

IBEHS 2E06

Health Engineering Science Entrepreneurship 1:

Human-Centred Design

Fall/Winter 2021-2022

Course Outline

Course Description

This inquiry-based course will explore the creation of “value” from a commercialization perspective and the use of human-centred design as a mindset and methodology for discovering, defining, and transforming health challenges. Students will develop capabilities in creativity, communication, empathy, qualitative research, acting and building in order to learn, self-awareness, leadership and collaboration through personal development and group projects using a design thinking process.

Lecture (three hours); both terms

Fall - Wednesdays 11:30AM - 2:20PM in room ABB B118

Winter - TBD

Pre-Requisites and Anti-Requisites

Pre-requisite(s): IBEHS 1P10 A/B and registration in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

Anti-requisites: HTH SCI 4ID3 - Innovation by Design

Instructor Office Hours and Contact Information

Dr. Kenneth Owen (Term 1)

[mailto:owenk@mcmaster.ca?subject=Course Outline](mailto:owenk@mcmaster.ca?subject=Course%20Outline)

Dr. Sean Park (Term 2)

spark@mcmaster.ca

Teaching Assistant Office Hours and Contact Information

Teaching Assistant Contact Information

Lloyd Fan
fanl10@mcmaster.ca

Emnpreet Bahra
bahrae@mcmaster.ca

Office Hours (Chat with us about anything)

Term 1
Tuesdays → 9-10am (Microsoft Teams)
Thursdays → 9-10am (Microsoft Teams)

Term 2
TBD

Course Website & Methods of Communication

AVENUE to LEARN - Course materials and assignments will be shared here
TEAMS: IBEHS 2E06 (2021-2022) - Class meetings, conversation, communication with Dr. Owen (Term 1) and Dr. Park (Term 2) and TAs
MURAL - Visual collaboration platform for assignments

Materials and Fees

An account on Kritik.io

Term 1
Paid account on Kritik.io ~\$20
No required texts.

Term 2

TBD

Innovation Profile (~\$15)

Basadur Innovation Profile (Term 2)

You are required to have a working camera and microphone and the most up-to-date version of Zoom.

Course Overview

This course introduces conceptual and applied approaches to understanding how consumers perceive product value. Students learn how to deconstruct and map out the key components needed for a product to be successful in a market place. Human-centered design, an essential component of the helping professions, ethical innovation, leadership, and entrepreneurship, is used to navigate ambiguity, build empathy and discover hidden opportunities for innovation. .

Three foundational threads weave through this course:

Health – Health is explored as a lived experience that centres the stories, contexts, and subjective experiences of both designers and end users. The emotional, psychological, and/or physical needs of designers and users are explored as subjective, culture, and behavioural phenomena.

Engineering Science – The nature of complex and wicked problems are distinguished from problems for which there are reliable correct answers. Second-order cybernetics is introduced as a framework for understanding and working through complex, wicked problems with design thinking.

Entrepreneurship - The goal of the specialization is to help you develop an entrepreneurial mindset that can be used in any environment or role to create value in a number of contexts (e.g. social value, economic value). In the context of developing this entrepreneurial mindset,

Term 1

Term one focuses on the trifecta of innovation, (desirability, feasibility, viability). We develop an understanding of a business context and explore the key elements that make an idea commercializable.

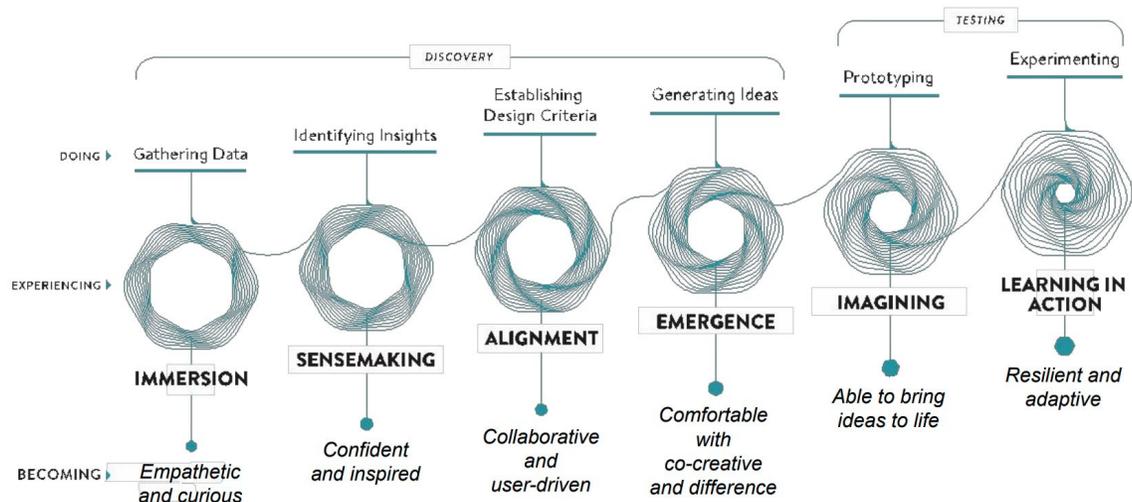
Term 2

Term 2 focuses on the **front end of design** where we learn how to discover what is desirable to people, define opportunities for improving people's lives, and design products, services and experiences that enhance health. Human-centred design is taught through the development of a culture for innovation, mindsets, capabilities, processes and methods or tools for navigating ambiguous health challenges.

- A. *Culture* – The development and nurturance of collaborative environments that support growth, risk-taking, safety, trust and radical creativity.
- B. *Design Mindsets and Capabilities* – A mindset is an orientation, belief or attitude that guides how we act. It is not a set of discrete facts or content, but more about the process and overarching way of thinking that shapes our work. We develop new mindsets through experiential learning. We will explore a few mindsets including creative confidence, empathy, collaboration, reflection, and making in

order to learn. Capabilities are concrete behaviours that can be strengthened and measured. Each mindset has a set of capabilities and includes user interviewing, active listening, general brainstorming, storytelling, and visual thinking.

- C. *Process* - Projects will serve as experiential means of developing mindsets and competencies practice with scaffolded processes for *discovery* of user needs and *testing* ideas and solutions. More deeply, learners will experience design through immersion, sensemaking, aligning directions, emergence of and imagining ideas, and learning in action. ([see more here](#))



(Liedtka, Hold, and Eldridge, 2021)

Course Objectives

By the end of this course, students will have an appreciation of the innovation process, with a deep understanding of how desirability, feasibility, and viability are critical factors in enabling new products, services, and experiences can provide value to people.

Term 1

- Demonstrate the importance of desirability, feasibility and viability in health innovation.
- Articulate how different business model structures are needed to facilitate the generation of innovation in the business of health innovation.
- Demonstrate the ability to perform secondary research.
- Students will be able identify define an articulate a consumer's unmet needs.
- Identify and explain opportunities and risks in a new or existing enterprise through a lean canvas or a business model canvas.

Term 2

In term 2, students will have developed the following mindsets and capabilities within each phase of the design thinking process as defined by [Liedtka, Hold, and Eldrige \(2021\)](#). This reflective practitioner approach will enable students to Identify and pursue personal opportunities for growth in the context of developing a human-centred design mindset beyond the course.

Immersion

- becoming more empathetic about the lived experience of others through conversation, interviews, ethnographic observation, and storytelling
- experience health as personal and relational phenomenon
- develop awareness of personal biases
- become more curious and personally engaged
- cultivate patience and sustained interest in current reality before developing solutions
- critical awareness of superficial definitions and solutions

Sensemaking

- more willing to step into ambiguity to achieve greater understanding
- treat problem definition as a hypothesis
- can analyze and synthesize qualitative data to discover insights and translate these insights into personas and stories that illustrate where a design is required
- develop clarity about what is important to those they are designing for
- be inspired about potential solutions
- build deep commitment to addressing real needs
- recognize different ways of framing issues

Alignment

- see value in shared perspective taking
- comfortable with giving and receiving feedback about team member performance
- feels connected and psychological safe with team
- able to let go of one's own perspectives and be open other views

Emergence

- confident in contributing ideas
- expressive of more authentic self that can offer nontraditional and unexpected ideas
- become more playful, resourceful with constraints and metaphorical thinking
- develop patience for higher-order solutions and avoids early compromises
- able to critically analyze a range of design options to converge on a decision

Imagining

- able to turn abstract ideas into concrete form
- use visual thinking to stimulate conversation
- able to move forward despite incomplete prototypes
- think about prototypes as stories with beginning, middles and ends
- can identify assumptions in prototypes

Learning in action

- can treat ideas as hypotheses and seeks to quickly and rigorously test the assumptions about how people will respond to and experience the prototype
- develop emotional connection with those being designed with
- able to use the feedback to gain more empathy, redefine the opportunity, or refine the prototype
- becomes open to being off-course and seeks feedback that will help gain further clarity
- can use a range of user testing methods to elicit feedback for iteration and pivoting

See more on [Design Thinking Mindsets and Competencies here](#)

Projects, Milestones and Assessment

Term 1 (50% of final grade)

Innovation Proposal Group project - 30% of term grade

Identify a health need that has some potential to create a innovative solution and supporting business model . this may include something that you personally see as an opportunity for improving health at home or with a specific community. a few possible topics you might explore could include: obesity and physical fitness, mental health digital distraction, ecological impact of consumption. Your group will be assessed through three milestones.

Partner project - 25% of term grade

The purpose of this assignment is to broaden your horizons about what is defined as commercial value. In the process, you will develop skills in finding and synthesizing information, communicating and storytelling, and moving between abstract ideas and concrete examples. With a partner, you will choose a product or service and dissect its business model. You are required to pick a product or service for which the business model has not been well researched or communicated. Choose from a list, or propose a product/service to Dr. Owen and the TAs. Using BMC, LMC and or the VPC, you and your

partner will deconstruct the enterprises operations and provide a written analysis of their value proposition and position in the market.

Personal reflections - 25% of term grade

There is no better way to learn about business, entrepreneurship, and innovation then through story telling. You will be required to listen to six podcasts and provide your own thoughts on what the podcast teaches you about starting a business.

Feedback and participation in class - 20% of term grade

You will be asked to fill in a quality control survey once a week to help assess each lecture. You will also be subjectively assessed on your contributions to the class.

Term 2

Work will be evaluated on an individual and group basis, and groups will be assigned. You are expected to contribute consistently and equally to group work. Each group member will keep a journal of activities, readings, artifacts, drawings, notes, challenges and successes for use in their final reflection.

Personal Design Capabilities Project (30% of term grade)

An individual self-development project will serve as a primary thread for each student's synthesis of learning. Beginning with a reflective assignment, students will start to craft opportunity statements related to design mindsets and capabilities. Weekly action-reflection assignments will enable students to think about how their personal opportunity statements and design abilities are being worked on inside and outside the classroom. Using tools provided, including feedback from peers, students will capture and assemble evidence of learning and communicate with peers and the instructor at various points in the course. Students are also required to complete the [TCPS2 Core Module - the Tri-Council Policy Course on Research Ethics](#) - an online tutorial covering basic research ethics - and submitting a certificate of completion

Group Project (50% of term grade)

Project themes will vary year-to-year. A focus is placed on projects that examine health and wellness as (w)holistic phenomenon, not merely as the absence of disease. Past projects have included designing for behaviour change around nutrition, physical activity, digital distraction/technology addiction, and mental health. Assignments include:

- Building Great Teams – a group-based assignment to explore values and needs around creating a collaborative, focused design team
- Design Brief – a document providing an overview of a challenge, evidence from field work, and opportunity/problem definition
- Prototype Report - description of ideation process, prototype, prototype testing plan, and results from testing prototype
- Presentations/Performances/Exhibits – formal presentations of learning process and project outcomes
- Peer assessments and feedback – Assessment of team member performance will enable students to identify strengths, areas for improvement, and **adjustment to your project grade.*

Co-Design Project (20% of term grade)

- and design and test interventions to address these needs with each other.
- Term 2 - In pairs, students will co- design a health intervention for a user

Total: 100%

*Individual ratings from Group Feedback Assessments are factored into group mark. Team members will give each other feedback on 6 key attributes: Professionalism, Teamwork, Commitment, Congeniality and Communication. Group members will then assign a rating to each member based on their feedback and comments. An adjustment factor on each individual grade will be calculated from these ratings explained in [Appendix 3 of this paper](#).

Attendance and Participation

Students are expected to attend each virtual class on time. Attendance will be recorded and failure over the duration of the course to show up on time or at all will result in reduction of your final grade as seen below:

Missed two classes = OK

Missed four classes = grade drops by 1/2 letter (e.g. A to A-)

Missed six classes = full letter drop (e.g. A to B)

3 times late (more than 15 minutes) = full absence

Course Schedule and Locations

Schedule: Term 1 Wednesdays September 8 - December 8, 11:30 AM - 2:20 PM

Location: Term 1 TB, Term 2 TBD

IBEHS Learning Outcomes

Outcomes	Indicators*
Identify and evaluate opportunities, needs and trends in the health and biomedical engineering sectors of the economy.	H1
Apply design thinking to health and biomedical problems.	H2
Understand markets, customer service and relationships and sales and marketing strategies.	H3
Identify, formulate, and solve problems at the interface of engineering and health sciences.	A5
Collaborate effectively with peers in multidisciplinary teams.	A7
Communicate in a professional manner to interdisciplinary audiences.	A8
Contribute to the assessment process through personal and peer evaluations.	A9
Demonstrate a strong sense of personal awareness.	A10
Demonstrate an understanding of societal, professional and ethical responsibility.	A11
Recognize the need for, and demonstrate an ability to engage in, life-long learning.	A12

*see all IBEHS Learning Outcomes section at the end of this document

Integrity Statement

We consider this classroom to be a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

We will gladly honour your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records.

Assignment Submissions

You are expected to submit your assignments through AVENUE. We will host our class calls and discussions over TEAMS and occasionally on ZOOM when we are hosting external guests. MURAL will be utilized for assignments and activities in class.

If you have any questions or experience any challenges with the submission process please contact Sean Park - parks5@mcmaster.ca

Inclusive Environment Statement

We consider this classroom to be a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

We will gladly honour your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records.

Requesting Relief for Missed Academic Work

1. Students may request relief from a regularly scheduled individual or group assignment or other course component in the following ways:
2. Please visit the following page for more information about the MSAF:
<http://academiccalendars.romcmaster.ca/content.php?catoid=13&navoid=2208#Requests for Relief for Missed Academic Term Work>.

Student Accessibility Services

Student Accessibility Services (SAS) offer various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students who require academic accommodation must contact SAS to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities at the following URL:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Academic accommodation of students with disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Academic accommodation for religious, indigenous or spiritual observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic accommodation for relief for missed academic term work

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Courses with an on-line element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Requests for relief for missed academic term work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". **Before filling out an MSAF, contact the instructor to see what accommodations can be made.**

Copyright and recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice

and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Reference to research ethics

The two principles underlying integrity in research in a university setting are these: a researcher must be honest in proposing, seeking support for, conducting, and reporting research; a researcher must respect the rights of others in these activities. Any departure from these principles will diminish the integrity of the research enterprise. This policy applies to all those conducting research at or under the aegis of McMaster University. It is incumbent upon all members of the university community to practice and to promote ethical behaviour. To see the Policy on Research Ethics at McMaster University, please go to <https://reo.mcmaster.ca/>.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Potential modifications to the course

The Instructors and McMaster University reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with an explanation and the opportunity to comment on changes. It is the responsibility of students to check their McMaster email accounts weekly during the term and to note any changes.

Pedagogical study

For the study of health sciences and business education, you may be asked to provide information or feedback about course components. When possible, the instructor will share these results with participants.

IBEHS Learning Outcomes

Upon completion of the undergraduate program, all graduates of the Integrated Biomedical Engineering and Health Sciences program will be able to:

- A1 Apply knowledge of mathematics (including differential equations and statistics), life and physical sciences, and engineering.
- A2 Apply knowledge of health from biological, behavioural, and population-based perspectives.
- A3 Demonstrate an understanding of the structure, function and behaviour of the human body, the environmental determinants of health and the ways that these factors interact to result in disease or illness.
- A4 Exhibit a working knowledge of contemporary issues in biomedical engineering and health care.
- A5 Identify, formulate, and solve problems at the interface of engineering and health sciences.
- A6 Employ translational design and research practices to solve biomedical engineering problems of an interdisciplinary nature.
- A7 Collaborate effectively with peers in multidisciplinary teams.
- A8 Communicate in a professional manner to interdisciplinary audiences.
- A9 Contribute to the assessment process through personal and peer evaluations.
- A10 Demonstrate a strong sense of personal awareness.
- A11 Demonstrate an understanding of societal, professional and ethical responsibility.
- A12 Recognize the need for, and demonstrate an ability to engage in, life-long learning.

Learning Outcomes for the Health, Engineering Science and Entrepreneurship specialization

In addition to the learning outcomes common to all graduates in the IBEHS program, graduates in Health, Engineering Science and Entrepreneurship specialization will be able to:

- H1 Identify and evaluate opportunities, needs and trends in the health and biomedical engineering sectors of the economy.
- H2 Apply design thinking to health and biomedical problems.
- H3 Understand markets, customer service and relationships and sales and marketing strategies.
- H4 Understand finance and fundraising from discovery through product and service development.

Integrated Biomedical Engineering & Health Sciences (IBEHS) Labs/Design Studio Safety

Information for Laboratory Safety and Important Contacts

This document is for users of IBEHS instructional laboratories at the following locations:

- ABB C104 (Design Studio)
- ETB 533 (Medical Imaging/Biomaterials Lab)
- ETB 534 (Medical Instrumentation/Robotics Lab)
- HSC 4N72 (Genetic Engineering Lab)

This document provides essential information for the healthy and safe operation of IBEHS instructional laboratories. This document is required reading for all laboratory supervisors, instructors, researchers, staff, and students working in or managing instructional laboratories in IBEHS. It is expected that revisions and updates to this document will be done continually. A McMaster University [lab manual](#) is also available to read in every laboratory.

For Standard Operating Procedures (SOPs), Health and Safety videos and other resources, follow [this link](#).

General Health and Safety Principles

Good laboratory practice requires that every laboratory worker and supervisor observe the following:

- Food and beverages are not permitted in the instructional laboratories.
- A Laboratory Information Sheet on each lab door identifying potential hazards and emergency contact names should be known.
- Laboratory equipment should only be used for its designed purpose.
- Proper and safe use of lab equipment should be known before using it.
- The lab tech or course TA leading the lab should be informed of any unsafe conditions.
- The location and correct use of all available safety equipment should be known.
- Potential hazards and appropriate safety precautions should be determined, and the sufficiency of existing safety equipment should be confirmed before beginning new operations.
- Proper waste disposal procedures should be followed.
- [Personal ergonomics](#) should be practiced when conducting lab work.
- [Current University health and safety](#) issues and protocols should be known.

Location of Safety Equipment

Fire Extinguisher
On walls in halls outside of labs or within labs

First Aid Kit
ABB C104, ETB 533, ETB 534, HSC 4N72 or
dial “88” after 4:30 p.m.

Telephone
On the wall of every lab near the door

Fire Alarm Pulls
Near all building exit doors on all floors

Who to Contact

Emergency Medical / Security:

On McMaster University campus, call Security at extension 88 or 905-522-4135 from a cell phone.

Hospital Emergency Medical / Security:

For McMaster HSC, call Security at extension 5555 or 905-521-2100 from a cell phone.

Non-Emergency Accident or Incident: Immediately inform the Lab Tech, TA on duty or Course Instructor.

University Security (Enquiries / Non-Emergency):

Dial 24281 on a McMaster phone or dial 905-525-9140 ext. 24281 from a cell phone.

See Lab Tech, TA or Instructor: For problems with heat, ventilation, fire extinguishers, or immediate repairs.

Environmental & Occupational Health Support Services (EOHSS): For health and safety questions dial 24352 on a McMaster phone or dial 905-525-9140 ext. 24352 from a cell phone.

IBEHS Specific Instructional Laboratory Concerns: For non-emergency questions specific to the IBEHS laboratories, please contact appropriate personnel below from a McMaster phone:

- Leela Pilli, Laboratory Technician – 26888
- Parmveer Bola, Instructional Assistant – 23521
- Andrej Rusin, Wet Laboratory Technician – 28347
- Alexa Behar-Bannelier, Program Manager – 24548

In Case of a Fire (Dial 88)

When calling to report a fire, give name, exact location, and building.

1. Immediately vacate the building via the nearest Exit Route. Do not use elevators!
2. Everyone is responsible for knowing the location of the nearest fire extinguisher, the fire alarm, and the nearest fire escape.
3. The safety of all people in the vicinity of a fire is of foremost importance. But do not endanger yourself!
4. In the event of a fire in your work area shout "*Fire!*" and pull the nearest fire alarm.
5. Do not attempt to extinguish a fire unless you are confident it can be done in a prompt and safe manner utilizing a hand-held fire extinguisher. Use the appropriate fire extinguisher for the specific type of fire. Most labs are equipped with Class A, B, and C extinguishers. Do not attempt to extinguish Class D fires which involve combustible metals such as magnesium, titanium, sodium, potassium, zirconium, lithium, and any other finely divided metals which are oxidizable. Use a fire sand bucket for Class D fires.
6. Do not attempt to fight a major fire on your own.
7. If possible, make sure the room is evacuated; close but do not lock the door and safely exit the building.

Clothing on Fire

Do not use a fire extinguisher on people.

1. Douse with water from safety shower immediately or
2. Roll on the floor and scream for help or
3. Wrap with fire blanket to smother flame (a coat or other nonflammable fiber may be used if a blanket is unavailable). Do not wrap a standing person; rather, lay the victim down to extinguish the fire. The blanket should be removed once the fire is out to disperse the heat.

Equipment Failure or Hazard

Failure of equipment may be indicative of a safety hazard - You must report all incidents.

Should you observe excessive heat, excessive noise, damage, and/or abnormal behaviour of the lab equipment:

1. Immediately discontinue use of the equipment.
2. In Power Lab, press the wall-mounted emergency shut-off button.
3. Inform your TA of the problem.
4. Wait for further instructions from your TA.
5. TA must file an incident report.

Protocol for Safe Laboratory Practice

Leave equipment in a safe state for the next person - if you are not sure, ask!

Defined Roles

TA	The first point of contact for lab supervision	
IBEHS Lab Technician	Leela Pilli	pillil@mcmaster.ca
IBEHS Instructional Assistant	Parmveer Bola	bolap1@mcmaster.ca
IBEHS Wet Lab Tech	Andrej Rusin	rusina@mcmaster.ca
IBEHS Co-Directors	Dr. Greg Wohl Dr. Michelle MacDonald	wohlg@mcmaster.ca macdonml@mcmaster.ca
IBEHS Program Manager	Alexa Behar-Bannelier	alexa.behar@mcmaster.ca
IBEHS Course Instructor	Please contact your specific course instructor directly	