

## CLRES 2729: idea2Impact

<p><b>Course Information</b> Term: Fall 2018 Credits: 1</p> <p><b>Class Meetings</b> Big Idea Center/Innovation Institute Gardener Steel Conference Center, Room G52 T/F: 9-11:00 9/25-10/19</p>	<p><b>Instructor</b> Babs Carryer Director of Education &amp; Outreach Innovation Institute <a href="mailto:bcarryer@innovation.pitt.edu">bcarryer@innovation.pitt.edu</a> office: 412-624-3172 cell: 412-310-3502</p> <p>Mary Goldberg Assistant Professor Department of Rehabilitation Science and Technology Human Engineering Research Laboratories Institute for Clinical Research Education <a href="mailto:mgoldberg@pitt.edu">mgoldberg@pitt.edu</a> office: 412-822-3693</p>
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### Course Description

Idea to Impact (i2I) is a practical, 8-week course that will guide you step by step through the experience of developing an innovative and entrepreneurial idea. The course is for early-career scientists (e.g., MDs, PhDs, fellows, medical students, faculty, post-docs, and graduate students) who are new to entrepreneurship and commercialization, but interested in translating research into practical applications that solve real world problems. Each week, you will focus on one discrete stage of the translational process as you work in teams to identify a problem, analyze stakeholders, define a solution, describe its benefits, research the competition, articulate differentiators, and create an action plan. The course will culminate in a final presentation to an invited audience.

### Course Format

I2I is designed as a hybrid format. Between classes, you will complete self-paced, online modules that introduce key concepts and information. You will also meet with your team, either face-to-face or virtually. Each session, during class, your team will present specific deliverables, receive feedback from your instructor and colleagues, and engage in focused discussion. On the last day of class, teams will present their fully formed idea to an invited audience. The expected effort is 12 hours per week over four weeks: four hours of video and reading material, four hours of prep for class presentations, and four hours of class time.

### Learning Objectives

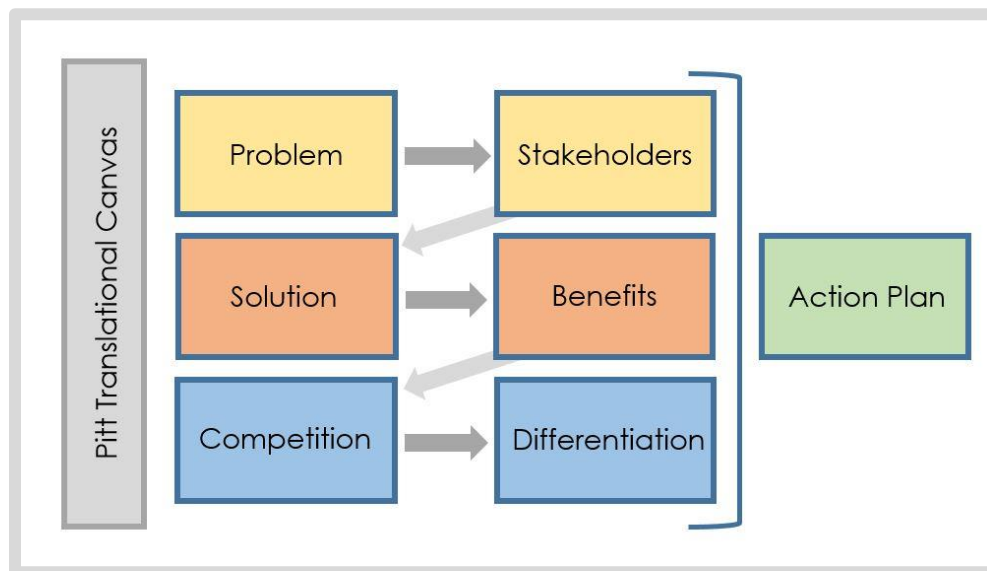
By the end of the course, you will be able to:

- Explain the steps of the translational process for academic inventors.
- Clearly identify a **problem** that lends itself to translation, and explain its significance.
- Identify all the relevant **stakeholders** and their relationship to the identified problem.

- Clearly articulate the proposed **solution** and how it addresses the problem.
- Describe the specific **benefits** of the solution to all relevant stakeholders.
- Research the **competition**, direct and indirect, and describe what each competitor offers.
- Explain the **differentiation** of the solution in relation to the competition.
- Outline an **action plan** to take the solution forward.

## Course Content

The course will follow the seven steps of the Pitt Translational Canvas, depicted below. Each session will focus content on a particular box, culminating in final presentations that will include all of the canvas boxes.



## Course Instructor

**Babs Carryer, MPM**, is Director of the Big Idea Center, under the umbrella of the Innovation Institute. Babs is a serial entrepreneur, writer and educator. She blogs about entrepreneurship on NewVenturist. She has taught the new technology commercialization class, From Benchtopy to Bedside (B2B), since inception. Babs taught entrepreneurship and helped to build the entrepreneurial ecosystem at CMU for 15 years. Previously Babs was director of training and faculty development at VentureWell, formerly the National Collegiate Inventors and Innovators Alliance. Babs is President of Carryer Consulting and co-founder of LaunchCyte, with a portfolio of five companies, four of which are in the life sciences. Babs has a Masters in Public Management (MPM) from Heinz College at CMU, and a BA from Mills College in CA. She is a published author of startup mystery novel, *HD66: search for a cure or a killer*, plus *Startup Briefs*.

**Mary Goldberg, PhD**, serves as Education & Outreach Project Director at the Human Engineering Research Laboratories, Innovation Track Director in the Institute for Clinical Research Education, and an Assistant Professor in the Department of Rehabilitation Science and Technology. Mary received her PhD in Administrative and Policy Studies of Education with a focus on online learning in assistive technology and her additional research interests include innovation related to education and rehabilitation; program evaluation; STEM education; and international capacity building in assistive technology.

## Course Materials

- Videos for this course are required viewing. All are available in CourseWeb.
- There is one short, required text: *Startup Briefs, the Ultimate, No-holds-barred Guide to Startastartup* by the instructor, Babs Carryer. Please read this book in its entirety (111 pages) by the second week of class (Friday, October 5) and be prepared for class discussion.
- A set of optional readings are included for each module in CourseWeb. Use them as you see fit. They are not required.

## Course Requirements

Attendance:	Class attendance and active participation are essential in this course. Everyone's experience will be richer if you ask questions and provide constructive feedback to colleagues.
Required materials:	There will be videos assigned as preparation for each class session. Please view them prior to meeting with your team to prepare for class.
Optional materials:	Every module will include a set of optional resources (videos, blogs, readings, etc.) which you should use as you see fit.
Group meetings:	Your team will be expected to meet outside of class time, whether face-to-face or virtually, to prepare for class.
Presentations:	Every class session, your team will be expected to present one element of your commercialization plan. In the final session, you will integrate all these elements into a pitch for your idea.

## Grading

Evaluation will be based on attendance, participation, the degree to which your project progresses over the period of the course, and the quality of your interim presentations and final presentation. The relative weighting will be:

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|--------------------------|-----|
| • Attendance             | 10% |
| • Participation in class | 19% |
| • Progress               | 10% |
| • Presentations (6)      | 42% |
| • Final presentation     | 18% |
| • Course survey          | 1%  |

## Schedule:

Each Tuesday, 9-9:30am is reserved for group preparation for presentations. It is required that all participants be there by 9am. Each Friday, 10:30-11am is reserved for group planning. It is required that all participants stay until 11am.

Week	Topic	Content	Before Class	Presentations
Session 1 9/25	Introduction	<ul style="list-style-type: none"> <li>How can your research make a broader impact?</li> <li>What are the steps of the translational process?</li> <li>What is the structure of this course?</li> </ul>	Watch assigned videos	
Session 2 9/28	Problem	<ul style="list-style-type: none"> <li>What are the steps of the translational process?</li> <li>What is the problem you'd like to solve?</li> <li>How do you know it's a problem?</li> <li>Why is it significant?</li> </ul>	<p>Watch assigned videos</p> <p>Work together to prepare presentation</p>	Presentation 1: Problem statement
Session 3 10/2	Stakeholders	<ul style="list-style-type: none"> <li>Who are the stakeholders?</li> <li>How do they experience the problem?</li> <li>Who are the beneficiaries, influencers, gatekeepers?</li> </ul>	<p>Watch assigned videos</p> <p>Work together to prepare presentation</p>	Presentation 2: Stakeholder analysis
Session 4 10/5	Solution	<ul style="list-style-type: none"> <li>What is the proposed solution?</li> <li>What does it do?</li> <li>How does it work?</li> <li>How does it solve the problem?</li> </ul>	<p>Watch assigned videos</p> <p>Work together to prepare presentation</p>	Presentation 3: Solution and value proposition
Session 5 10/9	Benefits	<ul style="list-style-type: none"> <li>How does your solution benefit each stakeholder?</li> <li>How does it solve their problem?</li> <li>Is it nice-to-have or must-have?</li> </ul>	<p>Watch assigned videos</p> <p>Work together to prepare presentation</p>	Presentation 4: Description of benefits
Session 6 10/12	Competition	<ul style="list-style-type: none"> <li>Who are your direct and indirect competitors?</li> <li>What are their strengths and weaknesses?</li> <li>Why is there room for your solution?</li> </ul>	<p>Watch assigned videos</p> <p>Work together to prepare presentation</p>	Presentation 5: Report on competition

Session 7 10/16	Differentiation	<ul style="list-style-type: none"><li>• What makes your solution different/better?</li><li>• What specific features, intellectual property, or other factors make it unique?</li></ul>	Watch assigned videos  Work together to prepare presentation	Presentation 6: Identification of differentiators
Session 8 10/19	Final Presentations	<ul style="list-style-type: none"><li>• What is your fully formed translational idea, including problem, stakeholders, solution, benefits, competition, differentiators, and action plan?</li></ul>	Watch assigned videos  Work together to prepare presentation	Final presentation