than using more traditional case studies and theory. Experienced managers not only enjoy delving into each other’s issues, but also prove especially adept at doing so in a way that provides innovative solutions and strategies to the challenges they face in their own work. Throughout the program we encourage the application to practice of the concepts, theories and frameworks used in the classroom. In many organizations, our participants form teams so that the learning can be shared in the context of embracing challenges.

Participants are supported and challenged throughout the program by internationally renowned faculty from Management, Medicine, Political Science and other faculties and departments at McGill, as well as from universities and organizations around the world. We have an excellent mix of academic and professional faculty, all with the experience of teaching using our pedagogical approach.

For further information and application forms, please e-mail: info.imhl@mcgill.ca or visit the website: www.mcgill.ca/imhl