USC Suzanne Dworak-Peck
School of Social Work

Social Work 712
DSW Residency I
3 Units

Instructor:	**Juan Carlos Araque, PhD**		
Email:	araque@usc.edu		
Telephone:	**714-325-1815**	**Course Day:**	**Week 10**
Office:	**SWC 201**	**Course Time:**	**9 am to 5 pm**
Office Hours:	By appointment	**Location:**	**City Center, LA**

I. PREREQUISITES

DSW enrollment, successful completion of DSW semesters 1 and 2 courses.

II. COURSE DESCRIPTION

This course is intended to provide students with a five day campus based residency in the third semester of the DSW program. Residency I will be the first opportunity for students to meet each other in a non-virtual, on the ground space in Los Angeles. The Residency I experience will train and prepare students to become innovative leaders in the social work profession so they are effective and impactful. During these five days, students shift from focusing on their particular project in relation to specific grand challenes to a broader scope of influence in the field and the profession on a national and global scale. To accomplish this, students will be reexamining and deepening their understand of the first two semesters' course material (learning), challenging their knowledge base (reading); and relating their ideas with the goal of leading the overall profession (critical thinking). Students will also prepare and present a proposal of their capstone project to a review panel in their Qualifying Assessment.

The key elements of the residency include:

- asynchronous materials which feature people who have a profession wide perspective (i.e. leaders of professional practice organizations, public officials in countries in countries where social work is just beginning to emerge, etc.)

- a revisiting of relevant readings from completed courses [core courses from first two semesters], with a sharper focus on implications for the field and profession

- group discussion and design sessions to apply learnings from the interviews and readings to specific elements related to the field and the profession.

- network with leaders in the field, social change makers, innovators, and others related to creating impact in the field and the profession

- a culminating, Qualifying Assessment of students' Capstone Project Proposal.

III. COURSE OBJECTIVES

During this residency week, students' skills will move from their ability to recall, explain, and applying new material they have learned to a deeper set of skills such as the ability to understand relationships, contextualize the material and contribute to the knowledge base, and establish new relationships within what is known. Through the residency experience students will be able to demonstrate the following:

a. Appraise innovative processes as they exist within their Grand Challenge area and assignments in the DSW program to date.

b. Synthesize the content of their previous DSW coursework as it relates to their capstone project, drawing deeper understanding of their past curriculum.

c. Create and manage a social network of support by connecting with faculty, other doctoral students, and curated relationships with key resource persons in the student's selected Grand Challenge area.

d. Compose daily reflections, integrating their experiences, lectures, and knowledge of the literature as it relates to their capstone project and overall progression in the DSW program.

e. Complete successfully a Qualifying Assessment made up of a proposal write up and presentation, refining their articulation of their innovations and perspectives on their Grand Challenge area and project.

IV. COURSE FORMAT

Course format will consist of class discussions derived from readings and asynchronous content, discussion and debate of course materials, guest presentations, and collaboration in class exercises. Confidentiality of material shared in class will be maintained where appropriate. Because exchange of ideas is an integral part of the learning process, students are required to come to class ready to discuss assigned readings and other materials. Each evening, students will be asked to reflect on the progress of their work, their experiences, and the impact on their capstone projects.

V. GRADING POLICY

Course grades will be based on the following three assignments:

Assignment	% of Final Grade
Assignment 1: Daily reflection videos	20%
Assignment 2: In-class and other experiential exercises	30%
Assignment 3: Qualifying assessment (paper, presentation, canvas)	50%

Each of the major assignments is described below:

Assignment 1: In this assignment you will create a video reflection that will be uploaded within your VAC course. At the end of each residency day, prompting questions will be available to help guide your video reflection. Video reflections are due to residency instructors at the conclusion of the Friday session of the residency.

Assignment 2: Daily, during the residency, students will be asked to actively engage in class exercises. Exercises are developed to increase creativity, critical thinking, and challenge current ways of "knowing and doing." Students should be open to new learning modalities and pedagogies of learning. Active engagement means coming to class prepared (having read assigned readings); contributing to the development of a positive learning environment; and demonstrating their perspectives through meaningful participation.

Assignment 3: As part of Residency 1, students will present their Capstone Project Proposal as a Qualifying Assessment. Qualifying assessments will include: a presentation and an abbreviated version of their Capstone Proposal. Presentations will be assessed by a panel of 3 reviewers. The reviewers will include: the student's advisor, Residency Instructor, and an Innovator. Students will receive immediate verbal feedback from the review committee. At the end of the grading period, they will receive a total score from their Residency Instructor. Students must earn a score of 80 or above to continue with their proposed Capstone Project

Final grades for the course will be determined on the basis of points earned on each assignment.

93–100	A
90–92	A–
87–89	B+
83–86	B
80–82	B–
77–79	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 that 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.

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

A grade of B will be given to student work that 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– will denote 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 would reflect a minimal grasp of the assignment, poor organization of ideas, and/or several significant areas requiring improvement.

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.

VI. INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbook and Readings
No required textbook

Required readings held on ARES Reserve

Required APA Style Formatting

APA formatting and style guide. (2009). The OWL at Purdue. Retrieved from

http://owl.english.purdue.edu/owl/resource/560/01/

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

USC Guide to Avoiding Plagiarism

See www.usc.edu/student affairs/student-conduct/ug_plag.htm

Suggested Websites

The American Accounting Association: www.aaahg.org.
American Public Human Services Association: www.asphsa.org
The Peter F. Drucker Foundation for Non-Profit Management: www.fpdf.org
FinanceNet: www.financenet.gov
The Foundation Center: www.fdncenter.org
Free Management Library: www.fdncenter.org
Stanford Social Innovation Review: www.ssireview.org
National Association of Nonprofit Accountants: www.nonprofitcpas.com
National Council of Nonprofits: www.councilofnonprofits
The Wallace Foundation Knowledge Center: wallacefoundation.org
The Nonprofit Quarterly: www.npgmag.org
Public Risk Management Association: www.primacentral.org

VII. ATTENDANCE POLICY

At the doctoral level, attendance and interaction around ideas are essential. Students are expected to notify their instructor by e-mail at araque@usc.edu 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 that 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.

VIII. 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.

IX. 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

X. 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."

XI. POLICY ON LATE OR MAKEUP 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.

XII. COURSE OVERVIEW AND CALENDAR

Day	Agenda	Daily Reading
Sunday	Welcome Reception	
Monday	TOPIC: LEADING AND MANAGING COMPLEX SYSTEMS - Review of Residency I Events - Introduction Exercise - AdvoGroup Workshop - Group Activity - Application to Capstone Project	Galbraith, J. R. (2014). *Designing organizations: Strategy, structure and process* (3rd ed). San Francisco, CA: Jossey-Bass. - Chapter 8: Multibusiness Strategy and Organization (pp. 185–204) - Chapter 13:

		Organizational Design Challenges and Big Data (pp. 285–300)
Tuesday	TOPIC: FINANCIAL MANAGEMENT FOR SOCIAL CHANGE - Discussion From Yesterday's Learning - Group Activity - Peer Group Meeting - Application to Capstone Project - AdvoGroup Workshop	Weikart, L. A., Chen, G. G., & Sermier, E. (2013). *Budgeting and financial management for nonprofit organizations: Using money to drive mission success*. Los Angeles, CA: Sage. - Chapter 8: Financial Tools for Informed Decision Making (pp. 152–186) - Chapter 15: Adapting to Turbulent Times: Conventional and Entrepreneurial Strategies (pp. 302–320)
Wednesday	TOPIC: MANAGING INNOVATION AND CHANGE - Discussion From Yesterday's Learning - Innovation Review - Lunch With Innovators - Group Activity - Application to Capstone Project - Networking with PhD Students	Dyer, J., Gregersen, H., & Christensen, C. M. (2011). *The Innovator's DNA: Mastering the five skills of disruptive innovators*. Boston, MA: Harvard Business School. - Chapters 8–10: Putting the Innovator's DNA Into Practice (pp. 175–234) Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*. Chapter 4: Tools for Change
Thursday	TOPIC: LEADING PUBLIC DISCOURSE - Discussion From Yesterday's Learning - AdvoGroup Workshop - Group Activity - Application to Capstone Project	Woods, J., & Arthur, C. D. (2014). The threat of terrorism and the changing public discourse on immigration after September 11. *Sociological Spectrum, 34*(5), 421–441.
Friday	- Qualifying Assessment (schedule of assessments will be provided to students) - PM: Farewell Reception	