

INSPIRE 3EL1 – HEALTH VENTURE COURSE SERIES

SUMMER 2020

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Office Hours: Appointments are available upon request.

Do you have a great idea to change how something is done? A thesis or capstone project that addresses a big problem? An interest in exploring what it means to build innovation? The Health Venture Series of one-unit courses will help you develop essential entrepreneurial skills to assess the tangible impact (think: improved experiences, health outcomes) that can be achieved by your work. Whether you are working on a new digital application, device, therapeutic, process, program, or are simply intrigued by how new innovative technologies are created, all learners are welcome. These courses do not need to be taken in sequence. Throughout the learning experience you will use video modules, self-assessment quizzes, online discussions, cases, and short assignments to solidify your understanding of various topics.

Enrollment Note: No prior knowledge of business is required to take these courses. INSPIRE 3EL1 (CO1-CO6) courses are open to all students from all levels and all programs. Students may take any number of 3EL1 courses, there is no minimum or maximum number of courses a student can take from this series. One exception: Students wishing to enroll in INSPIRE 3EL1 (C06) must complete at least two of the other INSPIRE 3EL1 courses and request permission from the instructor before enrolling in Mosaic.

Required Texts: Instructor will provide all required texts and materials in the course.

HEALTH VENTURE COURSE SERIES

INSPIRE 3EL1 (C01) “Finding the Right Problem to Solve” June 22 – July 5

Innovation is the creation of new value to solve a meaningful problem. This course will provide an overview of need-pull and tech-push approaches to innovation, methods for finding and prioritizing impactful problems to solve, how to use root cause analysis in problem definition, questions (quantitative and qualitative) that must be answered by a problem statement, stakeholder analyses, and the impact of different value proposition statements.

Course objectives: By the end of this course you will clearly communicate and justify the key problem(s) being solved (and therefore value being created) in innovation projects.

INSPIRE 3EL1 (C02) “Understanding the Market Opportunity” July 6 – July 19

Innovation does not exist in a vacuum. Typically, the problem you are solving already has solutions. Your key objective as an innovator is to significantly improve on what is already done by creating new value. This course will provide an overview of secondary and primary research methods to identify solutions already available, the creation of an effective competitive analysis and target innovation profile, and how this feeds back into problem positioning.

Course objectives: By the end of this course you will develop skills in competitive market intelligence and use this information to structure solutions to your proposed problem.

INSPIRE 3EL1 (C03)

“Developing a Valuable Solution”

July 20 – August 2

Your first attempt at designing a solution is never the final one – so why should it cost a lot of money to create? This course will provide you with an overview of the target innovation profile (incl. an overview of common regulatory considerations) and how it is used to create minimum viable product, low- through high-fidelity prototyping tools (not just for devices and apps!), designing solution validation studies and key milestones throughout the development process.

Course objectives: By the end of the course you will understand the underlying thinking behind an innovation roadmap and how cost reduction in early development can maximize probability of success.

INSPIRE 3EL1 (C04)

“Building the Team & Communicating Value”

June 22 – July 5

Have you heard that “teamwork makes the dream work, but a vision becomes a nightmare when the leader has a big dream and a bad team” (John Maxwell)? This course will demonstrate how team composition (skills, knowledge) changes throughout the innovation journey and how mentors and advisors can supplement additional insight necessary to your success. It will conclude with an overview of project management fundamentals as they apply to rapidly changing innovation projects and how to deliver effective pitches to different audiences (investors, healthcare professionals, industry partners, customers).

Course objectives: By the end of the course you will know who you need on your team, how to find them and how to craft an effective pitch.

INSPIRE 3EL1 (C05)

“Bringing New Solutions to Market”

July 6 – July 19

To create value, an innovation must be designed and then deployed to solve a meaningful problem. Depending on levels of risk and stakeholder involved, different regulatory and market entry considerations will be at play. This course will provide an overview of risk types and their mitigation strategies, stakeholder analysis, and different go-to-market approaches, including innovation procurement processes in healthcare settings, venture creation, licensing deals, and direct-to-customer marketing. A short introduction to raising capital will also be provided.

Course objectives: By the end of the course you will understand how to create an innovation-specific market entry plan.

INSPIRE 3EL1 (C06)

“Revisiting the Innovation Journey”

July 20 – August 2

Innovation development is rarely a linear journey. This course is a high-level summary of learnings from previous courses in the series (Finding the Right Problem, Understanding the Market Opportunity, Developing a Valuable Solution, Building the Team & Communicating Value and Bringing New Solutions to Market). You will engage in several case studies through problem-based learning.

Course objectives: You will review entrepreneurship case studies, deepening your understanding of concepts through problem-based learning discussions and engage with mentors in the community.

Please note that INSPIRE 3EL1 one-unit courses appear under the Spring/Summer 2020 session. The course schedule, components and assessment components are listed below.

COURSE SCHEDULE

Each course is two weeks in length. All materials for the course will be provided at the start of the course and students will self-guide their own learning. A recommended schedule is listed below that can help guide you on how the two weeks for each course may run. **Bold-face** items are for marks and have an associated deadline of 11:59 PM on the day (e.g. Week 1 Tuesday) indicated.

Time Period	Monday	Tuesday	Thursday	Friday
Week 1	Course Videos Pt. 1 Self-Assessment	Case Study 1A	Course Content Pt. 2 Self-Assessment	Case Study 1B
Week 2	Course Content Pt. 3 Self-Assessment PBL Case Part 1	Quiz Case Study 1C	PBL Case Part 2	Reflection

COURSE COMPONENTS AND ASSESSMENTS

Each INSPIRE 3EL1 Course will have the following assessment breakdown

- Course Videos** Videos related to various course topics have been created to demonstrate entrepreneurship concepts to you. A **self-assessment** is not for marks however it will help you verify understanding of key concepts. You have up to three attempts on each.
- Case Study (30%)** You will be assigned online discussion groups of up to six learners. Based on an individualized (short) case study, you will answer a set of questions (**Case Study 1A**), ask questions/comment on the responses of your peers (**Case Study 1B**) and then respond to their questions/comment(s) (**Case Study 1C**). Marks are provided based on the quality of information, logic, and insights offered in your initial responses (**10%**), questions/comments to your peers (**10%**) and responses to their comments (**10%**).
- Quiz (10%)** The quiz will consist of randomized sets of 15 questions and will assess your understanding of key concepts. You will have only one attempt. The quiz will be available from 12:00 AM through 11:59 PM on the day it must be completed.
- PBL Case (30%)** Problem-based learning (PBL) cases are prompts intended to stimulate learning. You will take a short *Six Thinking Hats* assessment during Week 1 and based on results you will be randomized into PBL discussion groups (up to five individuals). As with any effective entrepreneurial team, PBL case discussions rely on productive individual- and group-level efforts. In **PBL Case Part 1** you will receive an entrepreneurship case and work with your team to establish learning objectives and an approach to achieving them. In **PBL Case Part 2** you will apply your learnings to-date and work as a group to develop case-specific recommendations. Evaluations will be based on your consistent contribution to group processes (a combination of self and peer assessments), group contributions and the

understanding of concepts you demonstrate through the final video submission (maximum 10 minutes).

Reflection (30%) Provide a 500-word (minimum) reflection on your personal course experience. Share what you learned and accomplished in the course, where these learnings may be relevant to you in the future, what you did well (or could have done differently) and what you learned about yourself as a learner. Which course components worked well (or not well) and why?

COURSE COMMUNICATION

1. Email & Office Hours: I encourage you to email me (sarrah@mcmaster.ca) with any questions you have as soon as possible. Appointments (Zoom or phone calls) are available upon request. If you do not hear back within one business day feel free to re-send your email with a friendly reminder.

2. Avenue to Learn: Announcements, lecture content, and grades will be posted to Avenue to Learn. Due to the nature of the course, a combination of email and Avenue to Learn communications will be used. You will be prompted to check the course page regularly to ensure you don't miss out on important information or announcements.

COURSE POLICY STATEMENTS

1. Academic Accommodation of Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. SAS can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy (<https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf>).

I also encourage you to talk to me if you require any accommodation, I am happy to talk in-person or via email.

2. Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO):

It is important that any students requiring academic accommodation based on religion, indigenous, and spiritual observances know that these requests will be respected in the classroom. Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy (<https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf>). Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and/or tests.

3. Assignment Deadlines and Missed/Late Work

Assignment Deadlines & Missed/Late Work: Students are expected to hand in all assignments on the specified due dates. Late submissions will be subject to a penalty of 20% per day (including weekend days). No assignments will be accepted after the last day of classes. Given that some course assignments require electronic submission, you should familiarize yourself with the Avenue to Learn Assignment in advance of the deadlines, and ask for assistance as necessary. Problems with electronic submission WILL NOT be accepted as an excuse for lateness.

4. MSAF Statement McMaster Student Absence Form (MSAF):

McMaster Student Absence Form (MSAF) If you are absent from the university for a minor medical reason, lasting fewer than 3 days, you may report your absence, once per term, without documentation, using the McMaster Student Absence Form. Absences for a longer duration or for other reasons must be reported to your Faculty/Program office, with documentation, and relief from term work may not necessarily be granted.

When using the MSAF, report your absence to intersession@mcmaster.ca You must then contact your instructor immediately (normally within 2 working days) by email at sarrah@mcmaster.ca to learn what relief may be granted for the work you have missed, and relevant details such as revised deadlines, or time and location of a make-up evaluation. Please note that the MSAF may not be used for term work worth 25% or more, nor can it be used for the final examination. Please note: students who use the MSAF, but who do not contact the instructor within the 2 working days' period, may not be granted any relief.

5. McMaster Policy on Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy:

<https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf>.

The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

Acknowledgement of Course Policies

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of INSPIRE 3EL1 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly. Lack of awareness of the course policies cannot be invoked at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand. The instructor reserves the right to modify elements of the course and will notify students accordingly (in class and post any changes to the course A2L).

Extreme Circumstances

The lecture schedule is only a guideline and may be modified during the course of the class. The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes.