SOWK 724: Residency II

3 Units

Instructor: Melissa Singh
E-Mail: singhmi@usc.edu
Office: VAC Classroom
Office Hours: Tuesdays 10am PST and by appointment

Course Day Time:
November 26th – November 30th
Course Location: Washington DC

I. COURSE PREREQUISITES

DSW enrollment, successful completion of DSW Semesters 1 through 5 courses, and satisfactory score on DSW Qualifying Assessment. Students should also have advanced significantly on their final Capstone Project and be ready to present at the culmination of the residency.

II. CATALOGUE DESCRIPTION

Campus-based residency in the final semester of the DSW program brings students together to present their capstone projects to a number of different professional audiences.

III. COURSE DESCRIPTION

This course is intended to provide students with a five-day in-person residency during the sixth semester of the DSW program. This residency will be the second residency (hereafter referred to as "Residency II") in the DSW program and provide students, faculty, and other stakeholders with the opportunity for an on-the-ground presentation of students' capstone projects. During Residency II students will showcase the innovations they have developed during the program as the capstone projects and highlight their ongoing leadership roles. They will exhibit their solutions to social work Grand Challenges through exercises, speaking engagements, workshops, and key informant meetings. Students will share their ideas, engaging possible funders, innovators, policy makers, and stakeholders. To accomplish this, students will be asked to take positions of leadership and proactively be involved in utilizing course material (learning), challenging their knowledge base (reading and synthesis), and articulating their ideas with the goal of influencing the overall profession (critical thinking). Key elements of the residency include:

- Review of current relevant readings and resources that pertain to future trends and implications to the field and profession

- Group discussion and design sessions to apply course knowledge from past courses, asynchronous materials, and resources to specific elements related to the field and profession

- Facilitate and collaborate with leaders in the field, social change makers, policy makers, and advocates to advance their capstone project

- Distinctive presentations of capstone project

IV. COURSE OBJECTIVES

During Residency II, students' skills will move from their ability to understand relationships, contextualize the material, and contribute to the knowledge base to actually building their ideas out in real-world circumstances. They will demonstrate their emergent positions of leadership in the Grand Challenge areas that their capstone projects focus on. Through their residency experience, students will manifest the following:

1. Appraise innovative processes as they exist within their Grand Challenge area and assignments in the DSW program to date.
2. Synthesize the content of their previous DSW coursework as it relates to their capstone project, drawing deeper understanding of their past curriculum.
3. Advocate for their capstone project within their Grand Challenge area through a lobby visit, either individual or group based (as applicable).
4. Prepare and produce a formal presentation of their capstone project.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The course format will consist of multi-perspective workshops, and class discussions based on readings and asynchronous content. The course will also rely on collaboration within curated experiences such as formal presentations and panel discussions. 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 participate in residency and be prepared to discuss current knowledge areas, their peers' projects, and the progress of their own work. Each day, students will be asked to reflect on their work through a variety of methods in terms of their progress, experience, impact, and leadership.

VI. COURSE ASSIGNMENTS AND GRADING

Course grades will be based on the following four areas: facilitation, inspiration, innovation, and knowledge.

Assignment	% of Final Grade
Assignment 1: Lobby Appointment and Experience	20%
Assignment 2: Capstone Presentation	30%
Assignment 3: Capstone Paper (Capstone Project Assessment)	40%
Class Participation	10%

Assignment 1: **Lobby Experience.** Students will be asked to present to a public official's office relevant to their Grand Challenge area and/or innovation focus of their capstone project. Lobby appointments must be supplemented with written materials to leave with the office. Materials should include (but are not limited to) a one-page infographic of the Grand Challenge issue and a one-page call to action. Students should inform their Capstone 2 and Residency 2 instructor who they will be meeting with and why. Students should also provide their Residency 2 instructor with a copy of the materials/packet.

Assignment 2: Capstone Project Presentation. Students will give an formal auditorium presentation of their capstone project. Presentations will be 30 minutes long. This assignment will be graded by a review committee composed of faculty (Residency instructor, Capstone Course instructor and Capstone Advisor. Details will be provided to students.

Assignment 3: Capstone Project Assessment Paper. Students will write up their Capstone Project. Papers will be no more than 35 pages long, not including appendices, references, or any other supplemental materials. Details will be provided to students. **Papers will be due on 12/7.**

Class Participation. 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.

4-point scale		100-point scale	
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-

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 that also shows 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.

VII.   INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbook and Readings
No required textbook

Required readings will be added per semester and located on ARES.

VIII.   RECOMMENDED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Students will be provided with materials that will include the Grand Challenges for Social Work:
1. Identifying and Tackling Grand Challenges for Social Work
2. From Mass Incarceration to Smart Decarceration
3. Strengthening the Social Response to the Human Impacts of Environmental Change
4. Increasing Productive Engagement in Later Life
5. The Grand Challenge of Ending Homelessness
6. Harnessing Big Data for Social Good: A Grand Challenge for Social Work
7. Practice Innovation through Technology in the Digital Age: A Grand Challenge for Social Work
8. Reducing and Preventing Alcohol Misuse and Its Consequences: A Grand Challenge for Social Work
9. Safe Children: Reducing Severe and Fatal Maltreatment
10. Health Equity: Eradicating Health Inequalities for Future Generations

Course Overview

Course Schedule—Detailed Description
Please note that due to various reasons, course scheduling may change. Students are asked to be flexible in light of any schedule changes and will be informed as soon as any changes are made.

Day 1: Sunday

- 5:30 p.m.: Welcome Reception

Day 2: Monday

- 8:30–9:30 a.m.: Breakfast on own
- 10:30 a.m.–12 p.m.: Panel presentation on social change
- 12–1:30 p.m.: Lunch on own
- 1:30–3:00 p.m.: African American History Museum
- 3–5 p.m.: Focus on final presentations

Day 3: Tuesday

- 8:30–9:30 a.m.: Breakfast on own
- 10:30 a.m.–12 p.m.: Lobby appointments with public officials related to Grand Challenge areas or innovation areas (this may be for individuals or groups as applicable)
- 12–1:30 p.m.: Lunch on own
- 1:30–3:00 p.m.: Sharing with professional lobbyists and advocates
- 3–5 p.m.: Focus on final presentations

Day 4: Wednesday

- 8:30–9:30 a.m.: Breakfast on own
- 10:30 a.m.–12 p.m.: Social Innovation Lab
- 12–1:30 p.m.: Lunch on own
- 1:30–3:00 p.m.: Ashoka Global Headquarters field visit
- 3–5 p.m.: Focus on final presentations

Day 5: Thursday

- 8:30–9:30 a.m.: Breakfast on own
- 10:30 a.m.–5 p.m.: Final presentations

Day 6: Friday

- 8:30–9:30 a.m.: Breakfast on own
- 10:30 a.m.–5 p.m.: Final presentations
- 6:30 p.m.: Final group dinner

Day 6: Saturday

Departures

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 e-mail (xxx@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 that 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 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 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 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. *The Center for Women and Men,* http://www.usc.edu/student-affairs/cwm/, provides 24/7 confidential support, and the sexual assault resource center web page, 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.   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."

XIII.   POLICY ON LATE OR MAKEUP 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.

XIV.   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.

XV.   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 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.

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 you cannot discuss it with the instructor, you may contact the Lead Instructor for the Course. If you do not receive a satisfactory response or solution, contact your Capstone Advisor for further guidance.

XVII. 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 e-mail!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.