

## **Social Work 684**

### **Community Practice for Social Change 2018-19 Topic: Social Work Grand Challenge- Harness Technology for Social Good**

**3 Units**

**Fall 2018**

*Be the change you want to see in the world.*

—Gandhi

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**Class Day/Time:** Wednesday, 4:00 – 5:15 (Section 67408)  
Wednesday, 5:45 – 7:00 (Section 67409)  
**Office Hours:** Via Virtual Classroom on Wednesday, 2:45pm – 3:45pm (Pacific Time)

### **I. COURSE PREREQUISITES**

Generalist courses (first semester)

### **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 toward 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 the 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 multidimensional roles of an 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 toward and support of 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

The following table lists the nine Social Work Core Competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

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

\* 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><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b><br/>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.</p> | <p>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.</p> <p>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.</p> <p>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>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.</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 environments.</p> | <p>Critical thinking</p> <p>Knowledge</p> | <p>Unit 1 Defining Social Change</p> <p>Unit 2 Design Thinking</p> <p>Unit 3 Tools of Inquiry</p> <p>Unit 4 Innovation Dynamics</p> <p>Unit 14 Semi-Final Fast Pitch</p> <p>Unit 15 Moving Forward</p> <p>Assignment 1: Project Proposal</p> <p>Assignment 2: Progress Report</p> |

| Competency   | Objectives   | Behaviors   | Dimensions                     | Content  |
|--|--|---|--------------------------------|--|
| <p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b><br/>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> | <p>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.</p> | <p>Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.</p> <p>Utilize professional collaboration and teamwork within organization environments to help clients resolve problems</p> | <p>Knowledge</p> <p>Skills</p> | <p>Unit 5 The Dream Team</p> <p>Unit 6 Collaboration and Coalitions</p> <p>Unit 7 Project Management</p> <p>Unit 8 Technology for Social Change</p> <p>Unit 9 Media for Social Change</p> <p>Unit 10 Art for Social Change</p> <p>Unit 11 Prototyping</p> <p>Unit 12 Sustainability and Scalability</p> <p>Assignment 3: Fast Pitch Rough Draft</p> <p>Assignment 4: Fast Pitch Presentation and Wrap Up</p> |

## VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

| Assignment   | Due Date | % of Final Grade |
|--|----------|------------------|
| Active Participation                               | Ongoing  | 10%              |
| Assignment 1: Project Proposal                     | Unit 5   | 25%              |
| Assignment 2: Progress Report                      | Unit 9   | 10%              |
| Assignment 3: Fast Pitch (Rough Draft)             | Unit 10  | 10%              |
| Assignment 4: Fast Pitch Presentation and Write-Up | Unit 14  | 35%              |
| Assignment 5: Project Reflection                   | 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 build 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 outlines their solution to the selected issue/social problem. Innovations should be based on interdisciplinary concepts including social work, design, engineering, education, health, etc. For this project, students will work in groups of no more than four, preferably a group of three. This class will utilize a methodology of “challenge-based learning” that closely mirrors what is happening in the field. This project encourages students to work in collaborative partnerships, to incorporate technology, and to tackle social issues (general or specific aspects) using a multidisciplinary approach from the perspective of social work. Project proposals should include concepts, plans, and budgets. Further details of the project proposal and work plan will be provided during the course.

### Assignment 2: Progress Report (Group Assignment)

Each instructor will have more detail about how progress reports will be conducted. These details will be discussed during Unit 1’s Synchronous section. Due: Unit 9 of the course.

### Assignment 3: Fast Pitch Rough Draft (Group Assignment)

Students will prepare a rough draft of their fast pitch, which they will deliver during week 10 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. Rough drafts should be turned into the instructor per their direction. Due: Unit 10 of the course.

### Assignment 4: Fast Pitch (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, Final project descriptions will also be turned in during the presentation. Details will be provided.

***Groups that progress to the Final Round will have the option of competing in the USC Social Work Schoolwide 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.

**Assignment 5: Reflection (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 details of this portion of the assignment.

Class grades will be based on the following:

| Class Grades |    | Final Grade |    |
|--------------|----|-------------|----|
| 3.85–4.00    | 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– |

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES**

**Required Textbooks**

Benedict-Nelson, A and Leitner, J. (2018). *See Think Solve: A simple way to tackle tough problems*. Chicago: Leitner Insights LLC. Order on Amazon.

Course readings will be available on ARES.

**Note:** Supplementary readings based on the topic area of the semester will be added by the instructor by Week 1 of the course.

**Recommended Books**

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

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

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

**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](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

| Sessions                   | Topics  | Assignments                        |
|----------------------------|---|------------------------------------|
| 1                          | <ul style="list-style-type: none"> <li>■ Defining Social Change               <ul style="list-style-type: none"> <li>▼ Adaptive capacity</li> <li>▼ Challenges to social work in the 21st century</li> <li>▼ The world in 2018</li> <li>▼ Discovery skills</li> <li>▼ Discovery skill: associational thinking</li> </ul> </li> </ul>  | SELECTION OF PROJECT AREA          |
| <b>INTERLUDE</b>           | <ul style="list-style-type: none"> <li>■ Group Consultations: Project Development               <ul style="list-style-type: none"> <li>▶ Creating a campaign</li> <li>▼ Project planning</li> <li>▼ Time management</li> <li>▶ Identifying goals and objectives</li> <li>▼ Solution-based planning</li> </ul> </li> </ul>   |                                    |
| 2                          | <ul style="list-style-type: none"> <li>■ Design Thinking               <ul style="list-style-type: none"> <li>▶ Language of design</li> <li>▶ Application to social change</li> <li>▶ Virtual crash course</li> <li>▶ Discovery skills: questioning</li> </ul> </li> </ul>  |                                    |
| <b>PRACTICE EXPERIENCE</b> | ■   |                                    |
| 3                          | <ul style="list-style-type: none"> <li>■ Tools of Inquiry<br/><i>Date TBD</i> <ul style="list-style-type: none"> <li>▼ Solution-based thinking</li> <li>▼ Focus groups and innovation labs</li> <li>▼ Topic-based discussion—specific to the semester's topic(s)</li> <li>▼ Discovery skill: questioning</li> </ul> </li> </ul>   |                                    |
| 4                          | <ul style="list-style-type: none"> <li>■ Innovation Dynamics               <ul style="list-style-type: none"> <li>▼ Understanding innovation dynamics</li> <li>▼ Wicked problems</li> <li>▼ Application of innovation dynamics</li> <li>▼ Disruptive Innovations</li> <li>▼ Role of innovation in social work</li> <li>▼ Discovery skill: questioning</li> <li>Des</li> </ul> </li> </ul> |                                    |
| 5                          | <ul style="list-style-type: none"> <li>■ The Dream Team               <ul style="list-style-type: none"> <li>▼ Team dynamics</li> <li>▼ Role definition and work plan construction</li> <li>▼ Conflict and growth</li> <li>▼ Discovery skills: observing and networking</li> </ul> </li> </ul>  | ASSIGNMENT 1: PROJECT PROPOSAL DUE |
| <b>PRACTICE EXPERIENCE</b> | ■ <i>Field Trip: Date and place to be announced</i>   |                                    |
| 6                          | <ul style="list-style-type: none"> <li>■ Collaborations and Coalitions               <ul style="list-style-type: none"> <li>▼ "New" organizing</li> <li>▼ Lobbying and advocacy</li> <li>▼ Building at local, regional, and international levels</li> <li>▼ Collective impact</li> <li>▼ Open sourcing</li> <li>▼ Discovery skill: networking</li> </ul> </li> </ul>                      |                                    |



| Sessions  | Topics   | Assignments                              |
|---|--|--|
| 7   | <ul style="list-style-type: none"> <li>■ Project Management               <ul style="list-style-type: none"> <li>▼ Details of project management</li> <li>▼ Progress update</li> <li>▼ Work plan check</li> </ul> </li> </ul>  |  |
| <b>INTERLUDE</b> <i>Group Consultations</i>                       |  |  |
| 8   | <ul style="list-style-type: none"> <li>■ Technology for Social Change               <ul style="list-style-type: none"> <li>▼ Social networks</li> <li>▼ Innovation at the “cutting edge”</li> <li>▼ Tactics and strategies</li> </ul> </li> <li>■ Filling the technology “gap”</li> </ul>  |  |
| 9   | <ul style="list-style-type: none"> <li>■ Media for Social Change               <ul style="list-style-type: none"> <li>▼ Preparation for proposal innovation</li> <li>▼ Slogans</li> <li>▼ Images</li> <li>▼ Tactics</li> <li>▼ Infographics</li> </ul> </li> </ul>   | ASSIGNMENT 2:<br>PROGRESS CHECK          |
| <b>PRACTICE EXPERIENCE</b> ■ <i>Prototyping Focus Groups: TBA</i> |  |  |
| 10  | <ul style="list-style-type: none"> <li>■ Art for Social Change               <ul style="list-style-type: none"> <li>▼ Art as a catalyst for change</li> <li>▼ Documentary film</li> <li>▼ Creativity and “drama”</li> <li>▼ Capturing hearts and minds</li> </ul> </li> </ul>  | ASSIGNMENT 3:<br>ROUGH DRAFT OF<br>PITCH |
| 11  | <ul style="list-style-type: none"> <li>■ Prototyping               <ul style="list-style-type: none"> <li>▼ Purpose</li> <li>▼ Apps and technology for prototyping</li> </ul> </li> <li>■ Blueprinting               <ul style="list-style-type: none"> <li>▼ Art as a catalyst for change</li> <li>▼ Documentary film</li> </ul> </li> </ul>  |  |
| 12  | <ul style="list-style-type: none"> <li>■ Sustainability and Scalability               <ul style="list-style-type: none"> <li>▼ Funding needs</li> <li>▼ Seed capital</li> <li>▼ Social enterprise</li> </ul> </li> <li>■ Alternative funding “</li> <li>■ Rehearsal               <ul style="list-style-type: none"> <li>▼ Fast-pitch presentation</li> <li>▼ Critical feedback</li> </ul> </li> <li>■ Group consultations (in class)</li> </ul> |  |
| 13  | <ul style="list-style-type: none"> <li>■ Group Consultations               <ul style="list-style-type: none"> <li>▼ Project check</li> <li>▼ Coaching sessions</li> <li>▼ Feedback</li> </ul> </li> </ul>  |  |
| 14  | ■ Fast-Pitch Semi-Finals   | ASSIGNMENT 4: FAST<br>PITCH              |

| Sessions                       | Topics   | Assignments                 |
|--------------------------------|--|-----------------------------|
| 15                             | <ul style="list-style-type: none"><li>■ Moving Forward<ul style="list-style-type: none"><li>➤ Course Wrap-Up</li><li>➤ Evaluation and Reflection</li><li>➤ Social Impact</li><li>➤ Measuring Change</li><li>➤ Next Steps</li></ul></li></ul> | ASSIGNMENT 5:<br>REFLECTION |
| <b>STUDY DAYS / NO CLASSES</b> |  |                             |
| <b>FINAL EXAMINATIONS</b>      |  |                             |

## 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, MA: 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.

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.

Watch: [http://www.ted.com/talks/ernesto\\_sirilli\\_want\\_to\\_help\\_someone\\_shut\\_up\\_and\\_listen](http://www.ted.com/talks/ernesto_sirilli_want_to_help_someone_shut_up_and_listen)

Explore: Resource and Partners of Unaccompanied Minors Project

## 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 group 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 30–45 minutes long.

## Unit 2: Design Thinking

### Topics

- Design Thinking
- Language of design
- Application to social change
- Virtual crash course: <http://dschool.stanford.edu/dgift/>
- Discovery skill: questioning

### 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.

## Unit 3: Tools of Inquiry

### Topics

- Tools of Inquiry
  - Social innovation lab: Date TBD*
  - ▼ Solution-based thinking
  - ▼ Focus groups and innovation labs
  - ▼ Topic-based discussion—specific to the semester's topic(s)
  - ▼ Discovery skill: questioning

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](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, CA: 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>

## Unit 4: Innovation Dynamics

### Topics

- Innovation Dynamics
  - ▼ Understanding innovation dynamics
  - ▼ Wicked problems
  - ▼ Application of innovation dynamics
  - ▼ Discovery skills: questioning

Benedict-Nelson, A and Leitner, J. (2018). *See Think Solve: A simple way to tackle tough problems*. Chicago: Leitner Insights LLC. Order on Amazon.

## Unit 5: The Dream Team

ASSIGNMENT 1: PROJECT PROPOSAL DUE

### Topics

- The Dream Team
  - ▼ Team dynamics
  - ▼ Role definition and work plan construction
  - ▼ Conflict and growth
  - ▼ Discovery skill: observing and networking

## Required Resources

Read:

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

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

Hunter, M. (2013). Imagination may be more important than knowledge: The eight types of imagination we use. *Review of Contemporary Philosophy*, 12, 113–120.

[http://www.ssireview.org/articles/entry/social\\_innovation\\_from\\_the\\_inside\\_out](http://www.ssireview.org/articles/entry/social_innovation_from_the_inside_out)  
[http://www.ssireview.org/blog/entry/the\\_math\\_of\\_social\\_change](http://www.ssireview.org/blog/entry/the_math_of_social_change)

Explore: <http://tfm.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., & Kowitz, B. (2016). *Sprint: How to solve big problems and test new ideas in just five days*. New York, NY: Simon & Schuster.

## Unit 6: Collaborations and Coalitions

### 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: 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*

## Unit 7: Project Management

ASSIGNMENT 2: SOCIAL INNOVATION LAB OBSERVATIONS

### Topics

- Group consultations: project management
  - ▼ Progress update
  - ▼ Status report from group members
  - ▼ Timeline review
- Work plan check

For this week, students will work with instructors on an individual and/or 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.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.

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.

[http://www.ssireview.org/articles/entry/creating\\_social\\_change\\_10\\_innovative\\_technologies](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 for Social Change

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 and 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: Art for Social Change

### Topics

- Art for Social Change
  - ▼ Art as a catalyst for change
  - ▼ Documentary film
  - ▼ Creativity and “drama”
  - ▼ Capturing hearts and minds

### 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: Prototyping

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

## Unit 12: Sustainability and Scalability

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

## Unit 13: Group Consultations

### Topics

- Presentation skills
- Preparation for fast-pitch presentation

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

## Unit 14: Fast-Pitch Semi-Finals!!!!!!

## Unit 15: Moving Forward

### Topics

- Evaluation and reflection
- Social impact
- Measuring change
- Next steps

ASSIGNMENT 4: **PROJECT ASSESSMENT DUE**

Details of this session will be provided in class.

## University Policies and Guidelines

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### 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 ([shillglover@usc.edu](mailto:shillglover@usc.edu)) 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. 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>.

### XI. SUPPORT SYSTEMS

*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. [engemannshc.usc.edu/counseling](http://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. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and 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. [engemannshc.usc.edu/rsvp](http://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: [sarc.usc.edu](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. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*USC Support and Advocacy (USCSA) – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

## **XII. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

## **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 instituted by the student and agreed to 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 (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **Preamble**

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

## **XVIII. 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 [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

## **XIX. 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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