

**Health Services
Administration**

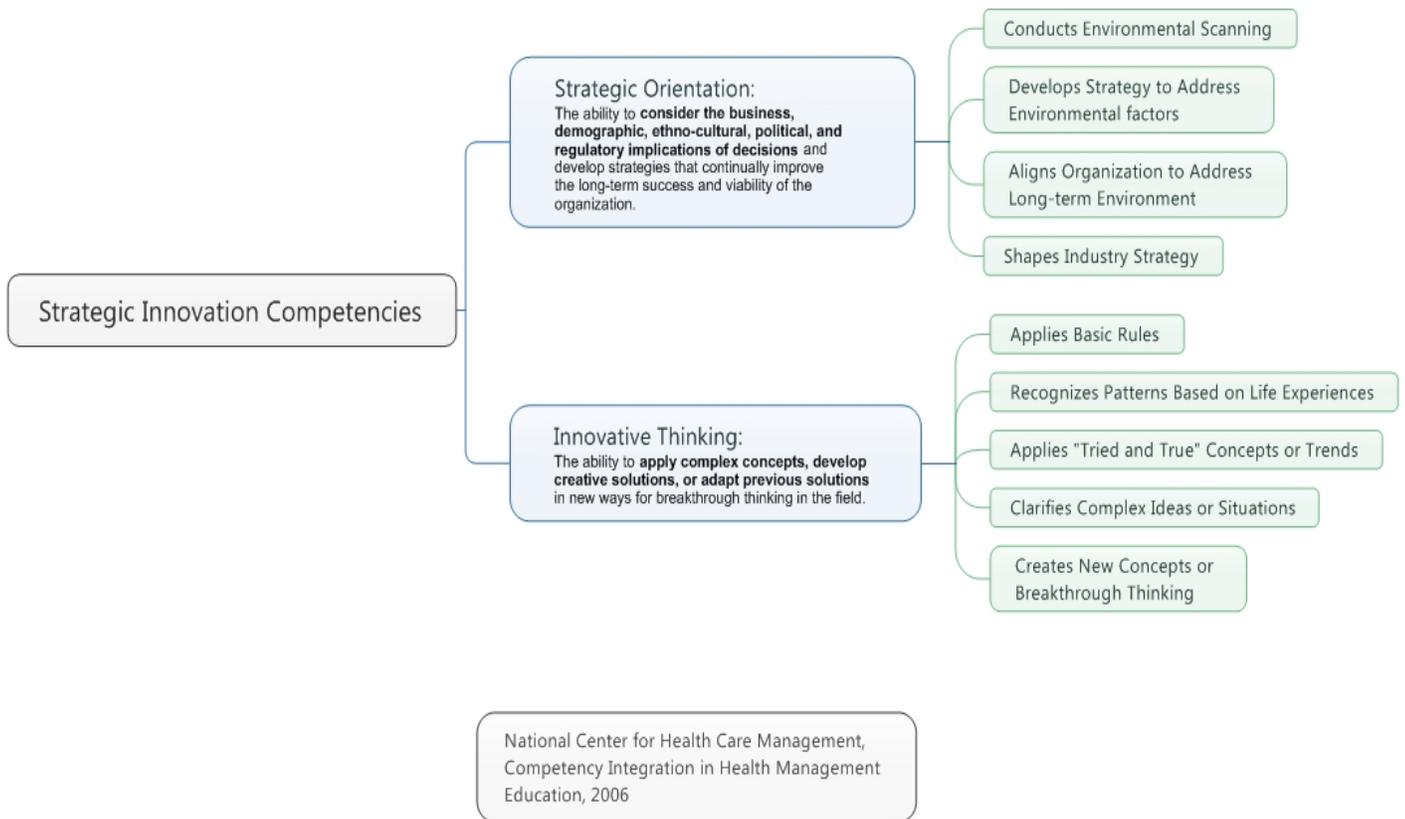
**University of Wyoming
PHCY 5444-40
Strategic Innovation in
Health Care
Spring 2022
Feb 20 to March 26**



College of Health Sciences
School of Pharmacy

PHCY 5444-40 Strategic Innovation in Health Care Spring 2022

Strategic Innovation in Health Care is a two-semester hour course designed to provide development of strategic skills by the health institution leader through exploration of principles incorporating the unique environment of the health institution. The strategic skills will be applied to the concept of innovation through extensive use of case studies and models.



COURSE OBJECTIVES

LEARNING GOALS: At the end of the course, students will be able to--	
<ul style="list-style-type: none"> Utilize basics of theory and models of strategy and innovation 	
	FOUNDATION: Demonstrate knowledge of the basic theories and models
	APPLICATION: Apply theory and models to cases and discussion
	HUMAN: Reflect on the impact of these theories and models on the organization and team.
	INTEGRATION: Develop effective strategies given a case and basic instructions
	CARING: Incorporate in discussion and examination answers the effect of changes in strategy and innovation on interpersonal relationships
	LEARNING: Employ appropriate consideration of limitations to successful decisions
<ul style="list-style-type: none"> Design strategies based on environmental conditions 	
	FOUNDATION: Explain the concept of strategy
	APPLICATION: Design a strategic plan
	HUMAN: Provide the best recommendations despite limitations
	INTEGRATION: Select an appropriate solution incorporating sensitivity analysis
	CARING: Incorporate emotional and cultural intelligence into strategic decisions
	LEARNING: Appraise the similarities and differences between the different scenarios
<ul style="list-style-type: none"> Analyze the concepts of strategic innovation 	
	FOUNDATION: Identify concepts of strategic innovation
	APPLICATION: Apply models to case studies
	HUMAN: Recognize the effects of strategic innovation on individual workload
	INTEGRATION: Apply a mix of multiple models into the process
	CARING: Incorporate values and needs of the organization and individuals into models
	LEARNING: Balance the internal and external factors affecting strategic innovation initiatives
<ul style="list-style-type: none"> Apply process to long-term strategic innovation plans using theories and models 	
	FOUNDATION: Develop skills in the process of strategic innovation
	APPLICATION: Apply long-term design and process skills to leadership situations
	HUMAN: Reflect on the value of these plans on the organization and community
	INTEGRATION: Devise a leadership style that incorporates these skills
	CARING: Consider the competing organizational needs when constructing recommendations
	LEARNING: Demonstrate the ability to apply concepts and process
<ul style="list-style-type: none"> Apply the concepts from the class to case studies 	
	FOUNDATION: Demonstrate ability to apply concepts to new situations
	APPLICATION: Identify the limitations of any technique or theory
	HUMAN: Reflect on the value of developing skills for future practice
	INTEGRATION: Appraise the value of multiple aspects of the course to future practice
	CARING: Describe the relationship of applying financial skills to quality provision of healthcare
	LEARNING: Incorporate aspects from the class into the comprehensive case successfully

COURSE LEARNING RESOURCES:

REQUIRED TEXT: Tidd J, Bessant J, Strategic Innovation Management. Hoboken NJ: John Wiley & Sons Inc, 2014 ISBN-13: 978-1-118-45723-8.

INSTRUCTOR AVAILABILITY/ CONTACT INFORMATION:

Dr. Paul Carnes

Office hours for Dr. Carnes will be as needed and arranged via email at pcarnes@uwyo.edu.

Electronic mail will be answered within 24 hours during school days (that is, if received at 10am on Friday, it will be answered by 10am on Monday, unless the class has a live meeting on the weekend).

CLASS WEBSITE:

The WyoCourses site is accessible from the University website via WyoWeb. Class lectures and slide sets will be posted or linked on this site. Assignments will also be posted there (both by the instructor and the student). The student is expected to utilize the site and accept changes from this syllabus as amended on the site. You may not be able to see the course materials until two weeks prior to the course.

COURSE PREREQUISITES, CO-REQUISITES, ENROLLMENT RESTRICTIONS:

This course is required for students in the Master of Science in Health Services Administration program.

Please check the catalog for listing of any prerequisites for the course. This course can be used for a core component of a track or as an elective for other tracks.

COURSE PROCEDURES:

The course instructor is Paul Carnes, PharmD, MS, FACHE. The course meets via a combination of synchronous and asynchronous methods. This means some activities are done at the student's selected times, within specified time periods, and other activities are done via videoconference at a specified time. Opening and closing times for on-line discussion, quizzes, or other activities will be posted and enforced.

A class session is the time from opening of the unit until the beginning of the next session. The number and timing of class sessions, as appropriate for a 2 semester hour course, will be determined at the time the class is scheduled for a particular semester.

Instructional procedures consist of lecture, discussion, participation exercises plus assigned readings and projects. The distance education model of this course requires some adaptation by the students and instructor from the traditional classroom setting.

Different people have different learning styles. Lecture where the instructor talks and students listen is passive on the part of the student. Discussion requires active participation on the part of the learner. In this class, some topics are appropriate for lectures; some are appropriate for discussion; and some will be conducted through active participation such as analysis of case studies.

In order for a discussion or dialogue to be successful, students must have read the assigned readings, watched any video recording and have completed any assignment **before** joining class.

Whether a lecture or discussion, students should feel free to ask questions either to the entire class or directly to the instructor. If you ask a question to the entire class, it may help other students who may have the same question or provide you with multiple responses.

GENERAL REQUIREMENTS AND EXPECTATIONS:

Students should obtain the required textbook and complete assigned readings prior to the live online date listed in the course calendar. Students are encouraged to participate in live class sessions; active

participation will also count towards your discussion board grade (see last page of syllabus for Guideline for Evaluating Participation).

In order for a discussion or dialogue to be successful, students must have read the assigned readings, watched any video recording and have completed some assignments **before** joining class. Assignments will be clearly indicated whether due before or after the live session.

Whether a lecture or discussion, students should feel free to ask questions during class or on-line. If you have a question, other students may have the same question.

ATTENDANCE AND ABSENCE POLICIES:

Participation is defined as asking questions, providing personal experience to the class, giving recommendations, etc. Comments can be either verbal or via chat.

Attendance at scheduled online classes through zoom or Big Blue Button is mandatory. However, the course coordinator will excuse students from class for valid reason. All students are expected to participate during online class sessions by responding to or asking questions.

Since some of the projects may be started in the live sessions, missing class can make projects much more difficult. Because of the multiple available times for posting assignments as well as for taking any quizzes or examinations, the need for an excused absence would be a rare event. Only rationale accepted by the University of Wyoming as an excused absence will be accepted. Any anticipated absence from the live sessions should be discussed in advance with the instructor.

CLASSROOM BEHAVIOR POLICY:

At all times, treat your presence in the classroom and your enrollment in this course as you would any professional activity. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. All of us will be respectful of each other. Spirited debate and disagreement are to be expected in any graduate level course and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. This is a safe environment and as the instructor, I have the right to dismiss anyone from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs – there is zero tolerance on this issue.

Discrimination and harassment will not be tolerated in this class! Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty includes plagiarism, which means anything that represents someone else’s ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.

Such conduct is described within and will result in sanctions pursuant to the following School of Pharmacy and University policy and regulations:

University of Wyoming Code of Conduct

<http://www.uwyo.edu/dos/conduct/> University of

Wyoming Regulations

http://www.uwyo.edu/generalcounsel/_files/docs/UW%20Reg%20Updates%202016/UW%20Reg%206-802.pdf

DUTY TO REPORT:

While this is a safe environment and I want you all to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting obligations that are part of my faculty requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, report-it@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I must inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors (by students or faculty) and what was done to resolve them.

SUBSTANTIVE CHANGES TO THE SYLLABUS:

All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor. Students will be notified verbally in class or on our WyoCourses announcement page and/or via email of these changes.

STUDENT RESOURCES:

- DISABILITY SUPPORT SERVICES: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss
- COUNSELING CENTER: uccstaff@uwyo.edu, 766-2187, 766-8989, 341 Knight Hall, www.uwyo.edu/ucc
- ACADEMIC AFFAIRS: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs
- DEAN OF STUDENTS OFFICE: dos@uwyo.edu, 766-3296, 128 Knight Hall,

www.uwyo.edu/dos UW

- POLICE DEPARTMENT: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd
- STUDENT CODE OF CONDUCT WEBSITE: www.uwyo.edu/dos/conduct

"If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and possibly provide documentation of your disability to Disability Support Services (DSS), room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. Visit their website for more information: www.uwyo.edu/udss."

COVID-19 POLICIES – during this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie (or by Natrona County if at UW-Casper), the University of Wyoming and the State of Wyoming to promote the health and well-being of fellow students and your own personal self-care. The current policy is provided for review at: <https://www.uwyo.edu/alerts/campus-return/index.html>

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes (https://cm.maxient.com/reportingform.php?UnivofWyoming&layout_id=5).

Syllabus Changes: I will alert you to any possible course format changes in response to UW decisions about community safety during the semester.

HYFLEX, ZOOM, BIG BLUE BUTTON, AND WYOCOURSES EXPECTATIONS:

As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html>
- Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

INFORMATION TECHNOLOGY (IT): If you have any IT related challenges, please contact the UWIT Service Center:

<https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

COURSE STRUCTURE & OUTLINE

Classes will then be held weekly, with assignments, mid-term examination and final examination as listed on the course schedule.

PHCY 5444: Strategic Innovation in Health Care COURSE SCHEDULE		
(Schedule is tentative and topic dates are subject to change; additional readings will be assigned as appropriate)		
	START DATE	TOPIC AND ASSIGNMENTS
Module 1	February 20, 2022 @ 5PM MST	What is Innovation – Innovation Strategy - Identifying Strategic Capabilities – Leadership and Organization
Module 2	February 27, 2022 @ 5PM MST	Innovation as a Process – Sources of Innovation
Module 3	March 6, 2022 @ 5PM MST	Search Strategies – Forecasting Emerging Opportunities – Selecting Projects
Module 4	March 13, 2022 @ 5PM MST	Developing New Products and Services – Developing Business and Talent – Commercialization and Diffusion
Module 5	March 20, 2022 @ 5PM MST	Exploiting Knowledge and Intellectual Property – Business Models and Capturing Value = Learning to Manage Innovation

COURSE SCHEDULE

Class will begin on February 20th and ends on March 26th.

Class will be held generally be held at 5:00 pm Wyoming time. They will generally last about 2 academic hours (i.e., 100 minutes) with a break.

EVALUATION TECHNIQUES:

Discussion Board and Case Studies -----40%
 Quizzes -----60%
 Comprehensive Case -----Extra Credit

Quizzes may include objective (multiple choice and true-false), short essay, and problem-solving questions.

To participate in the discussion board, each student is expected to initiate an original thread and a responsive thread that follows the original thread posted by another student for each class session. All threads, whether original or responsive, must relate to and involve reflective thinking directly applicable to the course material for that session.

GRADING:

A:	90.0 – 100.0
B:	80.0-89.9
C:	70-79.9
D:	60.0-69.9
F:	<60.0

The +/- system is not used by the School of Pharmacy. Graduate students, including those enrolled in the Master of Science in Health Services Administration, must maintain a 3.00 GPA (B or better).

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 40% of your overall course grade.

There will be a Weekly Friday at 11:59PM MST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 60, worth 33.33% of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 60, worth 66.67% of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum

curiosity score.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account"

Note: If you already have an account on Packback you can log in with your credentials.

2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.

Community Lookup Key: **9971be15-69bd-4a26-9319-dd5b78f1f01b**

3. Follow the instructions on your screen to finish your registration.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmkrD68>