BUS 235AC -001  CRN 30248  
Entrepreneurship: Creativity, Design & Innovation (ICED)  
COURSE OUTLINE – Fall 2017  
14:30 – 15:45 MW ED621  
Classes: Sept. 6 to Dec. 4, 2017  
FINAL Dec. 11 1400-1700  

Instructor: Dr. Aldene Meis Mason, FCMC  
Office: ED 524.7  
Phone:  1-306-533-1324 (cell)  
Office hours: by appointment (flexible, convenient to us both)  
Course web: UR Courses at http://www.uregina.ca/urcourses/  
e-mail: aldene.meismason@uregina.ca or use our BUS 235AC UR courses email  

COURSE DESCRIPTION AND OBJECTIVES  
This course explores ideation and opportunity discovery as significant to the processes of innovation, creativity, entrepreneurial thinking and design applicable to a wide range of disciplinary and professional areas. Students will be introduced to theoretically derived and practically driven concepts, tools and models as a means for identifying, building and utilizing the skills and competencies that will help them manage the ideation process relevant to projects, problems, challenges and opportunities, both economic and non-economic in nature.  

The objective of the course is to understand and gain experience in utilizing these tools through exercises and assignments designed to help students’ discover/identify/create opportunities in all facets of their lives. A variety of texts, cases, in class discussions, challenges, and multi-media presentations will be utilized in the delivery of the course. Students will also be prompted to engage in experiential learning exercises and simulations. The course is centered upon two major projects: one to be done individually and one that is team based. 

On completion of this course, students will be able to:  
1) Understand the nature and process of ideation and opportunity discovery  
2) Determine the role of ideation related to the processes of problem solving, discovering/creating new opportunities, design and innovation  
3) Employ and evaluate the utility of a wide variety of ideation and creative models and structures within different contexts and processes
4) Identify the importance of concepts, tools and models related to team building and performance when engaging in creative and/or innovative activities

5) Explore, strategize and implement ideation and creativity models by engaging in the processes related to developing new products/services/programs/opportunities

COURSE METHODOLOGY
This course is structured around using ideation and opportunity discovery techniques to understand and enhance creativity, entrepreneurship, design and innovation processes. Interactive classroom sessions will be used to explore the concepts, methodologies and tools associated with this objective. Case studies, readings and other course materials will be provided before classes and closely aligned with classroom learning exercises. Participation in these activities is extremely important to the learning process. Ultimately, these experiential exercises will help students integrate and adapt models and tools to various assignments. Class projects and assignments will be staged with learning materials as much as possible so as to keep students structured while working on the class deliverables across the semester. Two of the three main projects are structured this way.

- The first is individual and takes place in the first half of the semester. It involves identifying a problem and using course materials to render an innovative solution.
- The second is team based and falls in the second half of the semester. It involves identifying a problem/need/opportunity and designing a solution/product that uses models, tools and concepts discussed in the course to evaluate the process undertaken.

Students will be evaluated on their engagement, use of course materials, critical analysis skills and understanding of the processes, not the end results of the processes themselves. Thus failure to produce a successful outcome is not a requirement for a good grade.

THIS IS AN INTERACTIVE/EXPERIENTIAL COURSE. Reading the pre-assigned cases, readings and materials before class is necessary for successful participation.

COURSE MATERIALS AND READINGS
No textbook is assigned. However, assigned readings are from the following publications:

- Richard Morris, The Fundamentals of Product Design, Ava Publishers (I own this book and it is to be loaned out and read/reviewed by each student across the semester)
- Vijay Kumar, 101 Design Methods: A structured approach for driving innovation in your organization, Wiley Publishers
Assigned Cases:
- A Tale of Two Cases, Weisberg.
- How Pixar Fosters Collective Creativity, Ivey Publishing
- Nanyang Optical: Beyond Product Design: From Idea to Launch, Ivey Publishing
- Other selected readings/cases as posted on URCourses

Assigned interactive experiential exercises:
- Soft Touch
- Guru Team Challenge
- Kitty Hawk Simulation Challenge (Litz)
- In class Prototyping Exercise (Kaufmann)
- IP and Water Transport Design Challenge (Moroz)
- Various other minor interactive challenges

Recommended Reading:

Interesting Films:

You will be invoiced through Financial Services for all fees for copyright permissions for readings and cases.

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/challenges/competitions/reports (ongoing)</td>
<td>30</td>
</tr>
<tr>
<td>Reading, learning and teaching Podcast Presentation – Team</td>
<td>15</td>
</tr>
<tr>
<td>Problem Analysis – Individual</td>
<td>20</td>
</tr>
<tr>
<td>Design project – Team</td>
<td>30</td>
</tr>
<tr>
<td>Design project team assessment – Individual</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
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</tbody>
</table>

THIS IS NOT A LECTURE CLASS BUT AN INTERACTIVE/EXPERIENTIAL CLASS. It is expected that you will treat your participation in this course in a professional manner. Prepare
thoroughly for each class. Read the materials and additional readings carefully. By doing this, you will be well-prepared for the discussions, case analyses, assignments, and simulations used to apply key concepts, models and processes relevant to ICED.

QUizzes/Challenges/Competitions/Reports
Over the course of the semester, the instructor will provide a series of experiential and interactive assignments/quizzes that will count toward your final grade. Students will be provided with the materials and readings in advance as well as the expectations and grading regimes used for each activity/assignment. Quizzes will be random. If students do not show up for class they will not have an opportunity to be graded and other students may be disadvantaged.
Examples of off possible activities that will be graded:
- Problem solving challenges
- Puzzle busters
- Cartoon caption challenges
- Open media journal reports (does not have to be written but presented in any creative way that effectively gets across material or information that needs to be communicated/evaluated)
- Quizzes
- Improv challenges
- Case study competitions
- Problem solving process evaluations

Grades will be assigned on the nature and rigor of the activities/assignments, with no activity being awarded less than 2 marks and no more than 5 marks.

Reading, Learning, and Teaching Podcast Presentation (Team)
A list of books is provided in the course outline, but students are also encouraged to seek out podcasts, documentaries and other sources of materials (for example: Malcolm Gladwell podcasts) to present on (as approved by the instructor). One of these books (or any other sources of information/learning approved by the instructor) must be read/viewed/digested by the entire group. Students will have two weeks to select a group of no more than 4 individuals and the book (source material) they wish to read and present on. If there are multiple teams who wish to present the same book/source, a challenge process will be used to determine who gets what book/source. Therefore have a list of at least 5 sources.
This is not a book report. I am not looking for facts, what happened or how the book ends.
The presentation podcast you provide will be of original content produced by the students with the objective of:

1. Identify any ideas, models, concepts or processes that could be used by the team for some specific purpose
2. Explain the above to the class in a way that can be easily understood and utilized with some leadership in determining where this learning material might be potentially useful, and in what contexts

3. Put the source material into a process/context through a simulation or hypothetical/real problem/opportunity which your team identifies (it can involve other class students)

4. Evaluate the utility of the source material as you have used it in your example: did it have utility? Was it easy to use? Did it enhance outcomes/performance? What are the implications for its usage? Etc.

This is a flipped classroom exercise that requires teams to be the instructor and present material in a way that is innovative, effective and impactful for the rest of the class. The instructor has read a majority of these books, but not all, so learning extends to that of the instructor. Different perspectives, experiences and talents are welcome to be utilized in how the material is presented the instructor does not wish to impose any world views or formats - any mediums maybe used within the podcast presentation (as discussed with the instructor). The podcast presentation can take no more than 15 minutes.

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Blink, by Malcom Gladwell

Applied Imagination, by Alex Osborn

How Google Works, by Eric Schmidt, Jonathon, Rosenberg and Alan Eagle

The Second Machine Age by Erik Brynjolfsson and Andrew Mcafee

The New Digital Age – by Eric Schmidt, Jared Cohen

The Seven Habits of Highly Effective People, by Stephen R. Covey

Ten Faces of Innovation, by Tom Kelley

Makers: The New Industrial Revolution by Chris Anderson

The Third Wave, An Entrepreneur’s Vision of the Future, by Steve Case

The Art of Innovation, by Tom Kelley and the Deep Dive story

Five Dysfunctions of a Team, by Patrick M. Lencioni

The Five Temptations of a CEO: A Leadership Fable, by Patrick M. Lencioni

Multiple Intelligences: The Theory in Practice, by Howard E. Gardner

How to think like Leonardo De Vinci, by Michael Gelb.
Total Creativity, by David Tanner

Freakonomics, by Levitt, et al.

Think Like a Freak, by Levitt and Dubner

How to Create a Mind, by Ray Kurzweil

A Whole New Mind: Why Right-Brainers Will Rule the Future, by Daniel H. Pink


Other books: Creativity in Product Innovation, The 3M way to Innovation, Creative Advertising, Essence of Creativity, Innovation to the Core, Payback, How Would You move Mount Fuji, Leading for Innovation, Drawing on the Right Side of the Brain, Coloring Outside the Lines, Serendipity, Breakthrough Creativity (other books not listed here must be approved by the instructor).

Interesting Media:
Eames the Architect and the Painter
Exit Through The Gift Shop
Beginners
Frances Ha
Art & Copy
Yves Saint Laurent:
Steve Jobs: One Last Thing
TED Talks – Rebel Design
Objectified
Ai Weiwei: Never Sorry
Design Is One: Lella & Massimo Vignelli
Pablo

What ones would you like to add?

PROBLEM ANALYSIS PROJECT (INDIVIDUAL)
Students will be tasked with solving a problem using any of the creative processes discussed in class (or others that they have identified for themselves as per approval of instructor). Students will be required to record the processes they have used that include a report on what they did, how they did it, why they did it, what the outcome was and what they would want to change if they did it again. This is a creative assignment, so there is no set structure as to what you are to submit to the instructor: It may be a written report, videos, a blog web link, artistic representations etc. – the sky is the limit. However, the assignment should follow or utilize at least one of the creative processes presented in the course.
Objective: identify and find a solution for anything related to the sentence “problems encountered when a person is inside a car/truck”.

DESIGN PROJECT (TEAM)

Students will self select into teams of no more than 5 to work towards developing some kind of innovative product, service or program. The exercise is highly unstructured, but has several deliverables (see below a-e). As the objective is to come up with a completely original idea, artistry, or creative outcome that may be argued to have economic or social value, solves a problem/or identifies an opportunity in some way, it is imperative that the team attempt to develop something unique, distinct and that does not appear in social, institutional or market systems (as far as can be detected). THE END RESULT DOES NOT HAVE TO BE SUCCESSFUL OR CREATIVE; IT MAY LEAD TO FAILURE. THE PROJECT WILL BE GRADED ON THE WORK DONE, DILIGENCE USED AND CRITICAL ANALYSIS OF THE PROCESSES UNDERTAKEN WITH RESPECT TO INCORPORATING COURSE CONCEPTS /MODELS INTO THE PROCESS.

As the project is focused on the process and not the end result or outcome, the development of a prototype is not required, but may be done if the team has interest in doing so (this will not affect the overall mark). The report DOES NOT HAVE TO BE A WRITTEN REPORT, but will consist of:

a) A detailed process used for the identification of the problem (use a logbook or journal or any other means to do so as long as it may be effectively communicated to the instructor/class)

b) An evaluation of the team with respect to how they are adequate/inadequate for solving this problem and how the team is structured to deal with any issues that surface (use a team ethnographer); materials discussed in class on personality types, leadership styles or cognitive traits should be used to elaborate on this task

c) An outline of the creative processes used to tackle the problem (use a logbook or journal or any other means to do so as long as it may be effectively communicated to the instructor/class)

d) Any and all rationale, hypotheses and testing processes used to evaluate the solution arrived at (use a logbook or journal or any other means to do so as long as it may be effectively communicated to the instructor/class)

e) Any means for relaying the solution to the problem to the class/instructor. It is up to the student team to generate the most effective way to clearly represent the problem and the solution for others to evaluate (this is to be delivered via a 5 minute presentation on the last day of class)

Each of the above categories will be graded on a scale of 6 for a total of 30 marks (thus the presentation is graded out of 6 and the report is graded out of 24). Teams are encouraged to work with the instructor and gain as much feedback as possible. There will be some time available in class for work on this project, but as we are short two classes due to statutory holidays, you will need to definitely put in at least 3 hours of equivalent class time and each team member will be expected to put in at least an equivalent amount of of extra time outside of class
(as needed) to complete this project. Each team will be assigned a grade for the project and this will then be adjusted for each student based upon the team’s perception of their contribution.

**TEAM EVALUATION**

Students will be required to provide a report on individual member performance relevant to your design project team and any other broad issues that are deemed relevant to the team’s performance. The objective is to:

1) To assess how each team member performed in a fair and arbitrary manner
2) To assess the success of the project based on individual team performance, interaction and time committed
3) To identify any problems experienced with individual team members and how these problems were overcome (or if they were not overcome, how they might be overcome conceptually and any tests that might help to validate the solutions posed)
4) A candid evaluation of your own performance/capacity.

Keep in mind, that this assignment should not be shared with any of the other students in the class. Also keep in mind that the instructor will be grading your evaluation by triangulating it with the other team members reviews. In short, half of your team evaluation grading will be based on the evaluation that you do on your team members and half based upon the evaluation your team members have conducted on you. The evaluation is to be professionally done with no overly negative or ad hominem references about team members included in your written report that is submitted directly to your instructor.

**ACADEMIC INTEGRITY:**

Organizational members are expected to operate ethically. This ethical standard applies to students, faculty and staff involved in through the Paul J. Hill School of Business. As a professional Certified Management Consultant, I am also bound by the Code of Ethical Principles and Rules of Conduct of my professional organization.

Students enrolled in Business Administration courses at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. Plagiarism or cheating on examinations and assignments is a serious offence that may result in a zero grade on an assignment, a failing grade in a course or expulsion from the University. For more information on this important matter, please consult the University of Regina Undergraduate Calendar and the handout provided by the Paul J. Hill School of Business on Academic Misconduct.

**NEED FOR ACCOMODATION:**

If there is any student in this class who, because of a disability, may have need for accommodations, please provide the letter from the Student Accessibility Office and discuss your needs with me. the Coordinator of the Disability Resource Office at 306-585-4631.

**HARASSMENT:**

The University of Regina is committed to creating and maintaining an environment, in which members of the University community can live, work and learn in a collegial climate of mutual respect, free of harassment and discrimination. Please refer to Section 8.4.6 of the Undergraduate
Calendar and [http://www.uregina.ca/presoff/vpadmin/policymanual/hr/RWLE-Policy-2010.pdf](http://www.uregina.ca/presoff/vpadmin/policymanual/hr/RWLE-Policy-2010.pdf) for additional information.

**UNIVERSITY POLICIES AND PROCEDURES:**

The University of Regina Undergraduate Calendar 2017-2018 contains important information about the policies and procedures for courses and examinations. The official version of the Calendar is available on the University Website. The policy on course outlines can be found in Section 5.2.1 of the Undergraduate Calendar, on attendance at Section 5.3, and on examinations in Section 5.7.

**TENTATIVE CLASS SCHEDULE FOR BUS 235AC for FALL 2017:**

(Note: See our UR Courses website for the detailed readings, cases, and assignments.) Topic dates may change.

<table>
<thead>
<tr>
<th>Course # and Date</th>
<th>Class Overview</th>
<th>Preparation for next class</th>
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</thead>
<tbody>
<tr>
<td><strong>Class 1 Sept 6</strong></td>
<td>Review of course outline: expectations, deliverables and evaluation.</td>
<td>Ensure that you have read through the course outline and completed the reading assignment Weisberg: Two Cases in Creativity – Consult URCourses to download reading assignment and instructions/discussion questions. for Lecture 2</td>
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<tr>
<td><strong>Class 2 Sept 11</strong></td>
<td>Introduction: Making a case for creativity - creative thinking as a skill and creative thinking as a process. Discussion of the Watson and Crick / Picasso case studies in creativity.</td>
<td>Read: Conceptions of Creativity ch 2: Weisberg - download from UR courses. Ch 3, Sawyer</td>
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<td><strong>Class 3 Sept 13</strong></td>
<td>Tales of raw creativity: exploring existing student creative processes. Students will provide examples of their creative thinking and breakdown the processes used. Definitions of creativity -individualist (experience and process driven) -sociocultural (team, organization, societal) -other perspectives (non-anthropological, artistic, evaluation) Definitions of entrepreneurship (origins of opportunities) -causal -effectual -other perspectives (opportunity structures, networks, capitals, intentions, bricolage) Definitions of design -products</td>
<td>Read Mihaly C. Ch2</td>
</tr>
</tbody>
</table>
| Class 4  | Sept 18 | Basic philosophies of creativity (table 2.2 Weisberg, p 91 for a full review)  
a. Cognition theories: people are more creative when enjoying what they do (intrinsic value) over being rewarded for what they do (extrinsic value) (Baer and Kaufman, ch 3);  
b. Systems model (embedded or figure 2.1 p 62 of Weisberg): creativity does not just occur in head but is an interaction between thoughts and a socio-cultural context; domain – symbolic rules and procedures (ie. mathematics); field – includes all individuals who are gatekeepers of a domain; individual person – creativity occurs when a person using the symbols of a domain sees a new pattern that is selected by the field. Mihaly, Ch 1  
c. Theories of Personality i. great deal of physical energy but also have long periods of quiet and rest ii. Smart but with only incremental performance above a cutoff; wisdom / childishness dialectic; convergent and divergent thinking (IQ 120) iii. Playfulness and discipline iv. Alternate between imagination and fantasy / deep rooted sense of reality v. introversion and extroversion the most stable differentiating traits, but creative people express both traits at the same time vi. Humble and proud (self awareness of "standing on shoulders of giants", vii. Escape gender role stereotyping so as to maintain androgynous thinking viii. Rebellious and independent ix. passionate and objective about work x. exposure to suffering and pain while also great enjoyment  
Exercise: Thirty circles exercise (Kelley and Kelley) | Read selected parts of Kahneman and Tversky (URcourses); Sawyer Ch 9: Biology and creativity. |
| Class 5  | Sept 20 | How the mind works:  
- Type 1 and type 2 thinking (right and left brain thinking)  
- Problem solving and creativity  
- Risk, reward and rationality  
Exercises in pattern recognition, heuristics and deep thinking:  
- picture captioning  
Exercises in risk avoidance:  
- prospect theory | Read: Team engagement and project outcomes, by Altringer (URcourses)  
Read Mihaly Ch 5  
Read Mickan & Rodger, 2000: Characteristics of effective teams: a Literature Review, p. 201-208 |
| Class 6  | Sept 25 | Setting the stage for success (ACHIEVING FLOW, CH 5, Mihaly)  
- Setting on a vision (before everything, you need a starting point)  
- Ensure you have an outlet or means to gain feedback  
- Balancing challenge with skill  
- Physical and cognitive must be merged (Exercise: thinking and doing: Tower of Hanoi exercise via mind and via touch). | |
- Having the right attitude (fun and full mental engagement)
- Recognizing and avoiding mental blocks (clearing out direct and indirect distractions)
- Risk taking (preparing to fail: Thomas Edison had failure baked into his creative process: failure is good as long as constructive learning is gained Kelly and Kelly, p 40)
- Self consciousness takes a backseat (preparing to look foolish)
- Time shift and paralysis (ensure that you have the proper time to become engrossed in what you are doing, while not seeking constant justification for what you are doing; or achieving an autotelic state where things are done for their own sakes.)

Lecture: Team creativity
Selecting teams for your class group assignment.
Exercise: speed dating (Kelley and Kelley)

<table>
<thead>
<tr>
<th>Class 7</th>
<th>Sept 27</th>
<th>Kitty Hawk Lab</th>
<th>Read: selected excerpts from Sawyer: Zig Zag</th>
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<tbody>
<tr>
<td>Class 8</td>
<td>Oct 2</td>
<td>CREATIVE PROBLEM SOLVING – A BROAD PERSPECTIVE</td>
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<td>Completion of Kitty Hawk Lab – discussion.</td>
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<td>Creativity as a non linear process made up of the following (Sawyer, 2013):</td>
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<td>1. Ask</td>
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<td>2. Learn</td>
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<td>3. Look</td>
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<td>4. Play</td>
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<td>5. Think</td>
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<td>6. Fuse</td>
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<td>7. Choose</td>
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<td>8. Make</td>
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<td>Class 9</td>
<td>Oct 4</td>
<td>CREATIVE PROBLEM SOLVING – A BROAD PERSPECTIVE (continued)</td>
<td>Read: Baer and Kaufman: Creative Problem Solving (CPS), Ch. 4 – URcourses</td>
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<td>Associated exercises(PLAY): Nickname Warm up (Kelley and Kelley)</td>
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<tr>
<td>NO CLASS</td>
<td>Oct. 9</td>
<td>University Closed for Thanksgiving</td>
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<tr>
<td>Class 10</td>
<td>Oct 11</td>
<td>Creative Problem Solving (CPS)</td>
<td>Read Ramocki - Creativity: Geneplore &amp; Map URcourses</td>
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<tr>
<td>Class 11</td>
<td>Oct 13</td>
<td>Geneplore Model</td>
<td>Read Kaplan: Lateral thinking techniques,– URcourses</td>
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<td>Associated exercises</td>
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<td>MAP model</td>
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<td>Class</td>
<td>Date</td>
<td>Topic</td>
<td>Associated exercises</td>
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<tr>
<td>12</td>
<td>Oct 18</td>
<td>LT models (Alternative Tree, Opposite, Associated Word, Impossible Question, What if? Analogy, SCAMPER, Attribute Listing)</td>
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<td>Associated exercises</td>
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<td>13</td>
<td>Oct 23</td>
<td>Mind Mapping, Six Thinking Hats, and Eight Dimensional Approach</td>
<td>Associated exercises: create a dinner party (Kelley &amp; Kelley)</td>
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<td>Team Reading, Learning and Teaching Podcasts due</td>
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<td>Individual Problem Solving Assignment (start)</td>
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<td>14</td>
<td>Oct 25</td>
<td>Principals of Design 1</td>
<td>A model of the design innovation process</td>
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<td>Seven modes of the design innovation process</td>
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<td>Exercise: Customer Journey Mapping (Kelley and Kelley)</td>
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<td>15</td>
<td>Oct 30</td>
<td>Principals of Design 2</td>
<td>Design cases discussion</td>
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<td>Introduction</td>
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<td>16</td>
<td>Nov  1</td>
<td>Prototyping exercise</td>
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<td>17</td>
<td>Nov  6</td>
<td>Creativity Lab 1 – Problem solving/identification</td>
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<td>18</td>
<td>Nov  8</td>
<td>Intellectual Property</td>
<td>-lecture and discussion -exercises</td>
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<td>University Closed for Remembrance Day</td>
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<td>Nov 13</td>
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<tr>
<td>19</td>
<td>Nov 15</td>
<td>Creativity Lab 2 – Ideation</td>
<td>Individual Problem Solving Assignment due</td>
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<td>20</td>
<td>Nov 20</td>
<td>Water Transport Design Challenge 1</td>
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<td>21</td>
<td>Nov 22</td>
<td>Creativity Lab 3 – Conceptualization</td>
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<td>22</td>
<td>Nov 27</td>
<td>Water transport Design Challenge 2</td>
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<td>23</td>
<td>Nov 29</td>
<td>Creativity Lab 4 – Testing</td>
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</tbody>
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| Lecture 24  
Dec. 4 | Design Project Due and Presentations  
Last Class |
<table>
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<tbody>
<tr>
<td>FINAL EXAM</td>
<td>2PM – 5 P Location TBA</td>
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Feeling Stressed? Always worried?

Some stress is normal when you’re going to university but 1 in 5 students will suffer from enough distress that they would benefit from counselling.

What can I do?
The U of R offers several counselling services free of charge for students at the U of R. These sessions are confidential and easy to access for students – simply go to the second floor of Riddell, Room 251 to make an appointment.

When should you go?
Knowing when to schedule an appointment can be tough. Some common issues you might need help with include test anxiety, if you’ve experienced a trauma like losing a family member or a close friend, or if you’ve recently ended a relationship.

If the feelings you’re experiencing are more intense and severe counselling services can also provide urgent service within 3 days and referrals as needed.

What options are available for me?

**Personal Counselling** – This is a great option if you’d like one on one attention for things like anxiety and panic, relationship conflict, depression, grief and loss, academic issues, body image and substance abuse. Up to 5 sessions are free per semester. Try it – talking about your problems can be more helpful than you might think!

**Group Counselling** – Simply put, you’re not alone. Many students are experiencing the same things as you. The U of R offers a wide variety of group counselling opportunities that can help teach many skills for managing your mental health, including: Meditation and relaxation, Healthy relationships, Stress Management and Self-Care.

But I can’t afford counselling...
Seeking counselling doesn’t have to be cost prohibitive. Many students can benefit from the 5 free sessions offered by the University as a benefit of being a student.

If you need more sessions make sure you contact URSU and visit [www.iHaveAPlan.ca](http://www.iHaveAPlan.ca). Many expenses that are related to mental health, including going to a psychologist, are partially covered by your Student Health and Dental Plan!

What else can I do?
Self-care - taking better care of yourself, can help you out. Eating better, working out, smoking and drinking less and balancing school with fun can all help with mental health!

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Have a problem but don’t know how to fix it?
**URSU’s Student Advocate can help you free of charge!**

- Academic Appeals
- Disciplinary Appeals
- Student Loan Appeals
- E-mail advocate@ursu.ca to schedule an appointment today!