SCHOOL OF HEALTH STUDIES HEALTH SCIENCES 4490 HEALTH INNOVATION AND LEADERSHIP

COURSE DESCRIPTION

This introductory course is designed to provide students with a broad understanding of leadership and innovation strategies in the healthcare system. It is intended to provide students with an in-depth knowledge of the role of technological and social innovations in health and their scale-up process. Through lectures, case studies, group projects, and reflections, students will understand the process of developing and scaling technological and social innovations in low-resource-constrained settings, considering the unique sociocultural, financial, and logistical constraints in such environments. Furthermore, students will develop the necessary aptitude and perspective to evaluate and navigate the myriad of leadership challenges in taking such innovations to scale. This course is designed to give students a broad understanding of leadership and innovation strategies in the healthcare system.
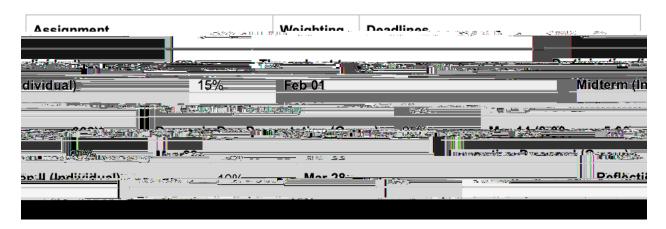
COURSE DETAILS

Lecture				

Faculty	Prof. O. Ezezika
Office	

Phone	
Office hours	By appointment

TUTORIAL INFORMATION

TA/Course Coordinator	
Tutorial	
Zoom link	
Email	

COURSE GOALS

Assignment	Weighting	Deadlines
dividual)	15%	Feb 01
		Mar 28

Midterm (In...

Reflecti...

compulsory . Please check that your schedule allows you to attend the presentation date on Thursday, March 14th between 8:00am   5:00pm before enrolling in this course.

PARTICIPATION (INDIVIDUAL): 10%

10% of your grade will reflect the quality and extent of your engagement in class during discussions facilitated by the course instructor and your group projects (See grading rubric). All students should have their name tags visibly displayed on their desk at every lecture.

MIDTERM EXAM: 15%

The midterm exam will comprise multiple choice questions and short answers and will take place during class time in the lecture room for the course.

REFLECTION 1 & II: 20%

Each reflection will be 300-500 words.

Reflection 1 should be submitted by Tuesday, February 16 at 11:59 pm.

Reflection 2 should be submitted by Thursday, March 28 at 11:59 pm.   (See Appendix I for more details).

Each group will present their findings at session 9.

room 232 in the Health Sciences building between 8:00 am – 5:00 pm.

Format of presentation: This would be somewhat similar to the Canadian television reality show,

first four of the questions in the project assignment. You should be seated according to your groups.

*Note: attendance is compulsory for every Thursday class.

INNOVATION PROPOSAL (GROUP): 15%

This class project is tailored after the Rising Stars Global Health Grant by Grand Challenges Canada (Appendix I)

In groups of 5-6, your goal is to propose a technological and/or social innovation to solve the challenge you have identified. Groups must be formed by Session 2. Target project challenges and country locations will be provided in the first week of class.

Session 3 Jan 25 (Thu)	Selecting and Adapting Evidence-Based Interventions to reduce practice gaps	Chapters 3: Selecting Evidence-Based Interventions to reduce practice Gaps Chapter 4: Adaptation of Evidence-Based Interventions Ezezika, O., Purwaha, M., Patel, H. et Mengistu, M. The Human Papillomavirus Vaccine Project in Rwanda: Lessons for Vaccine Implementation Effectiveness. Glob Implement Res Appl 2, 394 403 (2022). https://doi.org/10.1007/s43477-022-00068-x	
Session 4 Feb 01 (Thu)	Midterm		
Session 5 Feb 08 (Thu)	Technologies for Global Health Scaling Up Global Health Interventions Guidelines for effective pitching of global health innovation ideas	Howitt, Peter et al. Technologies for global health. The Lancet , Volume 380 , Issue 9840 , 507 - 535https://pdfs.semanticscholar.org/a442/afa5c931020ca d645ef73 7198750b91fa3f1.pdf Yamey G (2011) Scaling Up Global Health Interventions: A Proposed Framework for Success. PLoS Med 8(6): e1001049. https://doi.org/10.1371/journal.pmed.1001049 Insights on Scaling Innovation: http://insights.globalinnovationexchange.org/resourc es/insights- scaling-innovation	*Scheduling of interviews/cont acting key informants *Innovation refinement started.
Session 6 Feb 15 (Thu)	Leadership in scaling up EBIs/Leadershi p frameworks	Harold C Slavkin (2010) Leadership for health care in the 21st Century: A personal perspective, Journal of Healthcare Leadership, 2:, 35-41, DOI: 10.2147/JHL.S8082 https://www.scirp.org/pdf/ojl_2020120315405544. pdf	*Project Proposals due on OWL this week
Reading Week (Feb 16 - 22)			

PARTICIPATION (INDIVIDUAL): 10%

Grading rubric for participation in-class is as follows[1]

9-10: Contributes readily to the conversation; makes thoughtful contributions that advance the

6-8: Makes thoughtful comments when called upon; contributes occasionally without prompting; shows

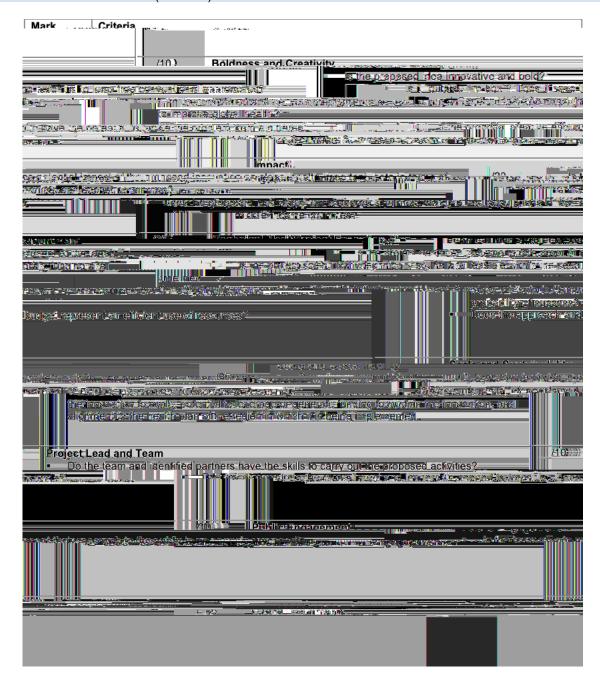4-5: Participates in discussion, but in a way that is not fully productive.

2-3

homework.

0: Students receiving a 0 are not attending class.

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[1] Including student performance on in-class pop quizzes

INNOVATION PROPOSAL (GROUP) 15%

Mark	Criteria
/10	**Boldness and Creativity** • Is the proposed idea innovative and bold?

(Portions of this table are illegible due to image corruption.)

Impact

Project Lead and Team
• Do the team and identified partners have the skills to carry out the proposed activities?

Public Engagement

DRAGONS DEN PRESENTATION (GROUP): 25%

Dragons Den presentations will be graded as follows:

Mark	Criteria
/20	**Comprehension** Does the presentation clearly outline the aims of the response? Does it present what is significant? Does it follow a logical sequence?

/20	Engagement
	    Does the presentation make the audience want to know more?
	    Do the speaker(s) convey a deep understanding and connection to their work?
	    Does the presentation capture and maintain the audience's attention?

/40	Communication/Q&A
	    Is the response and its significance communicated in language appropriate for a non-
	    specialist audience?
	    Do the speakers avoid scientific jargon, clearly explain terminology, and
	    provide adequate background information to illustrate their points?
	    Does the presentation give adequate time for each element (e.g. sections,
	    topics covered etc.)?
	    Do the speakers demonstrate the ability to answer and respond appropriately to
	
	    getting
	
	    share questions)

/20	Slides
	    Were the slides clear, legible and concise?
	    Did the visuals (e.g. info-graphs or pictures) support the presentation?

/100	Comments

Structure/Coherency   Writing is unclear

The format of references should be that of the APA guidelines. Assessment will use the following criteria: Depth of discussion; Originality; Quality of synthesis; Backing up arguments with appropriate literature, data from interviews or scientific information; and Style of writing (logical flow of thought, structure of arguments, good grammar, lack of typos, etc.)

Criteria	Unsatisfactory	Needs improvement	Satisfactory	Excellent
/10 Problem Identification	Fails to identify a healthcare problem.	The chosen healthcare problem is vaguely defined or lacks relevance.	Identifies a relevant healthcare problem and explains its importance.	Demonstrates a deep understanding of a significant healthcare problem, clearly articulating its relevance and impact with sufficient research supportive literature.
/10 Innovative Solution	Fails to propose an innovative healthcare	The proposed solution is generic or lacks alignment with	Proposes an innovative healthcare solution that reasonably	Presents a highly creative and well-designed healthcare

| /10 Structure/Coherency | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing |
| /100 Comments | | | | |

ACADEMIC INTEGRITY

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 Web site:

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

Written work:

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

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc.   without prior approval of all involved and with written approval from the instructor is not permitted. For further information on University policies, please refer to the following links for details.

Make the most of the student support services on campus; these services listed below can not only be beneficial to your academic career but offer advice for personal/family issues that can greatly impact your academic goals.

Students with various learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or Accessible Education (AE) as soon as possible. http://academicsupport.uwo.ca/accessible_education/index.html AE staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course.

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually.

to manage stress. Western provides several health and wellness-related services to students, which may be found at http://www.health.uwo.ca/. You can also check out the Campus Recreation Centre or the McIntosh Gallery (http://www.mcintoshgallery.ca/), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western Mental Health Support - Health & Wellness - Western University (uwo.ca)for a complete list of options about how to obtain help 9ut obtaithat can g

device that meets the technical requirements for this service. More information about this remote proctoring

https://remoteproctoring.uwo.ca.

ACADEMIC CONSIDERATION

occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

> *Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:*

> *(i)   For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or*

> *(ii)   For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office in their Faculty of registration, in order to be eligible for academic consideration.*

> *Students seeking academic consideration:*

> > *Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;*

> > *Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;*

> > *Must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;*

> > *Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities*

SHS GRADE POLICY

The university-wide descriptor of the meaning of letter grades, as approved by Senate:
A+   90-100   One could scarcely expect better from a student at this level
A   80-89   Superior work that is clearly above average
B   70-79   Good work, meeting all requirements and eminently satisfactory
C   60-69   Competent work, meeting requirements
D   50-59   Fair work, minimally acceptable.
F   below 50   Fail

It is expected that the grades for this course will fall between 74-78. In the event that the course average

instructor, to bring the class average in line with school policy.
Year 1: 68-72
Year 2: 70-74 (core) and 72-76 (elective)
Year 3: 72-76 (core) and 74-78 (elective)
Year 4: 74-80

Reflection #1 – 10%
Due: Tuesday, February 16 at 11:59 pm

Reflection #2 –10%
Due: Thursday, March 28 at 11:59 pm

In this course you have a unique opportunity to reflect on and put into practice aspects of global health innovation and leadership that you have learned from lectures, tutorials, or readings.

Reflection 1: Any concepts related to sessions 1, 2, or 3
Reflection 2: Any concepts related to sessions 5 or 6

Reflection is an important activity that helps to enrich the learning experience[2]. To assist you in understanding the level of reflection expected, please refer to the evaluation rubric in the grading rubrics section. Total reflection length is 300 to 500 words

For each reflection you will answer the following questions:

1) How one or more concepts from this course (from course readings, lectures, class activities or assignments) changed or reinforced your understanding of global health equity and promotion?

    Your description should demonstrate your understanding of the concept(s) you have chosen to highlight.

2) How does the concept relate to you personally?
    Consider how the concept connects to your life personally.

3) Has your understanding of the concept moved you to either apply or intend to apply it to your health or to those around you?
    Has your understanding and reflection had any implications for your health?
    Has your understanding and reflection had any implications for your career?

WHAT & HOW TO SUBMIT
Your reflection must be typed and submitted as an electronic copy in Microsoft Word .DOCX or PDF format. Submit your assignment using the Western

GLOBAL HEALTH INNOVATION PROJECT ASSIGNMENT

(Questions adapted from Grand Challenges Canada Rising star application)

BOLDNESS, CREATIVITY AND INTEGRATED INNOVATION.

Is the proposed idea innovative and bold? Is it "outside the box"? Does it have the potential to leap-frog conventional approaches? Is the proposed idea creative enough to have the potential to tackle a global health problem from a different angle, in order to make a substantial impact? Does the proposed idea integrate scientific/technological, social and business innovation?

1. Describe and quantify the global health problem you will address and provide Information/references that outline the demand side or gap that you intend to address. (300 characters)

2. Explain why your Bold Idea is innovative and bold   and why it has the potential to tackle a global health problem from a different angle, in order to make a substantial impact. Please explicitly outline the potential big impact of your Bold Idea.*(300 characters)

3. How is your Bold Idea different from projects that address similar challenges in your target location? (250 characters)

4. How does your idea integrate scientific/technological, social and business innovation -