

HEA 701 (3 credits)
Promoting and Protecting Health through Entrepreneurship
Department of Public Health Education
Fall Semester, 2020

Instructors:	David L. Wyrick, Ph.D., Professor Email: dlwyrick@uncg.edu Cell Phone: 336-324-1391 Office Hours: By appointment
Location:	HHP 420-H
Day/Time:	TBD
Prerequisites:	None
For whom planned:	Graduate students in Public Health Education and other health-related programs
Course Description:	<p><i>Catalog Description:</i> Introduction to Federal Small Business Research grant mechanisms for entrepreneurial research. Students will prepare a grant proposal for possible submission to NIH, CDC, or Department of Education.</p> <p><i>Expanded Description:</i> Specifically, the course will introduce graduate students to all aspects of the SBIR/STTR program, within the NIH, CDC, and Department of Education. Students will investigate the history of the program (including federal legislation), involvement of specific institutes and centers within NIH and CDC, organizational eligibility, program expectations, research and development areas of interest, the proposal process (including the preparation of a business plan), protecting intellectual property (copyright and patent), commercialization, and securing capital.</p>

Student Learning Outcomes:

The following are the Student Learning Outcomes (SLO) for this course. As a result of taking this course, students will:

1. Increase their awareness of the Federal SBIR program.
2. Produce ideas for innovative products to promote and protect health.
3. Prepare and possibly submit an SBIR/STTR proposal to the NIH, CDC, or Department of Education.
4. Identify Federal and local resources and technical assistance available to entrepreneurs and small businesses

Required Text:

The Grant Application Writer's Workbook: National Institutes of Health
Published by: Grant Writers Seminars and Workshops
Authors: John Robertson, David Morrison, & Stephen Russell
<http://www.grantcentral.com/>

*** Additional Readings will be provided.
Students are expected to have completed the required reading assignments before each class session.

Additional Outcomes:

Students will exit the course with a number of skills, abilities, and perspectives involving these topics:

- pursue federal funding in non-traditional ways as academicians.
- contribute in new ways as scholars or entrepreneurs to the economic vitality of their institutions and communities.
- product/business ideation
- conducting market research
- conducting literature reviews
- business strategy development
- formal proposal/business plan development
- procedures for protecting human participants
- budget development and justification
- applying research/evaluation methods related to SBIR Phase I feasibility trials
- developing a commercialization/marketing plan
- identifying appropriate sources of business capital
- how to work in a collaborative environment which includes a private, for-profit business and a university.

COURSE REQUIREMENTS

Teaching Strategies:

Dr. Wyrick will teach this course using lecture, class discussion, group processes, and student presentation strategies for learning. The success of this course depends on how much all involved put into our work together. This syllabus is the beginning of a learning contract we will share. The outline of topics to be covered and readings to be done lay out part of my commitment to you for what learning we will facilitate. The course requirements and the assignments listed below lay out part of your commitment *to you and to your classmates* for what learning you will undertake and facilitate.

Academic Honor Code:

Please note that this course relies on your adherence to the Academic Integrity Policy (honor code). Refer to UNCG web site for full listing of UNCG's Academic Integrity Policy
<http://saf.dept.uncg.edu/studiscp/Honor.html>

Grading:

Students will be graded on 1) submission of draft sections of an SBIR/STTR proposal (40%); 2) a presentation of their SBIR/STTR proposal (40%); and 3) participation in class discussions, including written responses to questions and informal writings about the readings or class activities (20%).

Philosophy:

This course is designed to train students in the fundamentals of SBIR/STTR grant programs and how to write competitive proposals. It is recognized that many students in the class bring with them experiences from field and policy settings. These experiences are a valuable part of the course and it is intended that students will participate actively in classes by elaborating upon lectures, asking questions, and exchanging ideas with each other and the lecturers. Our learning process depends on your participation and commitment to learning. Before-class ways that you will demonstrate this commitment include reading and thinking about the readings and completing your assignments. In class, you will demonstrate this commitment by: listening, sharing your insights about the readings and topics at hand, asking questions, and participating in activities. To ensure that everyone has opportunities to contribute, we will call upon those who are not participating to help us out, but the primary responsibility for contributing falls on you.

Grading and Assignments:

1) **Submission of Draft Sections of a Proposal (40%)**. Students will be assigned to write sections of a proposal following the SBIR or STTR guidelines. Feedback and a grade will be given on each section. The sections revised sections will constitute the final full proposal. (SLOs # 1-4)

Grading Scale:

A+ = 97-100
A = 93-96
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
F = <70

2) **Final Proposal Presentation (40%)**. Each student will submit a final version of a full SBIR or STTR proposal following all Federal guidelines. In addition, each students will make an oral presentation about their proposal. (SLOs # 1-4)

3) **Class Participation (20%)** Students are expected to contribute to the course based on their analysis of the readings and their own experience, when

applicable. Full participation in all classroom activities is expected. (SLOs # 1-4)

**Policies
Regarding
Assignments:**

- 1) All assignments should be submitted to the instructors on the designated day. Requests to turn in assignments at times other than the due date must be submitted to the course instructor in writing prior to the due date. The instructor will notify the student in writing whether or not the request is approved.
- 2) Although students are encouraged to discuss course content and to share information about data sources, it is expected that students will work independently in preparing the written assignments, unless team or group projects have been assigned.

Internet:

The course instructors will be setting up a course homepage utilizing the *Canvas Course Management System* for intra-class communications. Canvas may be used to inform students of any changes in the assignments or scheduling changes, etc. It may also be used by students to ask questions of classmates and the instructor, or to further discussions.

Canvas email cannot be changed to use an email address other than uncg.edu. Students can, however, forward their UNCG email to another address using <http://email.uncg.edu>. The UNCG UNIX/email password is required to use the email forwarding site.

Syllabus:

Learning is an organic process. As every strong health educator knows, learning needs to be tailored and re-tailored to both meet the needs of the participants (that's you, in this case) and to meet the objectives of the program (PHE). This syllabus may change. You will need to keep up with these changes, and you will receive information on any changes and/or a new syllabus (with a new date in the upper right corner) as necessary. You are expected to keep up with these changes both so that you complete the right assignments and so that you are informed of any changes. Please bring your syllabus to each session.

COVID-19

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of the virus. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students should sit in their assigned seat at every class meeting and should not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for exemptions from guidelines.

WK	DATE	TOPIC	ASSIGNMENT
1	Aug 17	Module 1 Introduction to Prevention Strategies, NIH, & SBIR Program	Read Chapters 1, 2, & 3 Additional Readings in Canvas
2	Aug 24	Module 2 Deep Dive into SBIR Program	Read Chapters 1, 2, & 3 Additional Readings in Canvas <i>Work on your R&D idea</i>
3	Aug 31	Module 3 SBIR Grant Reviewer Training	Read Chapters 4 & 5 Additional Readings in Canvas <i>Assignment: Grant Review Report</i>
4	Sept 7	Module 4 SBIR Grant Reviewer Practice	Read Chapters 4 & 5 Additional Readings in Canvas <i>Class Activity: Grant Review Simulation</i>
5	Sept 14	Module 5 Introduction to SBIR Instructions Additional Community Resources	Additional Readings in Canvas <i>Assignment: SBIR Company Case Study</i>
6	Sept 21	Module 6 Proposal Planning & Writing Schedule	Read Chapter 6 Additional Readings in Canvas <i>Assignment: Brief Description Due</i> <i>Assignment: Writing Schedule Due</i>
7	Sept 28	Module 7 Specific Aims Case Study: All Stars Senior	Read Chapters 7 & 8 Additional Readings in Canvas <i>Assignment: Specific Aims Draft 1 Due</i>
8	Oct 5	Module 8 Specific Aims Case Study: All Stars Senior	Read Chapters 7 & 8 Additional Readings in Canvas <i>Assignment: Specific Aims Draft 2 Due</i>
9	Oct 12	Module 9 Significance & Preliminary Studies Case Study: College Alc	Read Chapters 9 & 10 Additional Readings in Canvas <i>Assignment: Significance Draft 1 Due</i> <i>Assignment: Preliminary Studies Draft 1 Due</i>

WK	DATE	TOPIC	ASSIGNMENT
10	Oct 19	Module 10 Significance & Preliminary Studies Case Study: College Alc	Read Chapters 9 & 10 Additional Readings in Canvas <i>Assignment: Significance Draft 2 Due</i> <i>Assignment: Preliminary Studies Draft 2 Due</i>
11	Oct 26	Module 11 Research Strategy: Approach Case Study: myPlaybook	Read Chapter 11 Additional Readings in Canvas <i>Assignment: Approach Draft 1 Due</i>
12	Nov 2	Module 12 Research Strategy: Approach Case Study: myPlaybook	Read Chapter 11 Additional Readings in Canvas <i>Assignment: Approach Draft 2 Due</i>
13	Nov 9	Module 13 Abstract, Narrative, Budget, Biosketches, & Cover Letter	Read Chapters 12, 13, 14, 19, & 20 Additional Readings in Canvas <i>Assignment: Abstract Draft Due</i> <i>Assignment: Narrative Draft Due</i> <i>Assignment: Budget Draft Due</i> <i>Assignment: Biosketch Draft Due</i> <i>Assignment: Cover Letter Draft Due</i>
14	Nov 16	Module 14 Human Subjects	Read Chapter 16 Additional Readings in Canvas <i>Assignment: Human Subjects Draft Due</i>
15		Final Grant Applications due by Dec 5	<i>Assignment: Final Grant Application Due</i>