COURSE DESCRIPTION

Social Innovation refers to our capacity to use human ingenuity to solve pressing social challenges. This year’s class will focus on social innovation with ‘healthy mothers and infants’. Social innovation focuses attention on the ideas and solutions that create social value — as well as the processes through which they are generated, and captured.

In this course, students will learn the techniques of design thinking, problem definition, and asset mapping to design a social venture. The focus on this class as compared to Social Entrepreneurship (S50 SWSA 5060) is innovation techniques, problem definition, and early-stage impact evaluation rather than venture planning. Venture planning happens when a clearly defined, currently unsolved/partially solved social problem is identified. Graduate students from across campus (MPH, MSW & MBA) will work together as teams to drive forward a shared initiative on access to prenatal care through innovation and disruption in the transportation space.

The class is centered around this outcome gap where women and infants in low to moderate income neighborhoods experience far worse outcomes relative to the nation. Course members will explore the current system of non-emergency medical transport and develop potential minimum viable products for testing how the system can be disrupted to create better outcomes sustainably.

MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>C</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
<td>Emphasized</td>
</tr>
</tbody>
</table>
**MPH COMPETENCIES ADDRESSED IN THIS COURSE**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</td>
<td>Emphasis</td>
</tr>
<tr>
<td>Explain basic principles and tools of budget and resource management</td>
<td>Emphasis</td>
</tr>
<tr>
<td>Select Methods to evaluate public health programs</td>
<td>Emphasis</td>
</tr>
<tr>
<td>Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td>
<td>Emphasis</td>
</tr>
<tr>
<td>Evaluate policies for their impact on public health and health equity</td>
<td>Emphasis</td>
</tr>
<tr>
<td>Apply principles of leadership, governance and management, which includes creating a vision, empowering others, fostering collaboration and guiding decision making</td>
<td>Emphasis</td>
</tr>
<tr>
<td>Perform effectively on interprofessional teams</td>
<td>Emphasis</td>
</tr>
<tr>
<td>Apply systems thinking tools to a public health issue</td>
<td>Emphasis</td>
</tr>
</tbody>
</table>

**BROWN SCHOOL ACADEMIC POLICIES**

**Academic Integrity:**

Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown: *Student Handbook*

**Special Needs:**

If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency:**

If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You
may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Technology During Class:**

While note-taking on computers can be an appropriate learning tool, it can also detract from attention to class discussions and the quality of participation. The instructor retains the right to ask students to not use computers during portions of the class. At all times, students are encouraged to consider the impact of their in-class use of computers on the learning environment for themselves, their classmates and the instructor. Texting, checking e-mail or using the computer or internet for personal or non-class related purposes during class time is never appropriate and will be immediately addressed by the instructor. For additional information, please refer to the section on Electronic Devices in the Classroom in the student handbook on Inside Brown.

**Religious Holidays:**

The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon sexual assault:**

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting:**
The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

**Mental Health:**

Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

**ORGANIZATION OF COURSE**

The course sessions will combine short lectures, student led discussions about assigned readings, skill development sessions, and collaboration with local organizations.

**ROLE OF FACULTY AND STUDENT**

The instructor’s primary responsibility is to facilitate dialogue among students and to create an environment for learning. The instructor is expected to provide students with reading materials, cases, and assignments that are relevant and thought provoking. The instructor will provide access to guest speakers that will supplement course material.

Students are required to attend every class. Students are also required to come to every class prepared and ready to contribute to class discussion. Students are expected to conduct themselves at all times in a professional manner. Professional behavior in this course includes, but is not limited to, the following:

Students are expected to attend each class session. Students who must miss a session for any reason should notify the instructor – with as much time as is possible - prior to the class meeting. Failure to do so will lead to a “0” for class participation on that day.

Students are expected to arrive and be seated prior to the start of each class session. They should display their name cards in all classes at all times.

Classroom interaction will be conducted in a spirited manner but always while displaying professional courtesy and personal respect.

Preparation: Students are expected to complete the readings, case preparations and other assignments prior to each class session and be prepared to actively participate in class discussion.

Students are expected to remain in the classroom for the duration of the class session unless an urgent need arises or prior arrangements have been made with the professor.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be
used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Non academic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Students are expected to keep their mobile phones turned off or have them set on silent during class. Answering phones while class is in session is not permitted. Eating is not permitted in the classroom, but non-alcoholic drinks are OK.

If you have a learning, sensory, or physical disability, or if English is your second language and you need assistance or special arrangements, please contact the instructor.

**LEARNING OBJECTIVES**

Students who complete the course will have a deeper understanding of the various facets of social innovation and will have the ability to employ innovative techniques, problem-definition, and early-stage impact evaluation.

*Student learning objectives.* Upon completion of this course, students will be able to:

- Apply asset based thinking and customer ethnography to understand the problem and the market requirements
- Determine unique value propositions offered by a particular innovation
- Be able to iterate socially innovative ideas to meet market needs
- Create a minimal viable product (MVP) proposal

**COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCIES</th>
<th>DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Summary</td>
<td>C1,C2,C3,C4,C6,C8,C9</td>
<td>Knowledge/skills/cognitive and affective Processes</td>
</tr>
<tr>
<td>Workshop Presentation</td>
<td>C1,C2,C3,C4,C6,C8,C9</td>
<td>Knowledge/skills/cognitive and affective Processes</td>
</tr>
<tr>
<td>Participation</td>
<td>C1,C2,C3,C4,C6</td>
<td>Knowledge/skills/cognitive and affective Processes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Final Presentation &amp; Slide deck</td>
<td>C1,C3,C9</td>
<td>Knowledge/skills/cognitive and affective Processes/values</td>
</tr>
</tbody>
</table>

**PREREQUISITES**
Attendance on the first day of class is required for continued enrollment.

**TEXT/MATERIALS**
Required: The Lean Startup by Eric Ries (2012)
Course materials are available on Blackboard.
Additional texts may be made available online.

**BLACKBOARD**
The website for this course is on the Blackboard system. All written assignments must be submitted via SafeAssign on Blackboard before the start of class on the day due. [https://blackboard.olin.wustl.edu/](https://blackboard.olin.wustl.edu/)

**CONFIDENTIALITY**
This course will require extensive discussion and analysis of classmates’ and others’ business ideas. As such, absolute confidentiality of these ideas is required. You may not use or disclose any of your classmates’ or others’ ideas without permission.

**ASSIGNMENTS and GRADING**
This course cannot be taken by Brown students Pass/Fail. Your grade will be determined on the following.

<table>
<thead>
<tr>
<th>ASSIGNMENT TOPIC</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Preparatory Readings</td>
<td>20%</td>
</tr>
<tr>
<td>Workshop presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Presentation and ppt deck to clients</td>
<td>40%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

The Grading scale for MSW Students will be as follows:

<table>
<thead>
<tr>
<th>Course Grading Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95</td>
<td>A</td>
</tr>
<tr>
<td>94-100</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-74</td>
<td>C</td>
</tr>
</tbody>
</table>
The Grading scale for MSW/MPH Students will be as follows:
As described within, the expectation is for each group to produce a professional product for a real client. For the Spring 2018 Semester, this group of stakeholders will include the Focus Health Impact Fellows, Generate Health and Flourish STL. Students will be graded by the course team with an emphasis on the quality of their research, completion or reasonable pivots from the workplan and depth of thought and preparation put into presentations.

Class participation and expectations:
Attending each class is critical for learning in this course and is required. Students who do not attend the first class session will not be eligible for enrollment in the course. Students who miss more than 4 hours of classes for any reason will not be eligible to pass the course. This course utilizes an experiential learning model where interdisciplinary teams (3-5 students) use Lean Startup methodology of Build-Measure-Learn to rapidly iterate towards a minimum viable product. The project is very real and the guests are regional decision-makers. Because a high level of group work is expected outside of class, every student is accountable to their group. Every absence will require that students make-up work to avoid falling behind their group.

Issue Summary:
Students will receive a written prompt before the semester begins to research and report back on. Students are expected to consolidate the information garnered from the Course readings as well as independent research on the topic. These papers are expected to be a 2-3 pages and present a concise understanding of the information and how the methodology of Lean Startup can be applied to the course topic and readings. Prompts will focus on the issues of medical care and access, transit systems and accessibility, Medicaid, Centene and NEMT brokerages, and how the system functions. Students will have the opportunity to discuss their independent research and the readings with their peer group before presenting to the class.

Final Presentation and Client Deck
Based on feedback and further iterations, the final MVP will reflect all the research and work done in the semester. A rubric for a successful MVP will be provided over Blackboard.

Workshop Presentation:
Please prepare a 5 minute pitch on your MVP. This should explain the problem, your solution, your revenue generating ideas and impact in a compelling and visually inviting way. This will be scored by your peers and the teaching team.

Late assignments:
All written assignments are to be submitted via SafeAssign on Blackboard before the beginning of class on the day due. Assignments submitted after the beginning of class will be docked one letter grade for each day late.

Advance Readings
Due to the condensed nature of the class, there is a high expectation that students read and comprehend readings before class. Before the first class, please read the following:
- Flourish Report - Prematurity and Infant Mortality Report - 25 pg
COURSE SCHEDULE
The first weekend (Jan 27th-28th) will be focused on introducing the field of nonemergency medical transportation, how it is financed, and its role with the medicaid population. St. Louis features a number of highly significant health disparities. In St. Louis City, four predominantly low income, African American zip codes have infant mortality rates above 16 per 1,000 live births. St. Louis’s premature birth rate is above 13%, leading to a number of negative outcomes and increased medical costs. These disparities are of critical importance to government, industry and public health professionals. We will explore how enhanced transportation services can lead to healthier infants and mothers.

Saturday, January 27th
Morning Session
● Introduction to the Course & Expectations
● Themes and Goals
● Report-in from students on issue summaries
Lunch
Afternoon Session
● Panel of Stakeholders
● Framing of the Issue and Identification of key needs from the stakeholders
● Asset Mapping and Identifying Connections

Sunday, January 28th
Morning Session
● Lean Start-up (Build-Measure-Learn Activity)
● Impact Thinking and Innovation
● Client Visit (Previous Attempts made and current work)
Lunch
Afternoon Session
● Deep Dive into Transportation (Re-Link)
● Team Breakout with report back to the full class
● Epharmix and For-Profit Social Innovation
● Identification of deliverables and research required for next class

Between Weekend 1 & 2 - Each group is expected to meet and communicate consistently between weekends
● Flourish Transportation Planning and Policy Context
● Travelling Towards Disease
● Data Collection and Investigation for groups
● Medicaid Innovation Accelerator Program
Second Weekend
The second weekend features intensive workshopping as teams bring back research from the intervening time. Team members will also integrate lessons from Lean Start-up and additional readings. Each group will present on their findings since the first weekend. Groups will then breakout to continue iterating towards an evidence-based solution with thought towards understanding the assumptions being made and identifying how these assumptions can be quickly tested.

Saturday March 24th
Morning
- Workgroup Presentation on Team progress and findings
- Identification of MVP Quality Ideas
- Stakeholder Guest - Mikel Whittier

Lunch
Afternoon
- Team Work
- Ride Sharing
- Pitches for Final Team Presentations

Sunday, March 25th
- Assumptions (What would need to be true for the idea to work)
- Testing (How Could MVPs and assumptions be rapidly tested)
- Operationalization

Lunch
Afternoon
- Centene Innovation Center
- Identification of Key Tasks for next Class

Expectation of 15 Hours of work between Weekend 2 and the Final Day

Class 5: April 14 (Friday all day)
The Final day will include a pitch session with each group presenting to a selection of the speakers and stakeholders that we have worked with throughout the course. These community members will provide feedback to the groups. Groups will then submit their revised slides within the week to the course team for evaluation and to be be passed on to the course partners.

ACADEMIC INTEGRITY

My commitment to Integrity as the instructor of this course
The purpose of Olin’s Code of Conduct is to clarify expectations about academic and Professional behavior. The Code is meant to encourage and clarify appropriate academic, classroom, interpersonal, and extracurricular etiquette that is expected of each individual by their peers, the faculty and the institution. It is also intended to help describe the overall environment of excellence and professionalism that members of the Olin community seek to establish and to continually enhance. It is the responsibility of each member of the Olin community to uphold the spirit, as well as the principles, of the Code.
As an instructor, I will consistently and fully support Olin’s Academic Code of Conduct and Olin’s Code of Professional Conduct. I take the matters of academic integrity and professional conduct seriously and expect that you do, too. I encourage you to ask questions about academic integrity in this course.

Please refer to the publication *Integrity Matters: Olin Business School Code of Conduct* for specific responsibilities, guidelines and procedures regarding academic integrity. You may also consult with MBA Program Dean Joe Fox or BSBA Program Dean Jeff Cannon if you have questions or concerns.

**Olin’s Code of Conduct as it relates to academic matters in this course**

The following is a summary of the Code as it applies to Academic matters:

**Student Academic Violations.** It is dishonest and a violation of student academic integrity if you:

1. **Plagiarize** – You commit plagiarism by taking someone else’s ideas, words or other types of product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.

2. **Cheat on an examination** – You must not receive or provide any unauthorized assistance on an examination. During an examination you may use only material authorized by the faculty.

3. **Copy or collaborate on assignments without permission** – It is dishonest to collaborate with others when completing graded assignments or tests, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports and completing problem sets (unless expressly discussed in class).

   If you have any questions regarding the definition of allowable behavior, it is your responsibility to ask for clarification prior to engaging in the collaboration.

4. **Fabricate or falsify data or records** – It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or other circumstances; fabricate source material in a bibliography or “works cited” list; or provide false information on a resume or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as your own.

5. **Engage in other forms of deceit or dishonesty that violate the spirit of the Code**

For details, please refer to *Integrity Matters: Olin Business School Code of Conduct*

**Olin’s Code of Conduct as it relate to professional behavior in this course**

**Expectations – Professional Standards of Conduct**

Olin students are expected to conduct themselves at all times in a professional manner. Professional behavior in this course includes, but is not limited to, the following:

- **Attendance:** Students are expected to attend each class session. Students who must miss a session for any reason should notify the instructor prior to the class meeting. Failure to do so will lead to a “0” for class participation on that day.

- **Punctuality:** Students are expected to arrive and be seated prior to the start of each class session. They should display their name cards in all classes at all times.

- **Behavior:** Classroom interaction will be conducted in a spirited manner but always while displaying professional courtesy and personal respect.

- **Preparation:** Students are expected to complete the readings, case preparations and other assignments prior to each class session and be prepared to actively participate in class discussion.
• **Distractions:**
  - *Exiting and Entering:* Students are expected to remain in the classroom for the duration of the class session unless an urgent need arises or prior arrangements have been made with the professor.
  - *Laptop, PDA, and Other Electronic Device Usage:* Students are not to use laptops, PDAs, and other electronic devices in this class except during approved times. Accessing the Internet, emailing, texting, or other similar distractions will automatically lead to a “0” for participation that day.
  - *Cellular Phone and Pager Usage:* Students are expected to keep their mobile phones and pagers turned off or have them set on silent/vibrate during class. Answering phones or pagers while class is in session is not permitted.
  - *Food & Drink:* Eating is not permitted in the classroom, but non-alcoholic drinks are OK.

For additional details, please refer to *Integrity Matters: Olin Business School Code of Conduct*

**POLICY ON MISSING CLASSES AND EXAMS FOR INTERVIEWS**

We strongly advise that students schedule job and internship interviews around their class times and exam schedules. Employers understand that academics are your top priority. For off-campus interviews at the employer’s site, most will accommodate a student who needs to schedule an interview around a class or exam. For on-campus interviews, you should sign up quickly - as soon as possible - since these timeslots are fixed and are available on a first-come first-served basis only. In the event that an interview conflicts with a scheduled class, you must notify the professor in advance; the sooner you do that you demonstrate professional courtesy and a sense of commitment to the professor. How the professor treats the absence is at the professor’s discretion in accordance with the course syllabus or other means of communication. An interview conflict is not a valid reason for missing an exam. If you experience or anticipate problems, you should seek advice from Weston Career Center advisors.

**DISABILITIES**

Reasonable accommodations will be made for students with verifiable disabilities. Students who qualify for accommodations must register through Washington University’s Center for Advanced Learning Disability Resources (DR) in Cornerstone. Their staff members will assist me in arranging appropriate accommodations.

**MANAGEMENT COMMUNICATION CENTER**

The Management Communication Center, located in Simon Hall 121, is an Olin Business School resource that combines leading edge technology with traditional in-person consultations to sharpen the management communication skills of undergraduate and graduate students. Staffed by communication professionals and graduate student consultants, the MCC provides one-on-one coaching and group consultations to address written, oral and presentation communication challenges. In addition, consultants can assist international students improve written and spoken English skills. Through coaching, practice, and critique sessions, the MCC can help Olin students develop strategies to expand their ability to craft clear, concise and compelling communications.

The Weston Career Center advisors also refer students to the MCC for extra assistance with job-search related communication skills, including cover letters, self-introduction pitch and business correspondence.
To schedule an appointment, go to MCC Campus Groups or directly at: https://wustl.mywconline.com/