



## Course and Examination Fact Sheet: Spring Semester 2025

### 8,228: Grand Challenge: Innovating Healthcare

ECTS credits: 4

#### Overview examination/s

(binding regulations see below)

decentral - Active participation, Analog, Individual work individual grade (10%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (30%)

Examination time: Term time

decentral - Presentation, Analog, Group work group grade (60%)

Examination time: Term time

#### Attached courses

Timetable -- Language -- Lecturer

[8,228,1.00 Grand Challenge: Innovating Healthcare](#) -- English -- [Feser Claudio](#)

#### Course information

#### Course prerequisites

Bachelor course on "Strategisches Management"

#### Learning objectives

Understand the importance and key concepts of innovation and of innovation management

Understand how healthcare systems work

Understand the most important venues for innovation in healthcare

Be able to identify specific areas of contribution/problem solutions to achieve SDG goals

Be able to define problems

Be able to develop innovative solutions hypotheses, to validate them (with data, tests, business case, etc.), and to communicate them effectively

Be able to work in teams and to interact effectively with stakeholders

Be able to reflect on learnings

#### Course content

Living and working in good health is Being healthy and a productive member of society is one of the world's health is central to human happiness and well-being. It also contributes significantly to prosperity, wealth, and economic progress. Healthy individuals not only live longer, they are more productive, save more, and contribute more to society. The healthcare industry that - literally - day and night works to keep us in good health is one of the world's largest and fastest growing industries. It is also a massively inefficient industry that is currently being reshaped by technology and innovation. The course explores disruptive technologies, start-ups, and corporate innovations, and equips the students with the knowledge and tools to contribute to innovating healthcare. In the course students will work in teams to develop innovative, yet practical solutions



to acute problems of healthcare organizations, that is, firms that are customers, insurers, medical practices, hospitals, service providers.

## Course structure and indications of the learning and teaching design

The course is structured into 12 sessions of 4 hours each. The first two sessions, which are interactive lectures, focus on the basic principles of innovation and innovation management, and on an introduction to healthcare systems. Session 3 will be a panel discussion with healthcare companies on the challenges that they currently face. They will also invite groups of students to address some of those challenges during the course. Session 4 will be a practical workshop on creative thinking which equips students with the tools and methods to correctly define problems and develop innovative solutions to address them. Session 4 will focus on creativity as a process. Between session 5 and 10 students will work in teams to develop innovative solutions for challenges or problems of healthcare actors. In doing so they will go through every steps to develop innovative and practical solutions, incl. problem definition, idea generation, hypotheses testing, financial planning, action planning, and communication to stakeholders. Each team will focus on one specific challenge. Sessions 5 through 10 are a combination of flipped classroom and workshop. The aim is that the majority of the students' work happens in class. Industry guest speakers will attend selected sessions. In session 11 teams will present their innovative solutions to the various companies. Session 11 closes with a discussion about scaling innovation - both as a start-up as well as within an established firm - and with a reflection.

## Course literature

<https://scotthyoung.com/blog/2019/0/17/explore-exploit/>

Zellweger, T. and Zenger, T. (2022). Entrepreneurs as scientists. Academy of Management

<https://theprescription.substack.com/p/4-countries-4-different-approaches>

McKinsey Global Institute (2020). Prioritizing Health: A Prescription for Prosperity, June 2020. Pages 1-27

Gassmann, O., Frankenberger, K., Choudury, M. (2020). The Business Model Navigator. The strategies behind the most successful companies. FT Publishing International. 2nd Edition. Chapter on Canvas

Feser, C., Laureiro-Martinez, D., Frankenberger, K. and Brusoni, S. (2024). Super Deciders: The Science and Practice of Making decisions in dynamic and Uncertain Times. Wiley. Chapter 9 (Managing Change in Organizations)

## Additional course information

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## Examination information

### Examination sub part/s

#### 1. Examination sub part (1/3)

##### Examination modalities

Examination type	Active participation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Synchronous
Examination location	On Campus
Grading type	Individual work individual grade
Weighting	10%



Duration --

## Examination languages

Question language: English

Answer language: English

## Remark

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## Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

## Supplementary aids

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## 2. Examination sub part (2/3)

### Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Individual work individual grade
Weighting	30%
Duration	--

### Examination languages

Question language: English

Answer language: English

### Remark

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### Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

### Supplementary aids

Reflection paper answering the following questions:

1. What key insights have I gained about innovation in healthcare?
2. What key insights have I gained about myself?
3. How would I like to leverage those insights going forward?

Grading criteria are:

1. Clarity of text
2. Depth of reflection



Formal requirements:

- Scope: max. 1 page A4
- Format: A4 format, font: Arial/Calibri/Times New Roman, font size: 12p, line spacing: 1.5

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## 3. Examination sub part (3/3)

### Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work group grade
Weighting	60%
Duration	--

### Examination languages

Question language: English  
Answer language: English

### Remark

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### Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

### Supplementary aids

A pitch deck in ppt (maximum 15 pages) and oral presentation describing:

1. Overall idea
2. Problem statement (what problem are we solving)
3. Proposed solution with supporting evidence
4. Evaluation of proposed solution, qualitative and quantitative
5. Rough stakeholder engagement and implementation/change plan
6. Team

Criteria used for evaluation of end product:

1. Clarity of presentation
2. Clarity of rationale of proposed solution with supporting evidence
3. Creativity
4. Implementability

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## Examination content

60% of the final grade is based on the team presentation of the end product in ppt (maximum 15 pages) describing:

1. Idea overall



2. Problem statement
3. Proposed solution with supporting evidence
4. Evaluation of proposed solution, qualitative and quantitative
5. Rough stakeholder engagement and change plan
6. Team

Criteria used for evaluation of end product:

1. Clarity of presentation
2. Clarity of rationale of proposed solution with supporting evidence
3. Creativity of proposed solution
4. "Implementability"

30% of the final grade is based on an individual reflection paper answering the following questions:

1. What key insights have I gained about innovation in healthcare?
2. What key insights have I gained about myself?
3. How would I like to leverage those insights going forward?

Grading criteria are:

1. Clarity of text
2. Depth of reflection

Formal requirements:

1. Scope: max. 1 page A4
2. Format: A4 format, font: Arial/Calibri/Times New Roman, font size: 12p, line spacing: 1.5

## Examination relevant literature

None

### Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 13 (Monday, 25 March 2025) are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 23 January 2025);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 17 March 2025);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 14 (Monday, 31 March 2025);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 15 (Monday, 07 April 2025).



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