

## **Design Laboratory for Social Innovation 1**

### **DSW 711 3 Units**

*“All professional schools face the same difficult challenge: how to prepare students for the world of practice. Time in the classroom must somehow translate directly into real-world activity: how to diagnose, decide, and act.” - David Garvin*

*Spring 2018*

<b>Instructor:</b>	Loc H. Nguyen, DrPH, MSW	<b>Course Day:</b>	Tuesdays (first class: January 9, 2018)
<b>E-Mail:</b>	LocHNgyu@usc.edu	<b>Course Time:</b>	5:00p.m. to 7p.m. PST
<b>Telephone:</b>	323-356-8475 mobile	<b>Course Location:</b>	VAC LMS
<b>Office:</b>	VAC LMS		
<b>Office Hours:</b>	By Appointment		

#### **I. COURSE PREREQUISITES**

Concurrent enrollment in Managing Innovation and Change is mandatory for enrollment in this course.

#### **II. CATALOGUE DESCRIPTION**

The Design Laboratory for Social Innovation 1 (hereafter, Design Lab 1) integrates design thinking with innovation dynamics as a practice methodology for social innovation, defined as “the systematic disruption of social norms to effect social change”. Implementing a case study method (CSM), students will assume the role of key decision-makers in actual organizational contexts in order to uncover norms which preserve social problems (emanating from the American Academy of Social Work and Social Welfare’s 12 Grand Challenges) and identify or invent deviants to subvert them. Lastly, they will apply both design thinking and the innovation dynamics to develop a proposed innovation corresponding to their capstone problem.

#### **III. COURSE DESCRIPTION**

Design Lab 1 implements a case study method (CSM) in order to train DSW@USC students in skills required of future managers leading complex social institutions. The CSM demands students’ concurrent development of functional, conceptual, interpersonal, and leadership skills including but not limited to strategic management, decision-making, teamwork, and communication. Design Lab 1 encourages critical thinking about innovation dynamics to expand students’ skills in assessing organizational problems by identifying norms holding a problem in place. Selected case studies will enhance participants’ fluency in applying innovation dynamics to understanding organizational problems. Students will be challenged to incorporate models from their course in Managing Innovation and Change in their case analyses and recommendations.

#### IV. COURSE OBJECTIVES

Objective #	Objectives
1	Create a virtual learning environment in which each participant functions as a hypothetical manager/leader in a real (historical) organizational scenario confronting an emerging or newly recognized problem.
2	Increase students' fluency in social innovation, innovation dynamics, norms, deviants, and design thinking.
3	Test, confirm, refute, and revise theoretical frameworks and models by implementing the case study method.
4	Understand real business/organizational scenarios in the context of the American Academy of Social Work and Social Welfare's 12 Grand Challenges.
5	Develop and further refine participants' strategic management, decision-making, teamwork, and communication skills.

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

Asynchronous coursework will provide instructional content about design thinking, social innovation, innovation dynamics, norms, and deviants and coach students' in their application to organizational problems. This course adopts the case study method (CSM). Real business/organizational scenarios (written case studies) have been selected carefully and will be introduced deliberately in the order they are presented for their instructional utility and complexity. Specific cases and their sequence will evolve based on students' competence, instructor's preference, and current events.

**Prior to each week's live session** during Units 3 to 8, students are to **read** the written case (typically 10 to 20 pages augmented by relevant appendices and tables) independently. Second, they are to **meet** to discuss the case in "study groups" consisting of 3 to 4 classmates for a minimum of 60-90 minutes. During their study group discussion, they are to apply not only concepts introduced during the asynchronous coursework but also theoretical frameworks and models introduced during concurrent DSW@USC courses. They are to thoroughly assess the organization's problem, including its context, and develop recommendations for innovative solutions. [Note: consensus isn't the goal!]

During each live session, students will present their ideas as individual managers rather than coalitions in real-time debate. Students must provide evidence to support both their assessment of the organization's problem and recommendations for subsequent action resulting from their analyses of the written case.

#### VI. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Class Participation	Week 1-15	10%
Hypothesis Formulation Exercises for Capstone Problem	Week 9	30%
Capstone Problem Analysis and Proposed Innovation (Final)	Week 15	40%
Final Presentation	Weeks 14-15	20%

Each of the major assignments is described below.

## Innovation Dynamics Hypothesis Formulation Exercises for Capstone Problem

Use the Hypothesis Formulation Exercises introduced in Units 3 through 8 to apply each Innovation Dynamic, e.g. Actors, Limits, History, Future, Configuration, and Parthood, to your chosen problem. Ideally, this is a social problem embedded in one of the American Academy of Social Work and Social Welfare's 12 Grand Challenges that you intend to (or may) pursue as your capstone project. (Note: you are NOT making a commitment to the subject of your capstone project)

Your completion of these exercises will help you uncover norms which hold your problem in place and identify or invent deviants to subvert them. You are expected to incorporate feedback from your instructor and colleagues to revise your responses and prepare your Capstone Problem Analysis (Final).

**Due:** Week 9

## Capstone Problem Analysis and Proposed Innovation (Final)

By studying the grand challenge you intend to pursue for your capstone project, the Capstone Problem Analysis and Proposed Innovation (Final) requires you to (1) formulate hypotheses about **norms** that uphold your chosen social problem and (2) recommend deviants to **systematically disrupt** them.

- Align your discussion of your selected social problem with the relevant Grand Challenges outlined by the American Academy of Social Work & Social Welfare.
- Formulate your hypotheses about 1-3 norms which underlie your chosen problem by examining the 6 innovation dynamics, e.g. the problem's actors, limits, history, future, configuration, and parthood. Describe how you have used the innovation dynamics as lenses to assess your problem.
- Based on your hypotheses of these norms, identify 3 potential deviants which could be introduced to systematically disrupt these norms.
- Discuss how you would prioritize and/or sequence certain deviants over others.
- Draft 4 Program Management Aids (Design Brief, Design Criteria, Napkin Pitch, Learning Guide) to describe your proposed innovation.

**Due:** Week 15

## Final Presentation

Your instructor will schedule your presentation to the class during one of the live sessions corresponding to Units 14 or 15. Prepare a 13-minute to 15-minute presentation to your colleagues about your capstone problem, including the 5 components outlined under "Capstone Problem Analysis and Proposed Innovation (Final)".

**Due:** Week 14 to 15

## Class Participation

Class participation consists of active, meaningful, thoughtful, and respectful spoken interaction with your instructor and classmates based on your preparation prior to the live session

Prior to each live session, you are required to complete the unit's asynchronous coursework. Second, you are expected to read the assigned written case and meet with your small group for a minimum of 60 to 90 minutes in order to discuss and prepare for the section's meeting.

You are expected to attend each live session. Stopping or pausing your webcam during a live session is equivalent to absence.

During the live session, you are expected to demonstrate active listening in addition to articulating your careful assessment of the organizational problem and its context, critical thinking to develop relevant solutions, and specific recommendations for future action.

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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the USC Suzanne Dworak-Peck 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: (1) 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 been demonstrated by the student. (2) A grade of B+ will be 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. (3) A grade of B will be 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. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

## VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Readings

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*.

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: a design thinking toolkit for managers*. Retrieved from <https://ebookcentral.proquest.com>

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: a step-by-step project guide*. Retrieved from <https://ebookcentral.proquest.com>

Leitner, J., Benedict-Nelson, A., Malham, H. (2017). *Innovation Dynamics: Quick Start Guide & Online Course*. Available for purchase at <https://www.amazon.com/dp/0692888055>

Students are required to read the written case assigned to each unit. These cases will be available via the VAC Adobe Connect platform. **Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

### Recommended Guidebook for APA Style Formatting

Owl Purdue Online Writing Lab -- <https://owl.english.purdue.edu/owl/resource/560/01/>

## Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> <li>■ Introduction/Course Overview                             <ul style="list-style-type: none"> <li>▼ Introductions, Syllabus, Assignments                                     <ul style="list-style-type: none"> <li>➤ Form study groups of 3 to 4 classmates</li> </ul> </li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Social Innovator's Vocabulary                             <ul style="list-style-type: none"> <li>➤ Social Innovation, Innovation Dynamics, Norms, Deviants</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Analyzing ACTORS to Uncover Norms and Identify Deviants                             <ul style="list-style-type: none"> <li>➤ Read/Convene Study Group for Case #1</li> </ul> </li> </ul>	
4	<ul style="list-style-type: none"> <li>■ Analyzing LIMITS to Uncover Norms and Identify Deviants                             <ul style="list-style-type: none"> <li>➤ Read/Convene Study Group for Case #2</li> </ul> </li> </ul>	
5	<ul style="list-style-type: none"> <li>■ Analyzing HISTORY to Uncover Norms and Identify Deviants                             <ul style="list-style-type: none"> <li>➤ Read/Convene Study Group for Case #3</li> </ul> </li> </ul>	
6	<ul style="list-style-type: none"> <li>■ Analyzing FUTURE to Uncover Norms and Identify Deviants                             <ul style="list-style-type: none"> <li>➤ Read/Analyze/Convene Study Group for Case #4</li> </ul> </li> </ul>	
7	<ul style="list-style-type: none"> <li>■ Analyzing CONFIGURATION to Uncover Norms and Identify Deviants                             <ul style="list-style-type: none"> <li>➤ Read/Analyze/Convene Study Group for Case #5</li> </ul> </li> </ul>	
8	<ul style="list-style-type: none"> <li>■ Analyzing PARTHOOD to Uncover Norms and Identify Deviants                             <ul style="list-style-type: none"> <li>➤ Read/Analyze/Convene Study Group for Case #6</li> </ul> </li> </ul>	
9	<ul style="list-style-type: none"> <li>■ The Why and How of Design Thinking</li> </ul>	Hypothesis Formulation Exercises for Capstone Problem DUE
10	<ul style="list-style-type: none"> <li>■ Design Thinking: What IS?                             <ul style="list-style-type: none"> <li>➤ Program Management Aid (PMA) #1 – Design Brief</li> </ul> </li> </ul>	
11	<ul style="list-style-type: none"> <li>■ Design Thinking: What IF?                             <ul style="list-style-type: none"> <li>➤ Program Management Aid (PMA) #2 – Design Criteria</li> </ul> </li> </ul>	
12	<ul style="list-style-type: none"> <li>■ Design Thinking: What WOWS?                             <ul style="list-style-type: none"> <li>➤ Program Management Aid (PMA) #3 – Napkin Pitch</li> </ul> </li> </ul>	
13	<ul style="list-style-type: none"> <li>■ Design Thinking: What WORKS?                             <ul style="list-style-type: none"> <li>➤ Program Management Aid (PMA) #4 – Learning Guide</li> </ul> </li> </ul>	
14	<ul style="list-style-type: none"> <li>■ Applying Innovation Dynamics to Your Capstone Problem                             <ul style="list-style-type: none"> <li>➤ Class Presentations</li> </ul> </li> </ul>	
15	<ul style="list-style-type: none"> <li>■ Applying Innovation Dynamics to Your Capstone Problem                             <ul style="list-style-type: none"> <li>➤ Class Presentations</li> <li>▼ Reflections</li> </ul> </li> </ul>	Capstone Problem Analysis and Proposed Innovation (FINAL) DUE
<b>STUDY DAYS / NO CLASSES</b>		

## Course Schedule—Detailed Description

### Unit 1 (January 9, 2018): Introduction/Course Overview

#### Topics

- Course Overview
  - Introductions, Syllabus, Assignments

#### Required Readings

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*.  
Chapter 1: Diagnosing Norms

#### Recommended Readings

TBD

### Unit 2: (January 16, 2018): Social Innovator's Vocabulary

#### Topics

- Explaining Innovation and its Importance
- What Social Innovation Is and Isn't
- Role Model Theater
- Social Norms and How They Work
- Practice with Norms
- Introduction to Innovation Dynamics
- Introduction to Deviants

#### Required Readings

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*.  
Chapter 1: Diagnosing Norms

#### Recommended Readings

TBD

### Unit 3 (January 23, 2018): Analyzing ACTORS to Uncover Norms and Identify Deviants

#### Topics

- Vignette
- Formal definition
- Actors and social problems
- How to use actors to identify deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #1

#### Required Readings

Read/Convene Study Group for Case #1

#### Recommended Readings

TBD

## Unit 4 (January 30, 2018): Analyzing LIMITS to Uncover Norms and Identify Deviants

### Topics

- Vignette
- Formal definition
- Limits and social problems
- How to use limits to identify deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #2

### Required Readings

Read/Convene Study Group for Case #2

### Recommended Readings

TBD

## Unit 5 (February 6, 2018): Analyzing HISTORY to Uncover Norms and Identify Deviants

### Topics

- Vignette
- Formal definition
- History and social problems
- How to use history to identify deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #3

### Required Readings

Read/Convene Study Group for Case #3

### Recommended Readings

TBD

## Unit 6 (February 13, 2018): Analyzing FUTURE to Uncover Norms and Identify Deviants

### Topics

- Vignette
- Formal Definition
- Future and Social Problems
- How to Use Future to Identify Deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #4

### Required Readings

Read/Convene Study Group for Case #4

### Recommended Readings

TBD

## Unit 7 (February 20, 2018): Analyzing CONFIGURATION to Uncover Norms and Identify Deviants

### Topics

- Vignette
- Formal Definition
- Configuration and Social Problems
- How to Use Configuration to Identify Deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #5

### Required Readings

Read/Analyze/Convene Study Group for Case #5

### Recommended Readings

TBD

## Unit 8 (February 27, 2018): Analyzing PARTHOOD to Uncover Norms and Identify Deviants

### Topics

- Vignette
- Formal Definition
- Parthood and Social Problems
- How to Use Parthood to Identify Deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #6

### Required Readings

Read/Analyze/Convene Study Group for Case #6

### Recommended Readings

TBD

## Unit 9 (March 6, 2018): The Why and How of Design Thinking

### Topics

- Why Design?
- Four Questions, Ten Tools
- Visualization

### Required Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: a design thinking toolkit for managers*. Retrieved from <https://ebookcentral.proquest.com>

Chapter 1: Why Design?

Chapter 2: Four Questions, Ten Tools

Chapter 3: Visualization

### Recommended Readings

Coursera – Design Thinking for the Greater Good: Innovation in the Social Sector  
Week 1: The Design Thinking Process

[https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm\\_medium=email&utm\\_source=other&utm\\_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxg](https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxg)



## Unit 10 (No class on March 13, 2018): Design Thinking: What IS?

There is **no class on March 13, 2018**. However, students are still responsible for the Asynchronous material for Unit 10.

### Topics

- Journey Mapping
- Value Chain Analysis
- Mind Mapping
- Program Management Aid (PMA #1) – Design Brief

### Required Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: a design thinking toolkit for managers*. Retrieved from <https://ebookcentral.proquest.com>

Chapter 4: Journey Mapping

Chapter 5: Value Chain Analysis

Chapter 6: Mind Mapping

### Recommended Readings

Coursera – Design Thinking for the Greater Good: Innovation in the Social Sector  
Week 2: BEFORE YOU BEGIN, AND ASKING "WHAT IS?"

[https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm\\_medium=email&utm\\_source=other&utm\\_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxg](https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxg)

## Unit 11 (March 20, 2018): Design Thinking: What IF?

### Topics

- Brainstorming
- Concept development
- Program management aid (PMA #2) – Design Criteria

### Required Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: a design thinking toolkit for managers*. Retrieved from <https://ebookcentral.proquest.com>

Chapter 7: Brainstorming

Chapter 8: Concept Development

### Recommended Readings

Coursera – Design Thinking for the Greater Good: Innovation in the Social Sector  
Week 3: A MINDSET FOR INNOVATION, AND ASKING "WHAT IF?"

[https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm\\_medium=email&utm\\_source=other&utm\\_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxg](https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxg)

## Unit 12 (March 27, 2018): Design Thinking: What WOWS?

### Topics

- Assumption testing
- Rapid prototyping
- Program management aid (PMA #3) – Napkin Pitch

### Required Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: a design thinking toolkit for managers*. Retrieved from <https://ebookcentral.proquest.com>

Chapter 9: Assumption Testing

Chapter 10: Rapid Prototyping

### Recommended Readings

Coursera – Design Thinking for the Greater Good: Innovation in the Social Sector  
Week 4: ASKING "WHAT WOWS?" AND "WHAT WORKS?"

[https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm\\_medium=email&utm\\_source=other&utm\\_campaign=opencourse.opClcU3SEeWeiWqPB940Pw.announcements~opencourse.opClcU3SEeWeiWqPB940Pw.INePLJyeEeeDARL5O9cnxg](https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opClcU3SEeWeiWqPB940Pw.announcements~opencourse.opClcU3SEeWeiWqPB940Pw.INePLJyeEeeDARL5O9cnxg)

## Unit 13 (April 3, 2018): Design Thinking: What WORKS?

### Topics

- Customer co-creation
- Learning launch
- Program management aid (PMA #4) – Learning Guide

### Required Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: a design thinking toolkit for managers*. Retrieved from <https://ebookcentral.proquest.com>

Chapter 11: Customer Co-Creation

Chapter 12: Learning Launch

### Recommended Readings

TBD

**Unit 14 (April 10, 2018): Applying INNOVATION DYNAMICS to Your Capstone Problem**

**Topics**

- Guided Reflections
  - Actors for Norms
  - Actors for Deviants
  - Limits for Norms
  - Limits for Deviants
  - History for Norms
  - History for Deviants
  - Future for Norms
  - Future for Deviants
  - Configuration for Norms
  - Configuration for Deviants
  - Parthood for Norms
  - Parthood for Deviants
- Class Presentations – TBA

**Required Readings**

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: a design thinking toolkit for managers*. Retrieved from <https://ebookcentral.proquest.com>  
Section VI: Leading Growth and Innovation in Your Organization

**Recommended Readings**

TBD

**Unit 15 (April 17, 2018): Applying INNOVATION DYNAMICS to Your Capstone Problem**

**This last class is scheduled for 5:00p.m. until 8:00p.m. PST as there will not be Async material for the week.**

**Topics**

- Class Presentations – TBA
- Summary/Reflections

**Required Readings**

Preparation for Capstone Problem Analysis and Proposed Innovation (Final)

**Recommended Readings**

None

**STUDY DAYS / NO CLASSES**

Capstone Problem Analysis and Proposed Innovation (FINAL)

**Week 15**

# University Policies and Guidelines

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## VIII. ATTENDANCE POLICY

At the doctoral level, attendance and interaction around ideas are essential. Students are expected to notify the instructor by telephone or email of any anticipated absence.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which might conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination due to observance of holy days.

## IX. 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 Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. 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>.

## X. SUPPORT SYSTEMS

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 of the 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.

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student  
EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school),  
Chronology, Participate, Resources for Students

## **XI. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Any student requesting academic accommodations based on a disability is expected to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructors as early in the semester as possible so that proper accommodations can be offered in a timely way.* DSP is open from 8:30 a.m. to 5:00 p.m., Monday through Friday and can be reached by telephone at (213) 740-0776.

## **XII. EMERGENCY RESPONSE INFORMATION**

To receive information, call main number (213)740-2711, and 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>

## **XIII. CONDITIONS FOR AWARD OF AN “INCOMPLETE” GRADE**

The Grade of Incomplete (IN) can be assigned only if work not completed because of a documented illness or emergency *occurring after the 12th week of the semester.* Removal of the grade of IN must be instituted by the student, agreed to by the instructor, and reported on the official “Incomplete Completion Form.”

## **XIV. POLICY ON LATE OR MAKE-UP WORK**

Assignments are due on the day and time specified. Generally, late or make-up work will not be accepted. Extensions will be considered only for unusual, extenuating circumstances.

## **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. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the DSW@USC. If you do not receive a satisfactory response or solution, contact your advisor and/or Executive Vice-Dean Dr. John Clapp for further guidance.

## **XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- ✓ 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.

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*Don't procrastinate or postpone working on assignments.*

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