

DRAFT (Created 2016/9/8)

**The University of Western Ontario
School of Health Studies**

Health Sciences 4490A

Section 001

Health Innovation and Leadership

Fall 2016

Tuesdays

6:30 pm to 9:30 pm

Health Sciences Building Room 35

Course Instructor

Dr. Steve Denniss, PhD.

Instructor Contact Information and Out-of-Class Availability

The Instructor's email address is: sdenniss@uwo.ca

By invitation, the Instructor can also be reached by cell phone or Skype.

The Instructor does not have an Office in the Health Sciences Building (HSB).

The Instructor will not hold set Office Hours.

Rather, due to the nature of the Course, the Instructor will be highly responsive to requests for virtual and/or physical meeting(s) with individual students of Student Teams.

See Enclosed for a description of how to set meeting(s) with the Instructor.

Course Prerequisite(s)

This Course is restricted to 3rd and 4th Year BHSc Students.

(<http://studentservices.uwo.ca/secure/timetables/mastertt/ttindex.cfm>).

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this Course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Information

The purpose of this Course is to present and actively explore innovation and entrepreneurship as a practice and a discipline requiring leadership.

The main objective of the Course is to offer Senior Undergraduate Health Studies an opportunity to gain a better understanding of, and hands-on experience using, contemporary, principle-based innovation, entrepreneurship, and leadership tools designed to facilitate the critical and creative thinking and doing skills necessary to successfully search for the real-world value of a promising evidence-informed idea for an innovative product and/or service and related process inspired by the practices, discoveries, concepts, or inventions that the Students have learned about and/or experienced in their Undergraduate Courses and/or health- or health care-related life experiences.

The Course content and related activities are focused on the purposeful practice of identifying key sources of innovative opportunities and on how innovation principles, theories, and strategies can be used by people seeking to go about the work of leading change that will add substantial, scalable, and sustainable functional, social, and/or emotional value to the health and health care of people living their lives within the personal and professional organizations and marketplaces of the world's societies.

The Course includes weekly in-class seminar-workshop style learning, but is biased towards out-of-the-classroom Customer Discovery and related Business Model Hypothesis Testing as it applies to each Student Team's initial and evolving health innovation ideas, resulting in iterative analysis, insight-generation, and validated learning through real-world feedback from potential customers, suppliers, partners, and/or competitors.

Course Information (continued)

Approach and Ultra-Structure of Course:

The Course is run over a 13 Week time period during the Academic Term.

It includes both Weekly *in-class* seminar-workshop style learning and *out-of-the-classroom* 'Customer Discovery' and related 'Business Model Hypothesis Testing' as it applies to each Student Team's health innovation ideas

After the first few weeks of in-class time, Students form into Teams (e.g. 4-8 persons) based on common interests in pursuing a particular idea to be tested.

Each Team will make initial hypotheses – i.e. initial guesses – about each of the 9 components of their idea's Business Model:

Value Proposition and Customer Segments, Customer Relationships and Distribution Channels, Key Resources, Activities, and Partnerships, and Revenue Streams and Costs.

Over the remaining Weeks of the course, the Student Teams – in collaboration 'in class' with the other Student Teams and 'out of the classroom' with potential customers, partners, distributors, competitors, etc. – will iteratively test the assumptions of each component of their hypothesized Business Model and validate their learning of how they may be most successful in turning their idea into a repeatable and scalable health innovation.

The following is the tentative ultra-structure of the Week-to-Week Schedule:

Week 1 (Sept 13, 2016):	Introduction and Overview: Searching for Healthy Value Creation
Week 2 (Sept 20, 2016):	Innovation Theories, Practices, and Strategies
Week 3 (Sept 27, 2016):	Creative Ideation: Health Problems, Trends, and Opportunities
Week 4 (Oct 5, 2016):	Team Formation around Initially Proposed Health Innovation Ideas
Week 5 (Oct 11, 2016):	How to Approach Customer Discovery (Cust Dis)
Week 6 (Oct 18, 2016):	Cust Dis Plan Seminar-Workshop on Value Proposition & Customer Segments
Week 7 (Oct 25, 2016):	Flex Week (Study Days on Oct 27 and 28)
Week 8 (Nov 1, 2016):	Cust Dis Presentations on Value Proposition & Customer Segments Seminar-Workshop on Customer Relationships & Channels
Week 9 (Nov 8, 2016):	Cust Dis Presentations on Customer Relationships & Channels Seminar-Workshop on Resources, Activities, and Partners
Week 10 (Nov 15, 2016):	Cust Dis Presentations on Resources, Activities, and Partners Seminar-Workshop on Revenue Streams and Costs
Week 11 (Nov 22, 2016):	Cust Dis Presentations on Revenue Streams and Costs
Week 12 (Nov 29, 2016):	Flex Week
Week 13 (Dec 6, 2016):	Final Team Presentations and Written Customer Discovery Report
(Dec 10 – 21, 2016)	Final Exam (Date to be Scheduled by The Registrar)

Course Information (continued)

Course Week-to-Week Operations:

Each week of the course has *in-class components* and **out-of-the-class-room components**.

The In-Class Component (2-3 hours):

During the Cust Dis weeks, each week's in-class focus will be 2-fold:

A backward focus (1-1.5 hours), where each Team shares with the class (in a ~5-7 min. Powerpoint presentation) what specific insights they gained and what they learned 'out-of-the-classroom' by testing the hypotheses the Team made about their health innovation idea with respect to the component of the business model that was a forward-focus of the previous week, which is followed by an open discussion of the Team's progress including constructive criticisms and recommendations for how to move forward from both their fellow classmates and the Instructor;

A forward focus (1-1.5 hours), where the previous Week's assigned Lecture Video and/or Reading Content is reviewed and discussed with the Instructor using a 'Flipped Classroom' learning approach. Quiz questions prior to the review and discussion may be used to test whether or not each Student reviewed and understood the basic concepts of the assigned Content. Then, in a break-out workshop format, this material will be applied by each Team to better inform the hypotheses they made about their business idea for that component of the Business Model and is used to strategize and design implementable hypothesis tests for the upcoming week's 'out-of-classroom' Cust Dis activities.

The Out-of-the-Classroom Cust Dis Components (up to 4-6 hours per person per Team):

Each week's out-of-the-classroom work will have 4 deliverables:

Execution of Cust Dis work to test hypotheses of Business Model component(s)

Synthesis of Cust Dis work log and Generation of Insights

Preparation of Weekly In-Class Update Presentation

Previewing of the assigned Lecture Videos and/or Readings in preparation of subsequent In-class discussion and workshop.

Within a Team, each week of Cust Dis, there will be assigned a different Project Manager and Lead (each Student will take on this role at least once), with the remaining Team Members that week acting as Cust Dis agents.

A complete Schedule and list of Activities and Assignments will be available on OWL and reviewed weekly in-class.

Course Materials

There will be required Lecture Video Content, and/or Peer-Reviewed Journal Article Content, to view/read each Week throughout the Term. This Content will be made available in advance on OWL, briefly reviewed in-class the Week before it is assigned, and may be tested on the subsequent Week in the form of a Pop Quiz.

Survey Monkey, or Qualtrics, may be used in this Course. The decision to use such programs will be made with the Students enrolled in the course.

Please note that course material may not be available on OWL after the end of the term. Therefore, Students need to download any information that they may require for reference purposes.

Use of Electronic Devices

Laptops will be used in class for in-class purposes only, including presentations, evaluations, etc. If a Student is unable to use their laptop for class purposes, then an accommodation may be made if enough notice is given.

For final exams, use of communication equipment (e.g., cell phones) is prohibited unless authorized by the examiner.

In-class or Out-of-Class presentations, meetings, etc. may only be audio or video recorded if permission is granted by those on the audio and/or visual recording (e.g. the Student(s), the Instructor).

Any recordings as well as other class materials (either posted in OWL or distributed in class) are to be used for review purposes only and should not be posted on websites, bulletin boards or distributed via other means without permission of the Instructor or fellow Students.

Expectations of Students

This course assumes that a Student enrolled:

1)

Has a genuine interest in, and is motivated and inspired to, learn about innovation principles, practices, theories, and strategies, and actively engage in entrepreneurial practices, focused on the useful translation of ideas and knowledge into products, services, and/or processes that allow people to live healthier lives;

2)

Is able and willing to attend, and actively participate in, each weekly in-class session, and actively engage in each weekly out-of-the-classroom work activities with their Team Members in a self-organized manner, throughout the Term.

Note: Marks will be assigned for attendance and active participation in both in-class and out-of-the-classroom activities.

3)

Is willing, under the direction and facilitation of, and in cooperation and collaboration with, the Course Instructor:

a)

To push themselves to think both critically and creatively about the content presented and explored, and the feedback generated from the out-of-the-classroom activities engaged in; and

b)

To take on a fair share of responsibility for their own learning, development, and self- and group-organization, management, and leadership throughout the Term.

Instructor Availability

The Instructor will not hold set Office Hours, but will be highly responsive to requests for a response(s), discussion(s), and/or meeting(s).

Setting a Meeting. Discussions and/or meeting(s) between a Student/Student Team and the Instructor can be arranged by appointment at a Student/Student Team's request via an email to the Instructor. Meeting requests should be made within reasonable limits. For example, if at all possible, a meeting request should not be made less than a few hours up to 24 hours prior to a proposed/desired meeting time or response time. In the event that a Student/Student Team's questions, clarifications, and/or concerns can easily be resolved via an email response, there will be no need to set a meeting.

How to Meet. Discussion(s) and/or meeting(s) can be held **virtually**, via phone or Skype, on weekdays, or, in special circumstances, on a Saturday or a Sunday. Alternatively, a meeting can be held **physically**, in a Conference Room, or otherwise, in the Health Sciences building on Tuesdays, prior to, or following, the scheduled class time.

Length of Meeting. If the Student/Student Team is properly prepared (e.g. has already made a concerted effort to consume, digest, and integrate the content and materials and feedback to the best of their abilities, and have formulated a set of questions, clarifications, and/or concerns that she or he need or want answered), a meeting should typically not have to exceed 15-30 minutes in length.

Course Evaluation

Assessment and Brief Description	Value / 100
----------------------------------	-------------

<i>Quantity and Quality of Customer Discovery Work:</i>	30%
----------------------------------------------------------------	------------

Active and Engaged Contribution to Week-to-Week Work of Team including Workshop Discussion and Planning and Out-of-the-Classroom Customer Discovery Feedback Generation, Analysis, and Insight Generation.

<i>Weekly Oral Customer Discovery Update Presentation(s)</i>	10%
---------------------------------------------------------------------	------------

Preparation and Delivery of at least 1 Weekly In-Class Team Update Focused on Previous Week's Customer Discovery Feedback Generation, Analysis, and Insight Generation (Oral Presentation + Questions/Discussion)

<i>Final Oral Presentation of Component(s) of Business Model</i>	15%
-------------------------------------------------------------------------	------------

Preparation and Delivery of Component(s) of Final Version of Developed and Tested Business Model (Oral Presentation + Questions/Discussion)

<i>Final Written Narrative Report</i>	15%
----------------------------------------------	------------

Authoring of a Final Written Narrative Report Detailing How the Ongoing Customer Discovery Work Evolved the Team's Thinking, Ideas, and Actions Related to a Particular Component(s) of the Business Model

<i>Active In-Class Engagement, Feedback, and Critical Thinking</i>	5%
---------------------------------------------------------------------------	-----------

Active Contribution to Weekly Peer Feedback and Constructive Criticisms for Others Teams based on Customer Discovery Update Presentations

<i>Pop Quizzes</i>	5%
---------------------------	-----------

Weekly Quizzes on Previous Week's Assigned Lecture Video(s) and/or Reading(s)

<i>Final Exam</i>	20%
--------------------------	------------

Exam will include Short Answer Questions; Multiple Choice Questions; Fill-in-the-Blank Questions; True-False Questions; and Matching Questions

Please Note: Due to the nature and design of this Course, Student will not be receiving equal to or greater than 15% of their Final Mark before the Course add/drop date (in early November). As such, their mark to date in the Course will not be able to be used by a Student to inform their decision making regarding whether or not to continue or drop the Course. A Student should see the Instructor to discuss any concerns related to this.

Grading

Please Note: Below are the University-wide, Senate-approved qualitative descriptors of the meaning of an assigned letter or numerical grade:

A+	90-100	<i>“ One could scarcely expect better from a student at this level “</i>
A	80-89	<i>“ Superior work which is clearly above average “</i>
B	70-79	<i>“ Good work, meeting all requirements, and eminently satisfactory “</i>
C	60-69	<i>“ Competent work, meeting requirements “</i>
D	50-59	<i>“ Fair work, minimally acceptable “</i>
F	<50	<i>“ Fail “</i>

As such, if a Student has an upfront expectation of earning a particular final mark in this course, then she or he can reasonably expect to have to act and perform in a manner that is commensurate with the above-listed qualitative descriptors associated with the quantitative mark that she or he envisions having on her or his academic record.

Changes to Course Outline

The topics addressed in this Course, as well as the schedule of topics, may be revised as the Course progresses and evolves throughout the Term. Any changes will be announced and discussed in class and posted on OWL.

The assessment weights will not be altered, except for with the following exception. When a Student, in consultation with the Instructor, has been excused from completing a mandatory assessment or task, the decision about if, how, and when this assessment or task will be completed will be at the discretion of the Instructor, in consultation with the Student, within the limits of University and Departmental policies (see *Accommodation* information below). In this instance, the Instructor may, for example, choose to alter assessment weights by re-allocating marks to another assessment or task.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of Students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow.

To make yourself aware of the Student Code of Conduct, please visit:

<http://www.uwo.ca/univsec/pdf/board/code.pdf>.

English Proficiency for the Assignment of Grades

To make yourself aware of the English Proficiency for the Assignment of Grades, please visit:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf.

Accommodation for Medical Illness or Non-Medical Absences

The University recognizes that a Student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness.

(<http://www.westerncalendar.uwo.ca/2016/pg117.html>).

Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes.

The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters.

However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A "UWO Student Medical Certificate (SMC)" is required where a Student is seeking academic accommodation.

This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic.

A SMC can be downloaded under the Medical Documentation heading of the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade.

Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, Students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc.

Students must follow up with their Professors and their Academic Counselling Office in a timely manner.

Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the Student's Faculty of registration.

For BHSc Students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

Scholastic offences are taken seriously and Students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Additionally:

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/>
2. Student Health – <http://www.uwo.ca/health/services/students/index.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>