

**Social Work 599  
Section 60751**

**Social Change and Innovation:  
National Immersion in Washington, DC**

**3 Units**

**Spring 2019**

*“Vulnerability is the birthplace of innovation, creativity, and change.”  
~ Brene Brown*

**Syllabus**

<b>Instructors:</b>	Rick Newmyer, MSW and Melissa Singh, EdD, LCSW	<b>Course Day:</b>	Virtual Sessions: 1/19, 2/9, 2/23, and 4/13
<b>Email:</b>	<a href="mailto:newmyer@usc.edu">newmyer@usc.edu</a>		Immersion in DC: 3/10-15
<b>Telephone:</b>	619.370.1350	<b>Course Time:</b>	Virtual Sessions: 9:00 a.m. - 12 noon PST
<b>Office:</b>	VAC Classroom: <a href="http://mswatusc.adobeconnect.com/r78161850/">http://mswatusc.adobeconnect.com/r78161850/</a> Conference Number: 1.888.512.3146 Participant PIN: 87400144	<b>Course Location:</b>	Online and On Location
<b>Office Hours:</b>	Before and after class		

**Note: It is School policy that students and instructors use their official USC email address for school-related email communications.**

**I. COURSE PREREQUISITES**

The national Washington, DC immersion is an elective course of the Department of Social Change and Innovation. Students will have successfully completed the generalist semester courses (506, 544, 536, & 546) before enrolling in this course.

**II. CATALOGUE DESCRIPTION**

This course introduces students to concepts necessary for social change and innovation. Students will have an opportunity to tackle grand challenges from a macro perspective while integrating design thinking. This course aims to engage students in innovative policy practice to advance human rights and justice. Students will choose a social policy, connect it to a grand challenge, and use innovative methods to think differently and act innovatively to address the social problem. Students will work with leading innovation organizations during a six-day immersion in Washington, DC where they will be introduced to

and apply innovative methods such as human-centered design thinking to address social problems.

### III. COURSE DESCRIPTION

This course introduces students to design thinking and social innovation, exposes them to organizations at the forefront of applying these frameworks to create social change, and provides them with an opportunity to apply their knowledge to address one of the 12 Grand Challenges for Social Work (CSWE, 2017).

Design thinking aligns well with the values and practices of social work. The foundation of design thinking is empathy and includes observing people in their lives, engaging with people to uncover their needs, and immersing oneself in their environment to gain understanding. This human-centered approach corresponds with the NASW principles of respecting the inherent dignity and worth of the person and recognizing the central importance of human relationships. These processes also closely parallel the social work practices of engagement and assessment.

The six days in Washington, DC may consist of: (1) site visits to public, private, nonprofit, for profit, NGOs, and government agencies, (2) seminars and workshops with guests from public, private, nonprofit, for profit, NGOs, and government agencies, (3) cultural/historical tours, (4) class meetings allowing time for reflection through discussion and journal writing, and (5) individual and small group activities. Students will be trained and prepared to introduce, facilitate, and negotiate design thinking with social service organizations. The immersion will culminate in students sharing their learned education and experience with their class and communities.

As an elective in the Department of Social Change and Innovation, this course will build on SOWK 536, Policy and Advocacy in Professional Social Work, especially Objective 1 that indicates students will “demonstrate understanding of the general provisions and current pivotal issues central to major social welfare policies in key institutional sectors and the impact these have on the local community; critically assess various substantive and advocacy-based options for improving / reforming these social welfare policies.”

In SOWK 536, students gain foundational policy skills while studying the history of our current welfare system. In this course, they will move beyond welfare into other areas of social policy and have an opportunity to develop and further refine their policy practice. They will use the human-centered framework of design thinking to rethink how policy challenges are approached and framed.

The lens of design thinking will help students to develop innovative responses to social issues, build capacity for innovation within organizations, and better understand how to build intraprofessional collaborations for social good. Between classroom learning and experiences in Washington, DC, students will be better prepared to become practitioners of innovation, ready to introduce new ways of thinking about and enacting change.

Students will join a network of social innovators committed to building capacity for innovation within organizations. They will be highly effective conduits between providers and the emerging practice of social innovation, both inside and outside the USC Suzanne Dworak-Peck School of Social Work.

#### Special Note:

Participation is open to MSW students in the USC Suzanne Dworak-Peck School of Social Work who have an average GPA of 3.0 or higher. USC and non-USC students; faculty and staff from other educational institutions; and community leaders and professionals from any discipline or field may apply, but priority will be given to currently enrolled USC MSW students.

Potential participants must complete a program application form and meet other eligibility and selection criteria as determined by course instructors. Interviews may be required. Potential participants also

should plan to attend an information session to become familiar with the program’s expectations and logistics.

Only a limited number of participants will be accepted, and participation is not guaranteed. Early enrollment and course registration are strongly encouraged but is not a guarantee of acceptance. Throughout the immersion, participants are expected to have the level of maturity necessary to conduct themselves appropriately, responsibly, and professionally, and to be a productive member of a cohesive group. Participants are also expected to be willing to accept a demanding travel experience (that may require program changes), in good health, and physically capable of undertaking an intensive program of study that requires numerous site visits, rigorous walking, prolonged standing, and travel by public transit. In addition to tuition costs, course/program costs include a program fee, air travel to/from Washington, DC, and daily expenses. Participants are responsible for these costs.

#### IV. COURSE OBJECTIVES

Objective #	Objectives
1	Appraise strategies in social innovation, innovation dynamics, and design thinking.
2	Discover how leaders from public, private, nonprofit, for profit, NGOs, and governmental agencies build intraprofessional collaborations to engage in social innovation.
3	Develop and further refine policy practice, decision-making, teamwork, and communication skills.
4	Apply design thinking as a human-centered framework for rethinking how policy challenges are approached and framed.
5	Demonstrate the ability to develop innovative responses to social issues and promote social good through the application of design thinking to policy issues.

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students’ learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

**Pre-Immersion** will consist of three course units.

During the first session, the students will learn about the course, set realistic expectations, and receive an overview of the immersion. Students will discuss a grand challenge to focus on for the semester and learn how policy and design thinking impacts the grand challenges.

During the second session, students will experience an intimate, hands-on learning process designed to strengthen their professional skills, innovative thinking, and leadership capabilities. Students will be

exposed to design thinking and skills associated with disruptive innovators through individual and group activities.

During the third session, students will rethink the role of social policy through innovation. Application of design thinking will allow students the opportunity to think differently.

Also, in the third session, students will address issues related to traveling; pre-travel arrangements and logistics (including local contact information, transportation, and lodging); University and School of Social Work policies, guidelines, and expectations; and health and safety issues, insurance, and waivers. The pre-immersion sessions also will provide participants an introduction to the goals, objectives, and assignments as well as special considerations for visiting agencies in Washington, DC.

**Immersion** in Washington, DC will take place during the one-week spring break in March 2019. Students will visit public, private, nonprofit, for profit, NGOs, and government agencies that demonstrate outstanding innovative practices that can be applied to making social change.

Examples of Agency Visits:

- DC Central Kitchen
- LA Kitchen
- The Lab at the Office of Personnel Management (OPM)
- Booz Allen Hamilton Innovation Center
- Substance Abuse and Mental Health Services Administration (SAMHSA)
- Health Resources and Services Administration (HRSA)
- National Alliance to End Homelessness
- Center for Evaluation Innovation
- Ashoka Global Headquarters
- Urban Institute
- Department of Health and Human Services
- Deloitte
- MindRight, Inc.

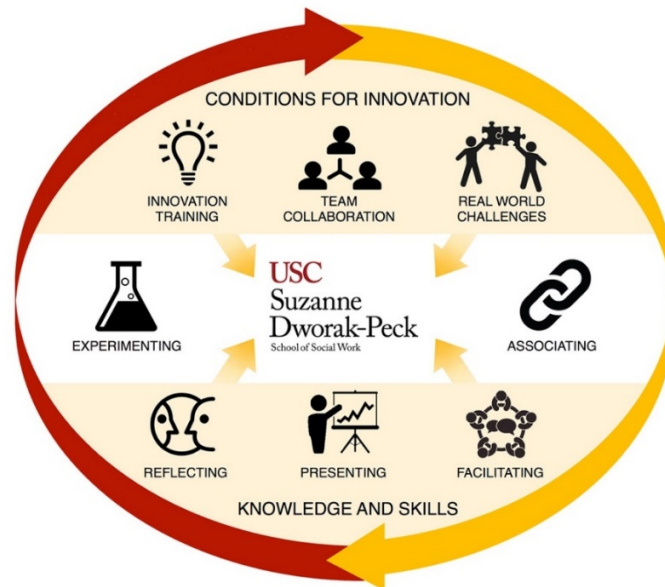
To accommodate a diverse range of learning styles, a variety of instructional methods and types of assignments will be used:

- Collaborative, team-based learning
- Independent and self-directed learning
- Experiential, reflective learning
- Critical discussion, interaction, and transaction among students, the instructor, and other participants
- Guest speakers, panels, lecturers, and presentations
- Cultural excursions

The immersion will enhance the School's curriculum by creating a space for students to engage in social innovation where social work grand challenges are not only discussed but are also tackled.

- Provide an in-depth view of policy from a local and national level
- A hands-on approach to innovation dynamics with intensive training
- Expanded thinking beyond traditional problem-solving methods
- Increase confidence in public speaking
- Increase consulting skills
- Allow for group collaborations to experience group dynamics

**Post-Immersion** will consist of a seminar to reflect on the immersion experience and integration of the student experience into the final assignment. Students may choose to send their innovative proposals/policies to the respective agencies/policymakers or present their ideas to their representative(s).



## VI. STUDENT LEARNING OUTCOMES

The table below presents the nine social work competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards. Items highlighted in yellow and in bold font indicate the specific competencies addressed in this course.

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

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 and methods for assessing whether the outcomes have been achieved.

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p>Social workers understand that every person 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 and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul>	<p>Objective 1 – Appraise strategies in social innovation, innovation dynamics, and design thinking.</p> <p>Objective 2 – Discover how leaders from public, private, nonprofit, for profit, NGOs, and governmental agencies build intraprofessional collaborations to engage in social innovation.</p>	<p>3a. Assesses social trends, and governmental actions nationally and/or globally to recognize the impact on the well-being of individuals, families, and communities.</p>	<p>Skills</p>	<p>Units 1-11</p> <p>Assignments 1 &amp; 3</p> <p>Participation</p>
	<p>Objective 3 – Develop and further refine policy practice, decision-making, teamwork, and communication skills.</p>	<p>3b. Evaluates how human behaviors in communities, organizations, and businesses and for organizational structures and cultures to create oppressive, exclusive, or stressful environments.</p>	<p>Values</p>	<p>Units 1-11</p> <p>Assignment 2 &amp; 3</p> <p>Participation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 5: Engage in Policy Practice</b></p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the</p>	<p>Objective 3 – Develop and further refine policy practice, decision-making, teamwork, and communication skills.</p>	<p>5a. Analyzes, formulates, and advocates for policies that advance human rights and protect vulnerable populations in a</p>	<p>Skills</p>	<p>Units 1-11</p> <p>Assignment 1, 2, &amp; 3</p> <p>Participation</p>

<p>federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p> <ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>• assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	<p>Objective 4 – Apply design thinking as a human-centered framework for rethinking how policy challenges are approached and framed.</p> <p>Objective 5 - Demonstrate the ability to develop innovative responses to social issues and promote social good through the application of design thinking to policy issues.</p>	<p>variety of environments or enhance access to services across the life span.</p>		
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## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignments for the course consist of three written assignments (1) an intentional connection between a grand challenge and a policy, (2) a reflective learning journal to capture the Washington, DC experience, and (3) a cumulative innovation in practice blueprint. All assignments are designed to relate to and build on one another. As such, it is imperative that you complete the assignments by their due dates. Written assignments should be submitted midnight on the specified due date. In addition to the written assignments, course grades will be based on active and proactive learning, and meaningful class participation.

The table below presents all course assignments, due dates, and the percent of the final grade comprised of by each assignment. Maximum points for each assignment correspond with the percent of the final grade for that assignment. For example, a maximum of 10 points can be earned for an assignment comprising 10% of the final grade.

Assignment	Due Date <sup>1</sup>	% of Final Grade
Connecting Grand Challenges, Policy, and Policymakers	Unit 2	25%
Reflective Learning Journal	Unit 3	25%
Innovation in Practice Blueprint	Unit 11	40%
Meaningful Contributions to Course, Professionalism, and Leadership	Ongoing	10%

### Assignment 1: Connecting Grand Challenges, Policy, and Policymakers

This assignment will consist of a 4-5-page paper. Students will select one of the 12 Grand Challenges for Social Work, relate it to an existing social policy, and identify a suitable federal representative.

Content will include:

- A one paragraph bio
- Grand Challenge Statement of Interest including background, data, implications
- Social Policy – federal policy relating to the chosen grand challenge, initial position/recommendations
- Federal Representative – contact information, background research, approach

**Due:** Unit 2

*This assignment relates to student learning outcomes 3a and 5a*

### Assignment 2: Reflective Learning Journal

Students will document their Washington, DC immersion experiences with daily reflective journal entries, supplemented with pictures, video, mementos, etc. Journal entries should include thoughtful reflections on each day's events, including: meaningful experiences, professional insights gained and questions that remain, and how those insights and questions relate to the student's professional goals with respect to their grand challenge interests. Besides an entry related to each day of the trip itself, students also should include a pre-trip entry documenting their thoughts, feelings, expectations, and individual aims for the trip, as well as a post-trip entry summarizing their major "take-aways" from the DC immersion and how the experience compared to their pre-trip expectations. Students are strongly encouraged to be creative! Besides Word documents (8 pages max), PPTs, Prezis, YouTube videos, or other appropriate media may be used for this assignment, with instructor permission. Learning Journals submitted as written narratives should not exceed 8 pages. They should be in Word, double-spaced, use 12pt font and 1-inch margins, and include an APA formatted cover page.

**Due:** Unit 3

*This assignment relates to student learning outcomes 3b and 5a*

### Assignment 3: Innovation in Practice Blueprint

Assignment 3 builds on the previous assignments. For this assignment, students will write an individual or group\* 8-10-page paper and deliver a presentation (presentation length will be determined by the number of students in the class). Students will take their exploration of a grand challenge and policy into the implementation stage. They will highlight innovative practices in addressing their selected grand

<sup>1</sup> Please note that in some instances assignment due dates may differ among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for course sections.



challenge and make recommendations for future practice and application. This assignment will draw upon their immersion visits, interviews with innovators, and scholarly research. Students may choose to send their innovative proposals/policies to the respective agencies/policymakers or present their ideas to their local, state, or national representative(s).

*\*If the group option is chosen for this assignment group members must email the instructor before session 3.*

**Due:** Unit 11

*This assignment relates to student learning outcomes 3a, 3b, and 5a*

### **Active and Proactive Learning, and Meaningful Class Participation (or “Participation”) (10% of Course Grade)**

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

Given the nature of this class, reflection, participation, and interaction of students are essential. To enhance the learning experience for students individually and collectively, students are expected to be active participants in their learning and proactive. This will require mental, physical, and emotional effort from students, both inside and outside the formal classroom. Active learning involves assuming responsibility for learning; completing required readings and assignments prior to class; and coming to class with culturally aware, sensitive, and thoughtful comments, reflections or questions about concepts, readings, and assignments. Proactive learning involves anticipating workload and challenges and taking the initiative to reach out to the instructor when concerned about possible challenges in the class. It also involves regular communication with the instructor about the course and my performance as the instructor.

Along with active and proactive learning, students are expected to participate meaningfully in class and to contribute to the development of a positive learning environment. Meaningful participation consists of culturally sensitive, thoughtful, and respectful participation based on having completed required readings, activities, and assignments prior to class. For our purposes, contributing “to the development of a positive learning environment” refers to the extent to which students participate in or help create an environment that is professional, engaging, fun, challenging, supportive, brave, interculturally-sensitive, and effective. “Environment” refers to our physical classroom, small group settings, other settings in which learning, or teaching might occur, and the overall climate and culture of our class.

Please refer to the rubric below for the criteria that will be used to determine your participation grade. For each of five criteria, 0 to 1 point can be earned, for a maximum of 5 points.

Criteria	Never or Rarely	Regularly	Often or Always
<input type="checkbox"/> Student demonstrates active and proactive learning.	0	.5	1
<input type="checkbox"/> Student seizes opportunities to step out of comfort zone to engage in deeper learning about self and others.	0	.5	1
<input type="checkbox"/> Student communicates with the instructor about (a) the course, (b) their/her/his performance in the course, and (c) the instructor's performance in the course.	0	.5	1
<input type="checkbox"/> Student displays acute awareness of triggers and unexpected emotions or reactions when addressing or discussing difficult topics.	0	.5	1
<input type="checkbox"/> Student participates in class in a meaningful way and helps to maintain a positive learning environment.	0	.5	1
<input type="checkbox"/> Student's communication, behavior, and participation are professional, culturally sensitive, and appropriate (this includes appropriate use of laptops and mobile devices during class).	0	.5	1
<input type="checkbox"/> Student shows openness and respect to different worldviews.	0	.5	1
<input type="checkbox"/> Student recognizes others' sense of vulnerability and helps foster a learning environment that is safe and brave.	0	.5	1
<input type="checkbox"/> Student respectfully challenges thoughts, ideas, and discussions to expand the zone of comfort for self and others.	0	.5	1
<input type="checkbox"/> Student adeptly engages self and others in processing difficult conversations and disagreements.	0	.5	1

*This "assignment" relates to objectives 1-5 and to student learning outcomes 3a, 3b, and 5a.*

Additional details and guidelines for each of the assignments will be provided by the instructor and discussed in class.

### Grading

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-

Class Grades		Final Grade	
2.25 – 2.59	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.

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## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Textbooks

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

### Recommended Textbooks

Catmull, E.D., & Wallace, A. (2014). *Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration*. Random House.

### Recommended Websites

<http://aaswsw.org/grand-challenges-initiative/12-challenges/>

<https://www.youtube.com/watch?v=oKbj3y-LUbw>

### Course Reader

Other required and recommended course readings are presented in the detailed course schedule. These readings are available on electronic reserve through ARES.

To access ARES, go to <https://reserves.usc.edu> and log in using your USC NetID and email password. When logged in, search the reserves for instructor [Last Name, First Name] and then add the course.

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

### Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

APA formatting and style guide. (1995-2015). The OWL at Purdue. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/08/>

USC guide to avoiding plagiarism: <http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html>

### USC Libguides

Sample papers using APA style: [http://libguides.usc.edu/ld.php?content\\_id=9235241](http://libguides.usc.edu/ld.php?content_id=9235241)

APA citation guide: <http://libguides.usc.edu/APA-citation-style>

Evidence-based practice resources: <http://libguides.usc.edu/socialwork/socialworkEBP>

Tests and measures: <http://libguides.usc.edu/socialwork/measurements>

Writing guide: <http://libguides.usc.edu/writingguide>

### Recommended Social Work Organizations

National Associate of Social Workers. Available at <http://www.naswdc.org>

Institute for the Advancement of Social Work Research. Available at <http://www.iaswresearch.org>

Society for Social Work Research. Available at <http://www.sswr.org>

American Evaluation Association. Available at <http://www.eval.org>

## Course Overview

Unit	Topics	Assignments
<b>UNIT 1</b> <b>January 19, 2019</b>  <b>VIRTUAL SESSION</b>	<ul style="list-style-type: none"> <li>■ Introduction and Course Overview               <ul style="list-style-type: none"> <li>▼ Introduction to the course and review of the syllabus</li> <li>▼ Review of the 12 Grand Challenges</li> </ul> </li> <li>▼ Expectations of Student and Faculty</li> <li>▼ Immersion trip overview and travel logistics               <ul style="list-style-type: none"> <li>&gt; Safety, local contact information, travel, and lodging</li> <li>&gt; USC student health insurance plan</li> </ul> </li> </ul>	
<b>UNIT 2</b> <b>February 9, 2019</b>  <b>VIRTUAL SESSION</b>	<ul style="list-style-type: none"> <li>■ Design Thinking and Social Innovation               <ul style="list-style-type: none"> <li>▼ An overview of Design Thinking</li> <li>▼ Empathy and human-centered design</li> </ul> </li> <li>▼ The five skills of disruptive innovators</li> <li>▼ Addressing Grand Challenges through design thinking and innovation</li> </ul>	Assignment 1 due
<b>UNIT 3</b> <b>February 23, 2019</b>  <b>VIRTUAL SESSION</b>	<ul style="list-style-type: none"> <li>■ Innovation in Policy               <ul style="list-style-type: none"> <li>▼ Rethinking the role of social policy</li> <li>▼ Applying design thinking to policy development, implementation, and evaluation</li> <li>▼ Examining global innovations in social policy</li> </ul> </li> <li>■ Final Washington, DC Preparations               <ul style="list-style-type: none"> <li>▼ Travel and accommodations</li> <li>▼ Final schedule</li> <li>▼ Washington, DC culture and professionalism</li> </ul> </li> </ul>	Assignment 2 due
<b>UNITS 4-10</b> <b>March 10-15, 2019</b>  <b>ON LOCATION</b>	<ul style="list-style-type: none"> <li>■ National Immersion – Washington DC</li> <li>■ Connecting Social Work, Innovation, and Policy               <ul style="list-style-type: none"> <li>▼ Site visits</li> <li>▼ Guest speakers</li> <li>▼ Reflective learning</li> </ul> </li> </ul>	Reflective Learning Journal
<b>UNIT 11</b> <b>April 13, 2019</b>  <b>VIRTUAL SESSION</b>	<ul style="list-style-type: none"> <li>■ Course Wrap Up and Presentations               <ul style="list-style-type: none"> <li>▼ Innovation in Practice presentations</li> <li>▼ Debrief immersion</li> </ul> </li> <li>▼ Reflective learning</li> <li>▼ Continuing the work</li> </ul>	Assignment 3 due
<b>STUDY DAYS / NO CLASSES</b>		
<b>FINAL EXAMINATIONS</b>		

## Course Schedule—Detailed Description

Unit 1: Introduction and Course Overview

January 19, 2019

### VIRTUAL SESSION

#### Topics

- Welcome and introductions
- Introduction to the course, course organization and review of the syllabus
- Expectations of Student and Faculty
- Immersion trip overview and travel logistics
  - Safety, local contact information, travel, and lodging
  - USC student health insurance plan
- Review of the 12 Grand Challenges
  - Choosing your Grand Challenge
- Introduction to social policy briefs
- Discussion of Assignment 1

This Unit relates to course objectives: 1, 2, 3, and 4.

#### Required Readings

American Academy of Social Work & Social Welfare. (2015). "Grand Challenges for Social Work" identify 12 top social problems facing America. Retrieved from <http://www.marketwired.com/press-release/grand-challenges-for-social-work-identify-12-top-social-problems-facing-america-2088068.htm>

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). The DNA of Disruptive Innovators. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 17-40). Boston: Harvard Business Review Press.

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Discovery Skill #1: Associating. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 41-64). Boston: Harvard Business Review Press.

#### Recommended Readings

American Academy of Social Work & Social Welfare. (2016a). *Achieve equal opportunity and justice*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/achieve-equal-opportunity-and-justice>

American Academy of Social Work & Social Welfare. (2016b). *Advance long and productive lives*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/advance-long-and-productive-lives>

American Academy of Social Work & Social Welfare. (2016c). *Build financial capability for all*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/build-financial-capability-for-all>

American Academy of Social Work & Social Welfare. (2016d). *Close the health gap*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/close-the-health-gap>

American Academy of Social Work & Social Welfare. (2016e). *Create social responses to a changing environment*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/create-social-responses-to-a-changing-environment>

American Academy of Social Work & Social Welfare. (2016f). *End homelessness*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/end-homelessness>

American Academy of Social Work & Social Welfare. (2016g). *Ensure healthy development for all youth*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/ensure-healthy-development-for-all-youth>

American Academy of Social Work & Social Welfare. (2016h). *Eradicate social isolation*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/eradicate-social-isolation>

American Academy of Social Work & Social Welfare. (2016i). *Harness technology for social good*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/harness-technology-for-social-good>

American Academy of Social Work & Social Welfare. (2016j). *Promote smart decarceration*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/promote-smart-decarceration>

American Academy of Social Work & Social Welfare. (2016k). *Reduce extreme economic inequality*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/reduce-extreme-economic-inequality>

American Academy of Social Work & Social Welfare. (2016l). *Stop family violence*. Retrieved from <http://aaswsw.org/grand-challenges-initiative/12-challenges/stop-family-violence>

**Unit 2: Design Thinking and Social Innovation**

**February 9, 2019**

**VIRTUAL SESSION**

**Topics**

- An overview of Design Thinking
- Empathy and human-centered design
- The five skills of disruptive innovators
- Addressing Grand Challenges through design thinking and innovation
- Discussion of Assignment 2

This Unit relates to course objectives: 1, 2, 3, 4, and 5

**Required Readings**

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Discovery Skill #2: Questioning. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 65-88). Boston: Harvard Business Review Press.

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Discovery Skill #3: Observing. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 89-112). Boston: Harvard Business Review Press.

Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. *Stanford Social Innovation*

*Review*, 8(1), 31-35.

Nandan, M., London, M., & Bent-Goodley, T. (2015). Social Workers as Social Change Agents: Social Innovation, Social Intrapreneurship and Social Entrepreneurship. *Human Service Organizations: Management, Leadership & Governance*, Human Service Organizations: Management, Leadership & Governance, 39:1, 38-56, DOI: 10.1080/23303131.2014.955236

### Recommended Readings

Tim Brown (2008) Design Thinking, *Harvard Business Review*  
[http://www.ideo.com/images/uploads/thoughts/IDEO\\_HBR\\_Design\\_Thinking.pdf](http://www.ideo.com/images/uploads/thoughts/IDEO_HBR_Design_Thinking.pdf)

## Unit 3: Innovation in Policy

February 23, 2019

### VIRTUAL SESSION

#### Topics

- Innovation in Policy Creation
  - ▼ Rethinking the role of social policy
  - ▼ Applying design thinking to policy development, implementation, and evaluation
  - ▼ Examining global innovations in social policy
- Final Washington, DC Preparations
  - ▼ Travel and accommodations
  - ▼ Final schedule
  - ▼ Washington, DC culture and professionalism
- Discussion of Assignment 3

This Unit relates to course objectives 1, 2, 3, and 4.

### Required Readings

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Discovery Skill #4: Networking. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 113-132). Boston: Harvard Business Review Press.

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Discovery Skill #5: Experimenting. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 133-155). Boston: Harvard Business Review Press.

Sherraden, M.S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, 47, 3, 209-221.

United Nations Research Institute for Social Development. (2016). 2030 Agenda for Social Development: Chapter 2: New Trends and Innovations in Social Policy. Retrieved from <http://www.unrisd.org/flagship2016-chapter2>

### Recommended Readings

Christensen, C. M., Baumann, H., Ruggles, R., & Sadtler, T. M. (2006, December). Disruptive innovation for social change. *Harvard Business Review*. doi:https://hbr.org/2006/12/disruptive-innovation-for-social-change



**Units 4-10: National Immersion – Washington, DC March 10-15, 2019**

**Note: A detailed Immersion itinerary will be distributed in Unit 3**

**Immersion** in Washington, DC will take place during the one-week spring break in March 2019. Students will visit public, private, nonprofit, for profit, NGOs, and government agencies that address grand challenges and/or demonstrate outstanding innovative practices that can be applied to grand challenges.

**ON LOCATION:**

March 10, 2019	Structured activities	5 hours
March 11, 2019	Structured activities	10 hours
March 12, 2019	Structured activities	10 hours
March 13, 2019	Structured activities	10 hours
March 14, 2019	Structured activities	10 hours
March 15, 2019	Structured activities	5 hours

**TOTAL HOURS 50 hours**

These Units relates to course objectives: 1, 2, 3, 4, and 5

**Required Readings**

Guest bios and travel itinerary

**Recommended Readings**

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). The DNA of the World's Most Innovative Companies. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 157-174). Boston: Harvard Business Review Press.

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Putting the Innovator's DNA into Practice: People. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 175-192). Boston: Harvard Business Review Press.

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Putting the Innovator's DNA into Practice: Processes. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 193-214). Boston: Harvard Business Review Press.

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Putting the Innovator's DNA into Practice: Philosophies. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 215-234). Boston: Harvard Business Review Press.

## VIRTUAL SESSION

### Topics

- Innovation in Practice presentations
- Debrief Immersion Experience
  - > Sharing reflections
  - > Discussing innovation labs
- Reflective learning
- Continuing the work

This Unit relates to course objectives 1, 2, 4, and 5.

### Required Readings

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Appendix C: Developing Discovery Skills. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 249-260). Boston: Harvard Business Review Press.

### Recommended Readings

Dyer, J., Gregersen, H., & Christensen, C. M. (2011). Conclusion: Act Different, Think Different, Make a Difference. In *The innovator's DNA: Mastering the five skills of disruptive innovators* (pp. 235-240). Boston: Harvard Business Review Press.

## University Policies and Guidelines

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### VI. 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 ([newmyer@usc.edu](mailto:newmyer@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.

### VII. 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>.

### VIII. 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)

## **IX. 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.

## **X. 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 be the instructor and reported on the official “Incomplete Completion Form.”

## **XI. 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.

## **XII. 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.

## **XIII. 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.

#### **XIV. 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.

#### **XV. 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 Annalisa Enrile, vice-chair of the SCI Department. 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.

#### **XVI. 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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