
November 7, 2023
Title V Maternal & Child Health Federal-State Partnership Meeting
Welcome!

Kristen Hassmiller Lich, PhD
Dorothy Cilenti, DrPH, MSW
Amy Mullenix, MSPH, MSW
Rebecca Greenleaf, MPH

National MCH Workforce Development Center
The University of North Carolina at Chapel Hill

The National MCH Workforce Development Center is supported by the Health Resources and Services Administration of the U.S. Department of Health and Human Services under cooperative agreement number UE7MC26282.
The National MCH Workforce Development Center

• Supports MCH Title V professionals tackle complex challenges through training, collaborative learning, coaching, and consultation.

• Focuses on skills in change management, equity & engagement, systems integration and evidence-based decision making.

• Partners with states as experts of their own experience.

• Funded by MCHB, we have worked with 49 states and jurisdictions since 2014.
Roadmap for Today

• Overview of systems thinking in the context of needs assessment

• Brief introduction to 2 tools
  • Whole Systems Mapping
  • Appreciative Inquiry

• Opportunities for more learning
What comes to mind when you consider needs assessment and systems thinking?

What systems methods have you used (if any) in your work?

What is your comfort with systems tools?
(1 = very low...5 = very high)
What is a system?

A collection of parts that interact with each other to form an interdependent whole.
Examples of systems:

A *watch* is a system made up of gears & materials that work together to tell time.
Examples of systems:

A **watch** is a system made up of gears & materials that work together to tell time.

A **family** or **household** is a system that works together to navigate the world.
Examples of systems:

A *watch* is a system made up of gears & materials that work together to tell time.

A *family* or *household* is a system that works together to navigate the world.

A *state health department* is a system that organizes resources, activities, & people to promote health & wellbeing.
The components or parts of this system might include *people* like...
The parts of this system aren't just made up of people. We should also consider the other components like...
Finally, we should think about how these individual parts connect with one another. For example…
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...

We want to expand the way you see “the system” that you need to assess in your needs assessment, starting with thinking about “scoping” your frame over time.
Two Tools

*Whole Systems Map*  

*Appreciative Inquiry*
Whole System Mapping
Whole System Mapping

A set of questions to elicit a high-level view of the system

- Can also help your team to identify
  - If groups of collaborators are missing from your assessment – and why
  - Ways that your needs assessment process might improve gaps
  - Potential duplication of services
What Is A Whole System Map?

• Table with a set of questions in columns
  • These questions do not always have to be the same
  • The questions should be driven by what you are trying to understand about the system
    • *Who delivers child health services in our state?*
    • *What do we want to define as “child health services?”*
    • *Which partner organizations are focused on social determinants of health for children?*

• In each row, there is a different partner organization listed with the information about their organization
Steps for Whole System Mapping

1. Set boundaries for the system you want to map
2. Identify types of information you want to include and develop the questions
3. Use a survey/row of table to gather info from all organizations/service providers
4. Combine into a single visual table
5. Analyze the results *together* – what do you notice? Gaps, duplication, improvement opportunities?
6. Plan next steps
<table>
<thead>
<tr>
<th>Organization Name</th>
<th>What service is provided?</th>
<th>Where is the service?</th>
<th>Who receives the service?</th>
<th>How are they connected to the service?</th>
<th>How many people are served each year? Please describe the population.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Telehealth</td>
<td>Telehealth services, including counseling and psychiatry</td>
<td>We have a 40-county area where we provide services</td>
<td>We provide services to the adult population</td>
<td>Referral by one of our university-affiliated providers</td>
<td>1200 – primarily individuals aged 18-48 – currently working on improving connectivity issues</td>
</tr>
<tr>
<td>Caring Counseling</td>
<td>Counseling services with a telehealth option</td>
<td>City One</td>
<td>Individuals that are, have been, or trying to become pregnant</td>
<td>Self-referral, sometimes connected by a primary care or ob/gyn provider</td>
<td>80 per year – about 40% use telehealth option</td>
</tr>
<tr>
<td>Others?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Example – Housing for families with children

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>What service is provided?</th>
<th>Where is the service?</th>
<th>Who receives the service?</th>
<th>How are they connected to the service?</th>
<th>How many people are served each year? Please describe the population.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housing Org A</strong></td>
<td>Vouchers to support rent payment on a sliding scale</td>
<td>Statewide</td>
<td>Individuals over age 18 with an income less than 200% of the FPL</td>
<td>Can directly contact agency or receive a referral from other organization</td>
<td>28,000 – report with demographics of those served available</td>
</tr>
<tr>
<td><strong>The Housing Group</strong></td>
<td>Work with families to obtain low interest mortgages and support down payments</td>
<td>Tri-county area</td>
<td>Families with 1 or more children under the age of 18</td>
<td>Must reach out to the agency directly</td>
<td>28</td>
</tr>
<tr>
<td><strong>Temporary Housing Solutions</strong></td>
<td>Provide temporary housing to individuals and families</td>
<td>Three major metro areas in the state</td>
<td>Individuals and families</td>
<td>Connected through partner organizations</td>
<td>750</td>
</tr>
</tbody>
</table>
## Housing, continued

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>What service is provided</th>
<th>Where is the service?</th>
<th>Who receives the service?</th>
<th>How are they connected to the service?</th>
<th>How many people are served each year? Please describe the population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing Org A</td>
<td>Vouchers to support rent payment on a sliding scale</td>
<td>Statewide</td>
<td>Individuals over age 18 with an income less than 200% of the FPL</td>
<td>Can directly contact agency or receive a referral from other organization</td>
<td>28,000 – report with demographics of those served available</td>
</tr>
<tr>
<td>The Housing Group</td>
<td>Work with families to obtain low interest mortgages and support down payments</td>
<td>Tri-county area</td>
<td>Families with 1 or more children under the age of 18</td>
<td>Must reach out to the agency directly</td>
<td>28</td>
</tr>
<tr>
<td>Temporary Housing Solutions</td>
<td>Provide temporary housing to individuals and families</td>
<td>Three major metro areas in the state</td>
<td>Individuals and families</td>
<td>Connected through partner organizations</td>
<td>750</td>
</tr>
<tr>
<td>Housing Coalition Group</td>
<td>Affordable Housing Coalition made up of Neighborhood Associations and citizen advocacy groups to promote local government investment in building affordable housing for low wealth families</td>
<td>County A</td>
<td>No direct service – conduct education, outreach, and advocacy</td>
<td>Do share information about agencies that support affordable housing in County A</td>
<td>476,853 (County A population)</td>
</tr>
</tbody>
</table>
Equity Considerations

• Consider who is being asked to provide information about their organization as part of your needs assessment
  • Is this an inclusive list?
  • How will you know if you are missing a group or population in your needs assessment?

• Do the questions collect information that would identify opportunities to achieve more equitable outcomes?
  • Do they describe who is being served? Where services are available? Do they describe outcomes for different populations?
Considerations/Next Steps

1. How might you use a whole systems map in your 5-year needs assessment?

2. Sketch out a “starter” Whole System Map for one aspect of your work, or one BG domain
   
Appreciative Inquiry
**Appreciative Inquiry (the other AI)**

**Definition:** A change management approach and tool that focuses on how to build on existing strengths and how to engage stakeholders to create change.

- “Search for the best in people, their organizations, and the world around them”
- Support and build on what is already working
- Inquire, Imagine, and Innovate (vs. negate, criticize, diagnose)
Underlying Assumptions

- Human systems grow in the direction in which they persistently ask questions
- When individuals share personal perspectives, powerful bonds form
- Dreams and wishes are powerful engagers and draw out creative energy
- If we do more of the things that are working well already, outcomes will improve
- Action follows attention
Identifying Needs vs Appreciative Inquiry

**Identifying Needs**
- Focuses on “the problem”
- Analyze causes, set performance measures
- Discuss ways to address the problem and meet measures
- Plan actions

**Appreciative Inquiry**
- Identify *successes*, recognize what is working
- Envision what might be; dream and wish
- Discuss ways to support success and achieve dreams
- Plan actions
When Should You Use Appreciative Inquiry?

- When the need/problem/challenge is complex
- When the need/problem keeps coming back
- When the attempted fixes make things worse
- When there is no clear path forward
Benefits of Using Appreciative Inquiry

• Builds relationships across a group

• Encourages a sense of pride and belonging by starting focusing on strengths and achievements

• Encourages people to express commitments and ambitions without self-limiting

• Sets a high level for groups that need inspiration

• Creates space for people to engage with each other and rewards that engagement by highlighting individual dreams and strengths throughout

• Builds on the full range of thinking and communication styles

• Ensures that those most impacted are involved in developing plans and solutions
The **DEFINE** step precedes the main four steps. It provides a frame for the discussions that follow.

The frame should be AFFIRMING.

- Frame the work as a positive statement.
- Agree on the wording before you begin the first dialogue.
Define: Choosing an AI Topic

• Reframe the “need” or “problem” in the **affirmative**
• Flip the problem in a positive direction
• Define what is **desirable**
• What is it you want more of related to XX..??
• Cultivate **genuine curiosity**
• “I want to know more about this topic”
Define: Example

Problem Solving
- Reduce a “bad” thing
- Address a problem

“Identify and manage lost luggage promptly”

Appreciative Inquiry
- Increase a “good” thing
- Name a successful future state

“Maximize the passenger’s arrival experience”
Define a common need that emerges from your 5-year needs assessment, using an affirmative statement.

Example: Reduce racial disparities in maternal health deaths in our state.

Affirmative statement: All pregnant individuals in our state will experience a joyful birth.
In the **DISCOVER** stage, people talk about what is working with regard to the affirmative goal.

- Engage **EVERYONE** in the system in dialog about what is working in specific areas
- Ask, listen, share
- Appreciate what is
- Uncover new perspectives; find overlap
DREAM is a broad conversation about the specifics of the future we desire. These are the kinds of questions to explore:

• What do we want? What can we imagine?
• What is the world calling us to become?

• The goal of this discussion is to:
• Describe our desired future state in DETAIL
• Articulate what we WISH for
DESIGN is the practical, immediate stage of the process. It asks these questions:

• How can we use what we have right now to build a path to our Dream?

• What can we design right now, to help us achieve the Dream in the future?

Focus on the outcomes of the previous discussions. The goal is to find action steps that:

1. Support, grow, amplify or expand things that work.
2. Use resources we have now to create something we need in the future.
3. Build capacity now to do work we want to do in the future.
The **DELIVER** stage is about putting learning into practice. In this stage, commit to processes that will result in sustainable effort. In this stage you are planning to adapt over time.

Expect changes in the context, changes in your own capacity as you learn and develop, and changes in the people.

- **Key Question**: How do we affirm the capabilities of the whole system and each person in it?
- **Sustainability**: Put plans in place that will drive/extend our progress toward the future state over time
Equity Considerations

- Consider who is invited to the Appreciative Inquiry process as part of a broader needs assessment.
- Does the process help to identify opportunities to achieve more equitable outcomes?
- Is there an intentional focus on equity or reducing disparities in outcomes in your process?
Resources for Needs Assessment

- MCH Navigator
- mchneeds.net
- MCH Evidence Center
- National MCH Workforce Development Center
Thank you!

• Rebecca Greenleaf, Director of Learning
  • rebecca_greenleaf@unc.edu
• Kristen Hassmiller Lich, Systems Core Lead
  • klich@unc.edu
• Amy Mullenix, Deputy Director
  • amy_mullenix@unc.edu
• Dorothy Cilenti
  • cilenti@email.unc.edu
The National MCH Workforce Development Center is supported by the Health Resources and Services Administration of the U.S. Department of Health and Human Services under grant number UE7MC26282.

Department of Maternal and Child Health
Gillings School of Global Public Health
The University of North Carolina at Chapel Hill
Campus Box 7445
Chapel Hill, North Carolina 27599-7445

mchwdc.unc.edu  mchwdc@unc.edu

@MCHWDC  National MCH Workforce Development Center