

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 7200 Section 116 Class #88048

Innovation and Entrepreneurial Leadership in Public Health

May Session 2017

Credits:	1 credit
Meeting Days/Times:	June 5, 6, 7 1:00 pm - 5:00 pm June 9 1:00 pm - 4:00 pm
Meeting Place:	Blegen Hall – Room 220
Instructor:	Rick Hall, PhD, RDN, FAND Clinical Professor, Director Arizona State University Health Innovation Programs
Office Phone:	623-252-2348
E-mail:	rick.hall@asu.edu
Office Hours:	By appointment

I. Course Description

In a time of extraordinary disruptions, innovative leadership is essential for the future of public health. This course will examine current and upcoming disruptions affecting public health while exploring the application of innovation science and entrepreneurial thinking to solve problems. In-class skill-development exercises will facilitate competence in problem solving, business modeling, customer development, marketing and finance.

Competencies

The core competencies identified in the HRSA Council of Linkages model that apply to this course include:

- 2. Policy Development/Program Planning Skills** Tier 2
2.5 Monitors current and projected trends (e.g., health, fiscal, social, political, environmental) representing the health of a community
- 3. Communication Skills** Tier 2
3.3 Solicits input from individuals and organizations (e.g., chambers of commerce, religious organizations, schools, social service organizations, hospitals, government, community-based organizations, various populations served) for improving the health of a community

4. Cultural Competency Skills Tier 2

4.4 Supports diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community

5. Community Dimensions of Practice Skills Tier 2

5.9 Explains the ways assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) can be used to improve health in a community

7. Financial Planning and Management Skills Tier 2

7.10 Uses financial analysis methods in making decisions about policies, programs, and services (e.g., cost-effectiveness, cost-benefit, cost-utility analysis, return on investment)

II. Course Prerequisites

None

III. Course Goals and Objectives

At the end of this course student will be able to:

- 1) Identify a public health problem within your span of influence.
- 2) Create an innovative and scalable solution, solicit peer review and/or public comment, make corrections, and prepare a proposal for launching the solution.
- 3) Describe the lean startup method and its applied use for an entrepreneurial project in public health.
- 4) Create a business model canvas for an innovative service or product, describing key activities, resources, partners, value proposition, customer segment, channels, customer relationship, costs, and financial structure.

IV. Methods of Instruction and Work Expectations

This course will include article readings, daily in-class activities and discussions, potential guest speakers, and a visit to a local business accelerator. We may also utilize new media technologies (such as Skype or Google hangout) for some discussions.

We will have pre-course readings and a brief assignment to discuss on the first day of class. Additional readings will be assigned for the week of class; with daily summaries and/or in-class discussion for each article or paper.

A course project will include of a business model canvas, a SWOT analysis, and a final proposal for launching an innovative solution to a public health problem.

V. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site

- go to www.umn.edu click on the "myU" button
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

Required Text:

Innovate Like Edison: The Five-Step System for Breakthrough Business Success (Hardcover). Author Michael J. Gelb

Optional Text:

Originals: How Non-Conformists Move the World (Hardcover). Author Adam Grant.

The Entrepreneur's Guide to Customer Development: A Cheat Sheet to the Four Steps to the Epiphany (Paperback). Author Brant Cooper.

Required Pre-Class Readings:

- Cutler, D. Where Are the Health Care Entrepreneurs? The Failure of Organizational Innovation in Health Care. The National Bureau of Economic Research. Accessed: <http://www.nber.org/chapters/c12044.pdf>
- Marquis, Grace S., et al. An Integrated Microcredit, Entrepreneurial Training, and Nutrition Education Intervention Is Associated with Better Growth Among Preschool-Aged Children in Rural Ghana. *J Nutr.* 2015 Feb;145(2):335-43

In-Class Readings

- Ness, Roberta B. Promoting Innovative Thinking. *American Journal of Public Health* 105.S1 (2015): S114-S118.
- Reeve, Belinda, et al. "State and municipal innovations in obesity policy: why localities remain a necessary laboratory for innovation." *American journal of public health* 105.3 (2015): 442-450.

VI. Course Outline/Weekly Schedule

Date	Readings (before class- see above)	Topic
Monday	Book: Ch 1 - 3	<ul style="list-style-type: none">▪ Introductions, course expectations, readings, and assignments.▪ Discussion of entrepreneurship: short video, case studies, and interactive class discussion.▪ Brainstorming: create a bug list, identify a solvable problem, and create an innovative solution to share.
Tuesday	Article: Ness Book: Ch 8 - 9 Business Model Canvas example: Slides 1-26	<ul style="list-style-type: none">▪ Lean startup methodology: lecture, case studies, and course discussion.▪ Introduction to the business model canvas: case examples, identifying each element of the canvas.▪ Value proposition: feedback from peers, create a SWOT analysis, solicit non-peer (customer) feedback, pivot <i>if needed</i>, document process.
Wednesday	Article: Reeve Book: Ch 4 -7	<ul style="list-style-type: none">▪ Turn-in business models.▪ Elevator pitches: develop a short yet comprehensive description of your innovation that describes the problem, solution, target market, team, financial model, and projected milestones. Pitch draft to class, document feedback.▪ Lecture and in-class discussions on revenue models: costs, capital sourcing, grants, ROI, and sustainability.▪ Visit with local startup accelerator: principals of successful entrepreneurship.
Friday		<ul style="list-style-type: none">▪ Turn in final course work: proposal, business model canvas, feedback documentation.▪ Marketing strategy lecture and brainstorming: to include social networking, public relations, brand development, and outreach.▪ Presentations: each student will have 10-15 minutes to pitch her/his innovation to the class. Elements of presentation include an elevator pitch, visual aide and/or prototype, a final business model canvas, and a plan for funding.

VII. Evaluation and Grading

Course grading will be determined on the basis of:

- Class participation (25 points, 25% of grade)
- Course daily assignments (25 points, 25% of grade)
- Presentation (25 points, 25% of grade)
- Final proposal (25 points, 25% of grade)

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows.**
- **S/N option must complete all assignments to a C- level (70%)**

A 4.000	Represents achievement that is outstanding relative to the level necessary to meet course requirements. 94-100 points/percent
A- 3.667	90-93 points/percent
B+ 3.333	87-89 points/percent
B 3.000	Represents achievement that is significantly above the level necessary to meet course requirements. 83-86 points/percent
B- 2.667	80-82 points/percent
C+ 2.333	77-79 points/percent
C 2.000	Represents achievement that meets the course requirements in every respect. 73-76 points/percent
C- 1.667	70-72 points/percent
D+ 1.333	65-69 points/percent
D 1.000	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. 60-64 points/percent
F = below 60%	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Course Evaluation

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you

have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to

assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".