

Social Work 684 – Section 60443

Community Practice for Social Change

3 Units

“Be the change you want to see in the world” — Gandhi

Spring 2017

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Office: City Center – Office E

Office Hours: T, 11:00 -12:30

TH, 3:00 – 4:00 (bi-weekly)

By Appointment

Course Day: Tuesday

Course Time: 1:00 -3:50pm

Location: City F

I. COURSE PREREQUISITES:

SOWK 503, SOWK 505, SOWK 534, and SOWK 535

II. CATALOGUE DESCRIPTION

Prepares students to work effectively within marginalized, underserved populations and diverse community settings on their wicked, consistent, and complex issues by providing innovative and sustainable solutions.

III. COURSE DESCRIPTION

The purpose of this course is to prepare students to work effectively within complex and community settings. This course builds on the first, second, and third semester macro-practice courses by moving from system maintenance to systemic change. Thus, this course builds upon the student’s diagnostic analysis and understanding of the community and organizational context of social work developed in earlier courses. Students will learn specific skills and techniques, appropriate to the setting, that produce impetus for change.

The goal is to produce practitioners capable of promoting successful administrative, organizational, community, and social transformation, who work effectively towards enhanced social justice and equity. Building upon a liberal arts foundation in psychology, social psychology, and sociology, students will understand the individual, group, and social capacity for change. Capacity building, supporting, and enhancing

existing strengths, within the context of current environment will be emphasized. This perspective identifies people as being within diverse, often overlapping community arrangements, such as urban, ethnic, and local. Further, students will be given an overview of these issues on both a local (and regional) level as well as an international perspective.

The course also addresses the ever changing terrain of the field of social work. Innovative practice methods will be explored, including insider/outsider strategies, popular education, direct and indirect actions, and harnessing technological tools. Methods of community building that broaden the perspective of traditional macro-practice to include issues of grassroots organizing, cross border campaigns, and coalition building for global movements will also be covered.

IV. COURSE OBJECTIVES

The Community Practice for Social Change course (SOWK 684) will:

Objective #	Objectives
1	Apply knowledge of innovation, community development, capacity building, and social change paradigms as methods of practice in different settings and with diverse populations and thus to be able to select appropriate strategies for promoting and implementing change.
2	Utilize macro practice skills in the multi-dimensional roles of astute social work professional in organizational, community, and advocacy practice including community building, recruiting, planning, and facilitating community meetings and events, fund and resource development, organizational development and transformation, media advocacy, collaboration and coalition building, legislative advocacy and political action, and interactions with diverse communities.
3	Apply awareness, familiarity, and a social work perspective with regard to the following constructs: Community, administration, social service organizations, directed change strategies, advocacy, community action, program development, community liaison, media relations, and community education, professionals in organizations, and cultural diversity.
4	Utilize knowledge, skills, and practice experiences in problem-solving to reduce resistance towards and support internal capacity for change.
5	To critically evaluate the value conflicts and ethical dilemmas represented by one's personal and professional values and their application to social work practice in real world situations and settings.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Teaching methods, beyond lectures and assigned readings, will include in class simulation exercises, guest speakers from the community (both in the classroom and at brown bags), and participation in external community events. In addition, students will

be assigned a media project in the second half of the semester to develop their creative and community relations skills.

The online teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior*
2	Engage in Diversity and Difference in Practice*
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice*
5	Engage in Policy Practice*
6	Engage with Individuals, Families, Groups, Organizations, and Communities*
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 3: Social workers understand that every individual, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to opportunities, social goods, and services. Social workers recognize their responsibility to protect the human rights and well-being of individuals in communities, organizations, and businesses across the globe. Social workers</p>	<ol style="list-style-type: none"> 1. Apply knowledge of innovation, community development, capacity building, and social change paradigms as methods of practice in different settings and with diverse populations and thus to be able to select appropriate strategies for promoting and implementing change. 2. Apply awareness, familiarity, and a social work perspective with regard to the following constructs: 	<p>Understand and assess economic trends, business practices, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families and communities. (Critical thinking)</p> <p>Understand the tendency for human behaviors in communities, organizations, and businesses and for organizational structures and cultures to create oppressive, exclusive or stressful</p>	<p>Cognitive and Affective Processes</p>	<p>Week 1: Defining Social Change</p> <p>Week 2: Design thinking</p> <p>Week 3: Social Innovation Lab</p> <p>Week 4: Innovation Dynamics</p> <p>Week 14: Evaluation</p> <p>Week 15: Course Wrap Up</p> <p>Assignments 1: Project Proposal</p> <p>Assignment 2: Social Innovation Lab Observation</p>

<p>recognize the importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in communities, organizations, and business environments. Social workers understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.</p>	<p>Community, administration, social service organizations, directed change strategies, advocacy, community action, program development, community liaison, media relations, and community education, professionals in organizations, and cultural diversity.</p> <p>3. To critically evaluate the value conflicts and ethical dilemmas represented by one's personal and professional values and their application to social work practice in real world situations and settings.</p>	<p>environments. (Knowledge)</p>		
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<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers are knowledgeable about evidence-based interventions that help them best address the goals of their clients and the systems that serve them. Social workers are able to intervene effectively at individual, group, and system levels. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to promote the well-being of individuals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<ol style="list-style-type: none"> Utilize macro practice skills in the multi-dimensional roles of astute social work professional in organizational, community, and advocacy practice including community building, recruiting, planning, and facilitating community meetings and events, fund and resource development, organizational development and transformation, media advocacy, collaboration and coalition building, legislative advocacy and political action, and interactions with diverse communities. Utilize knowledge, skills, and practice experiences in problem-solving to reduce resistance towards and support internal capacity for change. 	<p>Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations (Knowledge)</p> <p>Utilize professional collaboration and teamwork within organization environments to help clients resolve problems (Skills)</p>	<p>Cognitive and Affective Processes</p>	<p>Week 5: Designing solutions</p> <p>Week 6: Collaboration and Coalition Building</p> <p>Week 7: Project Management</p> <p>Week 8: Technology and Social Change</p> <p>Week 9: Media Advocacy</p> <p>Week 10: Messaging and Branding</p> <p>Week 11: Sustainability</p> <p>Week 12: Presentations</p> <p>Assignment 3: Fast Pitch and Final Project Description</p> <p>Assignment 4: Evaluation and Assessment</p>
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VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Active Participation	Ongoing	10%
Assignment 1: Project Proposal	Unit 5	25%
Assignment 2: Social Innovation Lab Observations	Unit 7	10%
Progress Report	Unit 9	Credit/NC
Assignment 3: Fast Pitch (Rough Draft)	Unit 10	10%
Assignment 4: Fast Pitch Presentation	Unit 14	35%
Assignment 5: Project Assessment	Unit 15	10%

Each of the major assignments is described below.

Active Participation (individual and group): Effective learning requires active participation, which includes showing up to class, being on time, but also being actively involved in class. You can demonstrate active participation by being prepared for class (examining and engaging with assigned material before class); posing questions, making points, offering examples, building on the ideas of others, and taking initiative. Also, in each class there may be class exercises that built on your projects or highlight skills. These exercises may not be made up as they occur within class sessions.

Assignment 1: Project Proposal (group assignment)

Students will submit a project proposal that is based in one of the solution focused models discussed during the course intensive. These models are based on a number of interdisciplinary concepts including: social work, design, engineering, education, health, etc. For this project, students will work in groups of no more than 4, but a group of 3 is preferred. This class will utilize a methodology of “Challenge Based Learning” which closely mirrors what is happening in the field. This project encourages students to work in collaborative partnerships, to incorporate technology, and to tackle the issue of Homelessness (general or specific aspects) using a multidisciplinary approach from the perspective of social work. Project Proposals should include blue prints and budgets. Further details of the Project Proposal will be provided during the course.

Due: Unit 4

Assignment 2: Social Innovation Lab Observation (individual assignment)

The instructor and other stakeholders will create 2 social innovation lab experiences. Students will be asked to attend one of the two sessions. Using the framework and conceptual models of social innovation labs that will be provided by the instructor, student groups will be asked to do a write up of their lab observations and process. Each lab will be planned independently by groups. Guidelines for the write up will be provided during the course intensive.

Due: Unit 7

Assignment 3 and 4: Fast Pitch Rough Draft and (Semi-Finals) Presentation In class- date TBA (group assignment)

Groups will present their solution to the community in a Fast Pitch event where they will be given 3 minutes. In this first iteration of their presentation, students will be asked to prepare a rough draft of their fast pitch, which they will deliver during week 11 of the course. Rough Drafts should not be more than 3-minutes long. Groups are encouraged to also have rough drafts of the images they will use during their fast pitch (if applicable), prepared as well. Final project descriptions will also be turned in during presentation. Details will be provided during the course intensive.

Groups who progress to the Final Round will have the option of competing in the USC Social Work School Wide Fast Pitch Competition (this is not mandatory for the course). The Final Fast Pitch Competition date will be announced in class.

Groups will present their “Fast Pitches” at a USC School of Social Work Fast Pitch event. Details of the event will be provided in class.

Due: Unit 10

Assignment 5: Evaluation and Assessment (individual assignment)

A final assessment and evaluation will be conducted regarding student experiences with their projects and overall work during the semester. Evaluations will be based on the work plan and project proposals submitted in the beginning of the course. In addition, students will be asked to create a description of their roles in their group, expectations, and their own experiences. The evaluation and assessment will be both a peer review and an individual performance review. Instructors will provide more detail of this portion of the assignment.

Due: Week 14 & 15.

Meaningful Class Participation (10% of Course Grade)

Students are expected to come to class prepared, contribute to the development of a positive learning environment, and demonstrate their learning through written and oral assignments and through active, oral class participation. Contributions should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class.

Students are also expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in the reduction of grades.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School:

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

A grade of B+ is given to work, which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

A grade of B is given to student work, which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and F denotes a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Course readings will be available on ARES.

Recommended Books

Brown, T. (2009). *Change by design: How design thinking transforms organizations and inspires innovation*. New York, NY: HarperCollins Publishers.

Knapp, J., Zeratsky, J. and Kowitz, B. (2016). *Sprint: How to solve big problems and test new ideas in just five days*. New York: Simon and Schuster

Padgett, D., Henwood, B., and Tsemberis, S. (2016). *Housing first: Ending homelessness, transforming systems, and changing lives*. New York: Oxford University Press

Stanford Social Innovation Review: www.ssireview.org [this publication is located in the USC Libraries, but students may opt to subscribe].

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington: APA.

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3rd ed.). New York, NY: Wadsworth.

(Instructor Note: This is an e-book that you can purchase for \$19.49 at:

<https://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catProductDetail&showAddButton=true&ISBN=978-0-495-09883-6>)

Recommended Websites

The Elements of Style

<http://www.bartleby.com/141/>

(Instructor Note: A rule book for writing.)

USC Guide to Avoiding Plagiarism

http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Session	Topics	Assignments
1	<ul style="list-style-type: none"> Defining Social Change and Understanding Homelessness <ul style="list-style-type: none"> Adaptive capacity Challenges to social work in the 21st Century The World in 2016 Discovery Skills Discovery Skill: Associational Thinking 	SELECTION OF PROJECT AREA

Session	Topics	Assignments
INTERLUDE	<ul style="list-style-type: none"> Group Consultations: Project Development <ul style="list-style-type: none"> Creating a Campaign <ul style="list-style-type: none"> Project Planning Time Management Identifying Goals and Objectives <ul style="list-style-type: none"> Solution based planning 	
2	<ul style="list-style-type: none"> Design thinking Language of Design Application to social change Virtual Crash Course Discovery Skills: Questioning 	
PRACTICE EXPERIENCE	<ul style="list-style-type: none"> #Hashtag Lunch Bag Event TBD 	
3	<ul style="list-style-type: none"> Social Innovation Lab: Homelessness. Date TBD <ul style="list-style-type: none"> Prevalence of homelessness Root causes and social determinants Housing first initiatives Solutions 	
4	<ul style="list-style-type: none"> Innovation Dynamics <ul style="list-style-type: none"> Understanding innovation dynamics Wicked Problems Application of innovation dynamics Discovery skills: Questioning 	
5	<ul style="list-style-type: none"> Designing Solutions <ul style="list-style-type: none"> Strategic Imagining Disruptive Innovations Role of innovation in social work Discovery Skill: Observing 	ASSIGNMENT 1: PROJECT PROPOSAL DUE
PRACTICE EXPERIENCE	<ul style="list-style-type: none"> Field Trip: Date and place to be announced 	
6	<ul style="list-style-type: none"> Collaborations, coalitions, and open sourcing <ul style="list-style-type: none"> "New" Organizing Lobbying and advocacy Building at Local, Regional, and International Levels Collective Impact Open sourcing Discovery Skill: Networking 	
7	<ul style="list-style-type: none"> Project Management <ul style="list-style-type: none"> Details of project management Progress Update Work Plan Check 	ASSIGNMENT 2: SOCIAL INNOVATION LAB OBSERVATIONS
INTERLUDE	Group Consultations	

Session	Topics	Assignments
8	<ul style="list-style-type: none"> Technology as a tool for social change <ul style="list-style-type: none"> Social networks Innovation at the “cutting edge” Tactics and Strategies Filling the technology “gap” 	
9	<ul style="list-style-type: none"> Media Advocacy <ul style="list-style-type: none"> Art as a catalyst for change Preparation for proposal innovation Documentary film for social change 	PROGRESS REPORT DUE
PRACTICE EXPERIENCE	<ul style="list-style-type: none"> <i>Prototyping Focus Groups: TBA</i> 	
10	<ul style="list-style-type: none"> Messaging and Branding <ul style="list-style-type: none"> Slogans Images Tactics Infographics The Fast Pitch <ul style="list-style-type: none"> Public Speaking Presentation Skills 	
11	<ul style="list-style-type: none"> Sustainability <ul style="list-style-type: none"> Funding needs Seed Capital Social Enterprise Alternative Funding 	
12	<ul style="list-style-type: none"> Rehearsal <ul style="list-style-type: none"> Fast Pitch Presentation Critical Feedback Group Consultations (in-class) 	
13	<ul style="list-style-type: none"> <i>Presentations</i> 	ASSIGNMENT 3: IN CLASS PRESENTATION (FAST-PITCH SEMI- FINALS)
14	<ul style="list-style-type: none"> Evaluation and Reflection Social Impact Measuring Change Next Steps 	
15	<ul style="list-style-type: none"> Course Wrap Up 	ASSIGNMENT 4: PROJECT ASSESSMENT DUE
STUDY DAYS / NO CLASSES		
FINAL EXAMINATIONS		

Course Schedule—Detailed Description

Unit 1 Defining Social Change

SELECTION OF PROJECT AREA

Topics

- *Defining Social Change*
 - Adaptive capacity
 - Challenges to social work in the 21st Century
 - The World in 2016
 - Discovery Skills
 - Discovery Skill: Associational Thinking

Required Resources

Read: Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press.

Henwood, B. F., Shinn, M., Tsemberis, S., & Padgett, D. K. (2013). Examining provider perspectives within Housing First and traditional programs. *American journal of psychiatric rehabilitation*, 16(4), 262-274.

Pomeroy, R. (2014, April). 10 Problems with how we think [Web log post]. Available at: <http://bigthink.com/experts-corner/10-problems-with-how-we-think>

Prigoff, A. (2000). *Economics for social workers* (pp. 15-28). Belmont, CA: Thomson Learning.

Rubin, H., & Rubin, I. (2008). Activists, organizers, and social change professionals. In *Community Organizing and Development* (pp. 171-191). Boston, MA: Allyn & Bacon.

Whitaker, K. (2014). Social justice and the politics of children's rights In M.J. Austin (Ed.) *Social justice and social work: Rediscovering a core value of the profession* (pp. 139-148). Thousand Oaks, CA: SAGE Publications.

Wiegmann, W. (2014). Social justice and political thought: Examining the rights of parents In M.J. Austin (Ed.) *Social justice and social work: Rediscovering a core value of the profession* (pp. 149-156). Thousand Oaks, CA: SAGE Publications.

Watch: http://www.ted.com/talks/ernesto_sirilli_want_to_help_someone_shut_up_and_listen

Explore: Resource and Partners of Unaccompanied Minors Project

Recommended Resources:

Padgett, D., Henwood, B., and Tsemberis, S. (2016). *Housing first: Ending homelessness, transforming systems, and changing lives*. New York: Oxford University Press

Interlude Group Consultations

- Group Consultations: Project Development
 - Creating a Campaign
 - Project Planning
 - Time Management
 - Identifying Goals and Objectives
 - Solution based planning

Description: Students will be asked to schedule individual groups meetings with instructor(s). The purpose of the meeting will be for students to obtain coaching and mentorship in preparation of their course projects. Students should prepare for meetings to be between half an hour to 45 minutes long.

Unit 2: Design Thinking for Social Change

Topics

- Design thinking
- “Language of Design:
- Application to social change
- Virtual Crash Course: <http://dschool.stanford.edu/dgift/>
- Discovery Skill: Questioning

NOTE: This will be a “virtual day” for class. Please follow this agenda:

1:00pm to 2:30pm:

Virtual Crash Course: <http://dschool.stanford.edu/dgift/>

2:30pm to 3:50pm: Topic: SOWK 684 Design Thinking Class

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/980728706>

Or iPhone one-tap (US Toll): +14086380968,980728706# or +16465588656,980728706#

Or Telephone:

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 980 728 706

International numbers available:

<https://zoom.us/join?j=980728706>

Required Resources

Read: Baumann, H., Christensen, C. M., Ruggles, R., & Sadtler, T. M. (2006). Disruptive innovation for social change. *Harvard Business Review*, 84(12), 94-101.

Policy Horizons Canada. (2010). *Social policy research brief: Social innovation*.
(Instructor Handout)

Volger, K.E. (2005). Asking good questions. *Educational leadership*, 65, 1-9.

Explore: <http://www.ideo.com/by-ideo/design-thinking-for-social-innovation-in-stanford-social-innovation-review>

<http://www.frogdesign.com/work/frog-collective-action-toolkit.html>

Recommended Resources

Brown, T. (2009). *Change by design: How design thinking transforms organizations and inspires innovation*. New York, NY: HarperCollins Publishers.

Details will be provided in class.

Unit 3: Social Innovation Lab: Homelessness

January 28, 2017

Topics

- *Social Innovation Lab: Homelessness*
 - Prevalence of homelessness
 - Root causes and social determinants
 - Housing first initiatives
 - Solutions

PLEASE NOTE: CLASS WILL BE HELD ON JANUARY 28, 2017 (SAT) FROM 9AM TO 12PM (LUNCH WILL BE SERVED FROM 12PM TO 1PM).

Students will be asked to observe and/or participate in a social innovation lab curated by the instructor. They will document their observations and experiences. More on this session will be explained in class.

Required Resources

Read: <http://www.rockefellerfoundation.org/blog/how-social-innovation-labs-contribute>

http://www.ssireview.org/blog/entry/four_social_change_results_that_innovation_labs_deliver

Tellis, G. (2013). Why incumbents fail. In *Unrelenting innovation: How to build a culture for market dominance (Chapter 1)*. San Francisco: Jossey-Bass.

Watch: <http://vimeo.com/106556220>
<http://vimeo.com/65032224>

Explore: <http://tfm.usc.edu/summer-2013/designs-on-social-change/social-innovation-design-lab-photo-gallery>
<http://www.uxforgood.com>
<http://www.civicinnovationlab.la>
<http://www.annenberglab.com/about>

Recommended Resources:

Padgett, D., Henwood, B., and Tsemberis, S. (2016). *Housing first: Ending homelessness, transforming systems, and changing lives*. New York: Oxford University Press

Practice Experience : #Hashtaglunchbag

January 29, 2017

Unit 4: Innovation Dynamics

Topics

- *Innovation Dynamics*
 - Understanding innovation dynamics
 - Wicked Problems
 - Application of innovation dynamics
 - Discovery skills: Questioning

Readings will be provided in class.

Unit 5: Designing Solutions

ASSIGNMENT 1: PROJECT PROPOSAL DUE

Topics

- Defining Social Innovation
 - Strategic Imagining
 - Disruptive Innovations
 - Role of innovation in social work
 - Discover Skills: Observing

Required Resources

Read: Deiglmeier, K., Miller, D.T., & Phills, J.A. (2008). Rediscovering social innovation. *Stanford Social Innovation Review*, 6(4), 34-43.

Hunter, M. (2013). Imagination May Be More Important than Knowledge: The Eight Types of Imagination We Use. *Review of Contemporary Philosophy*, (12), 113-120.

Dyer, J., Gregersen, H., & Christensen, C. (2011). *Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston: Harvard Business School Press, **Chapter 4**.

http://www.ssireview.org/articles/entry/social_innovation_from_the_inside_out
http://www.ssireview.org/blog/entry/the_math_of_social_change

Explore: <http://fm.usc.edu/summer-2013/designs-on-social-change/social-innovation-design-lab-photo-gallery>

Watch: <http://www.youtube.com/watch?v=d45Y5eFHdjE>

Recommended Resources:

Knapp, J., Zeratsky, J. and Kowitz, B. (2016). *Sprint: How to solve big problems and test new ideas in just five days*. New York: Simon and Schuster

Unit 6: Collaborations, Coalitions, and Open Sourcing

Topics

- “New” Organizing
- Lobbying and advocacy
- Building at Local, Regional, and International Levels
- Collective Impact
- Open sourcing
- Discovery Skill: Networking

Required Resources

Read: Epstein, B. (1991). Protest in the 1960s and 1980s: The blocked cultural revolution. In *Political protest and cultural revolution: Nonviolent direct action in the 1970s and 1980s* (pp. 21-57). Berkeley, CA: University of California Press.

Prokosch, M., & Raymond, L. (2002) Building coalitions. In *The global activist's handbook* (pp. 47-77). New York, NY: Thunder's Mouth Press/Nation Books.

Rubin, H., & Rubin, I. (2008). Social Action: Magnifying power through coalitions. In *Community Organizing and Development* (pp. 367-382). Boston, MA: Allyn & Bacon.

Watch: (Film) Selma

Practice Experience: FIELD TRIP

Details will be provided in class.

Unit 7: Project Management

ASSIGNMENT 2: SOCIAL INNOVATION LAB OBSERVATIONS

Topics

- Group Consultations: Project Management
 - Progress Update
 - Status Report from group members
 - Time-line Review
- Work Plan Check

For this week, students will work with instructors on an individual group basis. There will be no formal class held this week.

Note: though this is not required, there are a number of project management tools that are available. Some may require further training and/or workshops. For students who are interested in these skills, they may want to look into workshops offered by the Center for Non-profit Management: <http://cnmsocal.org>

Required Resources

Read: Ika, L. A. (2012). Project management for development in Africa: why projects are failing and what can be done about it. *Project Management Journal*, 43(4), 27-41.

Yang, L. R., Huang, C. F., & Wu, K. S. (2011). The association among project manager's leadership style, teamwork and project success. *International journal of project management*, 29(3), 258-267.

Explore: http://www.mindtools.com/pages/main/newMN_PPM.htm
<http://www.guerrillaprojectmanagement.com/project-management-at-united-nations-projects-management-for-sustainable-social-change>

Unit 8: Technology for Social Change

Topics

- Technology as a tool for social change
 - Social networks
 - Innovation at the "cutting edge"
 - Tactics and Strategies
- Filling the technology "gap"

Required Resources

Read: Crawshaw, S., & Jackson, J. (2010). Cheating the sensor. In *Small acts of resistance: How courage, tenacity, and ingenuity can change the world* (pp. 41-50). New York, NY: Sterling Publishing.

Crawshaw, S., & Jackson, J. (2010). Digital dissent. In *Small acts of resistance: How courage, tenacity, and ingenuity can change the world* (pp. 195-208). New York, NY: Sterling Publishing.

http://www.ssireview.org/articles/entry/creating_social_change_10_innovative_technologies

Wright, B. (2002) Internet organizing. In M. Prokosch & L. Raymond (Eds.), *The global activist's handbook* (pp. 244-246). New York, NY: Thunder's Mouth Press/Nation Books.

Watch: <http://www.youtube.com/watch?v=DM23HGZwBsU>

Explore: <http://www.wearethorn.org/about-our-fight-against-sexual-exploitation-of-children/>

Interlude Group Consultations

- Group Consultations: Project Development
 - Progress Updates
 - Pivoting and responsiveness

Description: Students will be asked to schedule individual groups meetings with instructor(s). The purpose of the meeting will be for students to obtain coaching and mentorship in preparation of their course projects. Students should prepare for meetings to be 20 minute check ins.

Unit 9: Media Advocacy

PROGRESS REPORT DUE

Topics

- Art as a catalyst for change
- Preparation for proposal innovation
- Documentary film

Required Resources

Read: Anderson, K., & Austin, J. C. (2012). Effects of a documentary film on public stigma related to mental illness among genetic counselors. *Journal of genetic counseling, 21*(4), 573-581.

Gregory, S. (2010). Cameras everywhere: Ubiquitous video documentation of human rights, new forms of video advocacy, and considerations of safety, security, dignity and consent. *Journal of Human Rights Practice, 2*(2), 191-207.

Sandercock, L., & Attili, G. (2010). Digital ethnography as planning praxis: An experiment with film as social research, community engagement and policy dialogue. *Planning Theory & Practice, 11*(1), 23-45.

Watch: <https://www.youtube.com/playlist?list=PLFxMwgWqtmITuR-8z9yNYf11KEw9Bgkfz>

Explore: <https://philanthropy.com/article/A-Revolution-in-Documentaries/157757>

Practice Experience: Prototyping Focus Groups TBA

Details will be provided in class.

Unit 10: Messaging and Branding

Topics

- Power of a Message
 - Slogans
 - Images
 - Tactics
 - Infographics
- The Fast Pitch
 - Public Speaking
 - Presentation Skills

Required Resources

Read: Homan, M. (2008). Getting the word out. In *Promoting community change* (pp. 252-286). Belmont, CA: Thompson Brooks/Cole.

Lakoff, G. (2004). What unites progressives. In *Don't think of an elephant!* (pp. 89-95). White River Junction, VT: Chelsea Green.

Explore: <http://www.good.is/infographics>

Practice: <http://infoagr.am/>

Recommended Resources

Obar, J. A., Zube, P., & Lampe, C. (2012). Advocacy 2.0: An analysis of how advocacy groups in the United States perceive and use social media as tools for facilitating civic engagement and collective action. *Journal of Information Policy*, 2, 1-25.

Roy, A. (2004). Instant mix imperial democracy. In *An ordinary person's guide to empire* (pp. 41-68). Cambridge, MA: South End Press.

Rubin, H., & Rubin, I. (2008). Tools for strengthening social mobilization campaigns: Lawyers and litigation, publicity, and the mass media, negotiations. In *Community Organizing and Development* (pp. 348-366). Boston, MA: Allyn & Bacon.

Unit 11: Sustainability

Topics

- Sustainability
 - Funding needs
 - Seed Capital
 - Social Enterprise
- Alternative Funding

Required Resources

Read: Prigoff, A. (2000). *Economics for social workers* (pp.225-266). Belmont, CA: Thomson Learning.

Explore:

http://www.drugs.indiana.edu/spf/Training_090227/fundraising%20for%20social%20change.pdf

This Unit relates to course objectives 1-5.

Unit 12: Group Consultations/Rehearsal

- Presentation Skills
- Preparation for fast pitch presentation

For this week, students will work with instructors on an individual, group basis. There will be no formal class held this week.

Unit 13: Presentations in Class: Fast Pitch Semi-Finals

ASSIGNMENT 3: IN CLASS PRESENTATION

Unit 14: Assessment

- Evaluation and Reflection
- Social Impact
- Measuring Change
- Next Steps

Unit 15: Course Wrap Up

ASSIGNMENT 4: PROJECT ASSESSMENT DUE

Details of this session will be provided in class.

COBI ANNUAL FAST PITCH FINAL COMPETITION- APRIL 28, 2018, MRF 340, 4-8PM

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work, which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to SCampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

The *Office of Disability Services and Programs*

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B		
SWC	Lot B		
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the “all clear” by emergency personnel.

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be initiated by the student and agreed upon by the instructor and reported on the official “Incomplete Completion Form.”

XIV. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [<http://www.socialworkers.org/pubs/Code/code.asp>]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- **Service**
- **Social justice**
- **Dignity and worth of the person**
- **Importance of human relationships**
- **Integrity**
- **Competence**

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact course lead Annalisa Erile at enrile@usc.edu or Renee Smith-Maddox, also course lead and COBI vice chair of curriculum, at smithmad@usc.edu or Leslie Wind, Chair, MSW Program and Associate Dean of Learning Excellence at wind@usc.edu. If you do not receive a satisfactory response or solution, please contact your advisor.

Tips for Maximizing Your Learning Experience in this Course:

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
