

Social Work 684

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

3 Units – Section 61051

Be the change you want to see in the world.

—Gandhi

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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:

| Social Work Core Competencies | |
|--------------------------------------|--|
| 1 | Demonstrate Ethical and Professional Behavior |
| 2 | Engage in Diversity and Difference in Practice |
| 3 | Advance Human Rights and Social, Economic, and Environmental Justice* |
| 4 | Engage in Practice-informed Research and Research-informed Practice |
| 5 | Engage in Policy Practice |
| 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 |

* 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>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>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 government 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>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>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 | 5% |
| Assignment 1: Design Exercises | Units 3-6 | 25% |
| Assignment 2: Innovation Proposal | Unit 7 | 10% |
| Assignment 3: Slide Deck | Unit 11 | 10% |
| Assignment 4: Fast Pitch Presentation | Unit 13 | 30% |
| Assignment 5: Innovation Write Up | Unit 15 | 20% |

Each of the major assignments is described below.

Active Participation (Individual and Group)- 5%

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: Design Exercises (Individual and Group Assignment)- 25% total

In weeks 3, 4, 5 and 6 students will participate in Design Exercises that will assist in developing their innovation ideas. Details of these activities will be provided in class where exercises will start. The exercises include:

- Week 3: Innovation Dynamics Application (In-Class Group Assignment) 5%
- Week 4: Ethnographic Interviewing (Individual Homework Assignment) 5%
- Week 5: Napkin Pitch (In-Class Individual Assignment) 5%
- Week 6: Design Criteria (In-Class Group Assignment) 10%

Assignment 2: Innovation Proposal (Group Assignment)- 10%

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. 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 3: Slide Deck (Group Assignment) – 10%

Students will prepare a slide deck describing their innovation. This will be a “Read Pitch Deck” that will be provided to the judges of the Semi-Annual and Final Fast Pitch events. The slide deck will be composed of a minimum of 10 slides including:

1. Overview (what is the innovation? This is a “visual elevator pitch”)
2. Opportunity (why this is needed now)
3. Problem (what are you trying to solve?)
4. Solution (what will you do about it?_
5. Traction (what evidence shows this will be successful?)
6. Market (who are your customers/clients? what is the market for this?)
7. Competition (who else is doing work in this area? how are you different from them?)
8. Value Proposition or Business model (how will you make or save money with this innovation?)
9. Team (description of your group and any others that will make this innovation happen)

10. Use of Funds (what you need and why).

Assignment 4: Fast Pitch (Semi-Finals) Presentation in Class on Week 13 (Group Assignment). 30%

Groups will present their solution to the community in a Fast-Pitch event. No more than 2 members of the team will be given 3 minutes to pitch their innovation to a panel of judges including an outside innovator and the course instructor. Teams may also have 2 slide images. From this semi-final, one group will be selected to move forward to the Final Fast Pitch on April 26, 2019, 5pm-7pm.

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). However, all students must attend.

Assignment 5: Innovation Write Up (Group Assignment) 20%

A final write up of the innovation will be turned in Week 15. The write up will include:

- Description of Problem to be solved
- Description of Innovation (Proposed Solution)
 - Who does this innovation address (inclusion of ethnographic interviews may be used)
 - Methodology (how will innovation be realized?)
 - Budget and finances to make innovation possible
 - Prototypes (if applicable)
- Comparative Analysis: What makes this project innovative?
- Challenges
- Sustainability plan

Mechanics of paper: Papers should be 8-10 pages, double spaced, 12 point font, written in third person and in APA style. There is no minimum number of references.

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– |

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

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.

Keeley, L., Pikkell, R., Quinn, B. & Walters, H. (2013). *Ten types of innovation: The discipline of building breakthroughs*. New Jersey: Wiley.

Liedtka, J. & Ogilvie, T. (2011). *Designing for growth: a design thinking toolkit for managers*.

Full text available online via USC Libraries at:

<https://ebookcentral.proquest.com/lib/socal/detail.action?docID=908807>

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: a step-by-step project guide*.

Full text available online via USC Libraries at:

<https://ebookcentral.proquest.com/lib/socal/detail.action?docID=1531174>

Course readings will be available on ARES.

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 [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.

American Academy of Social Work and Social Welfare

<http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/harness-technology-for-social-good/>

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"> ■ Defining Social Change and Design <ul style="list-style-type: none"> ▼ Adaptive capacity ▼ Challenges to social work in the 21st century ▼ The world in 2019 ▼ Discovery skills ▼ Harnessing technology for social change | SELECTION OF GROUP AND POSSIBLE PROJECT AREA |
| INTERLUDE | <ul style="list-style-type: none"> ■ Group Selection ■ Group design activity: virtual crash course | |
| 2 | <ul style="list-style-type: none"> ■ Design Thinking <ul style="list-style-type: none"> ▶ Language of design ▶ Application to social change ▶ Virtual crash course debrief | |
| 3 | <ul style="list-style-type: none"> ■ Innovation Dynamics <ul style="list-style-type: none"> ▼ Understanding innovation dynamics ▼ Wicked problems ▼ Application of innovation dynamics ▼ Disruptive Innovations ▼ Role of innovation in social work | DESIGN EXERCISE: INNOVATION DYNAMICS APPLICATION |
| 4 | <ul style="list-style-type: none"> ■ Tools of Inquiry <ul style="list-style-type: none"> ▼ Solution-based thinking ▼ Focus groups and innovation labs ▼ Direct observation ▼ Ethnographic interviewing ▼ Storytelling ■ Topic based discussion | DESIGN EXERCISE: ETHNOGRAPHIC INTERVIEWS (DUE WEEK 6) |
| 5 | <ul style="list-style-type: none"> ■ Idea Generation <ul style="list-style-type: none"> ▼ Brainstorming ▼ Imagination ■ Types of Innovation ■ Disruption and Impact | DESIGN EXERCISE: NAPKIN PITCH |
| 6 | <ul style="list-style-type: none"> ■ Solution Landscape ■ "Is this innovative" ■ Comparative Analysis ■ Blind spots and challenges | DESIGN EXERCISE: DESIGN CRITERIA |
| 7 | <ul style="list-style-type: none"> ■ Group Consultations | <p>NOTE: THERE WILL BE NO CLASS TODAY TO MAKE ROOM FOR INDIVIDUAL GROUP MEETINGS WITH INSTRUCTOR</p> <p>ASSIGNMENT 2: INNOVATION PROPOSAL DUE</p> |

| Sessions | Topics | Assignments |
|--------------------------------|--|--|
| 8 | <ul style="list-style-type: none"> ■ Prototyping <ul style="list-style-type: none"> ▼ Early Prototyping ▼ Rapid Design ■ Design opportunities ■ Input ■ “Failing Forward” ■ Iterations | |
| 9 | <ul style="list-style-type: none"> ■ Messaging, branding and storytelling <ul style="list-style-type: none"> ▼ Crafting your message ▼ Branding innovation ■ Storytelling ■ How to tell a story | |
| 10 | <ul style="list-style-type: none"> ■ Visual Pitch ■ Business plans vs. Pitch Decks ■ Slide decks <ul style="list-style-type: none"> ▼ Building blocks ▼ Story ▼ Design | |
| 11 | <ul style="list-style-type: none"> ■ Public Speaking ■ Presentation skills | ASSIGNMENT 3: PITCH SLIDE DECK |
| 12 | <ul style="list-style-type: none"> ■ Sustainability and Scalability <ul style="list-style-type: none"> ▼ Funding needs ▼ Seed capital ▼ Social enterprise ■ Alternative funding “ ■ Rehearsal <ul style="list-style-type: none"> ▼ Fast-pitch presentation ▼ Critical feedback ■ Group consultations (in class) | |
| 13 | <ul style="list-style-type: none"> ■ Fast Pitch Semi-Finals (in class) | ASSIGNMENT 4: FAST PITCH |
| 14 | <ul style="list-style-type: none"> ■ Moving Forward <ul style="list-style-type: none"> ▼ Course Wrap-Up ▼ Evaluation and Reflection ▼ Social Impact ▼ Measuring Change ■ Next Steps | |
| 15 | <ul style="list-style-type: none"> ■ Final Fast Pitch | ASSIGNMENT 5: INNOVATION WRITE-UP |
| STUDY DAYS / NO CLASSES | | |
| FINAL EXAMINATIONS | | |

Course Schedule—Detailed Description

Week 1: Defining Social Change

SELECTION OF GROUP AND POSSIBLE PROJECT AREA

Topics

- *Defining Social Change*
 - ▼ Adaptive capacity
 - ▼ Challenges to social work in the 21st century
 - ▼ The world in 2019
 - ▼ Discovery skills
- Harnessing Technology for Social Change
- Prep for next week: Virtual crash course: <http://dschool.stanford.edu/dgift/>

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.

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.

Watch: http://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen

Explore:

<http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/harness-technology-for-social-good/>

<https://trendwatching.com/>

Interlude: Group Selection and Design Activity

- Selection of Groups
- Group Design Activity: <http://dschool.stanford.edu/dgift/>

Description: Students will select groups of 3-4. Once groups are selected, students will work as a group to complete the Stanford D School's Virtual Crash Course on design. Groups will work together to complete this activity and it will be debriefed during next week's class.

Week 2: Human Centered Design

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.

Liedtka, J. & Ogilvie, T. (2011). *Designing for growth: a design thinking toolkit for managers*.

Chapter 1: Why Design?

Chapter 2: Four Questions, Ten Tools

Chapter 3: Visualization

Policy Horizons Canada. (2010). *Social policy research brief: Social innovation*.

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.

Week 3: Innovation Dynamics

Topics

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

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

Week 4: Tools of Inquiry

Topics

- Tools of Inquiry
 - ▼ Solution-based thinking
 - ▼ Focus groups and innovation labs
 - ▼ Direct observation
 - ▼ Topic-based discussion—specific to the semester's topic(s)
 - ▼ Storytelling

- Design Exercise: Ethnographic Interviews (the exercise will begin in class but students will have until week 6 to complete)

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

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: a step-by-step project guide*.

The Tools: Ethnographic Interviews

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 5: Idea Generation

Topics

- Idea generation
 - ▼ Brainstorming
 - ▼ Imagination
- Types of innovation
- Disruption and impact
- Design Exercise: Napkin Pitch

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. Chapter 4

Keeley, L., Pikkal, R., Quinn, B. & Walters, H. (2013). *Ten types of innovation: The discipline of building breakthroughs*. New Jersey: Wiley.

Chapter 1: Rethinking Innovation

Chapter 2: The Ten Types

Liedtka, J. & Ogilvie, T. (2011). *Designing for growth: a design thinking toolkit for managers*.

Chapter 7: Brainstorming

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: a step-by-step project guide*.

The Tools: Brainstorming

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/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: Design Criteria and Landscape Analysis

Topics

- Understanding the solution landscape
- Comparative analysis
- “Is this innovative?”
- Blind spots and challenges
- Design Exercise: Design Criteria

Required Resources

Read:

Keeley, L., Pikkell, R., Quinn, B. & Walters, H. (2013). *Ten types of innovation: The discipline of building breakthroughs*. New Jersey: Wiley.

Chapter 15: Mind the Gap

Chapter 16: Challenge Convention

Chapter 17: Pattern Recognition

Liedtka, J. & Ogilvie, T. (2011). *Designing for growth: a design thinking toolkit for managers*.

Chapter 8: Concept Development

Explore: <https://trendwatching.com/>

Unit 7: Group Consultations

ASSIGNMENT 2: PROJECT PROPOSAL DUE

Topics

- Group consultations
 - ▼ 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.**

Unit 8: Prototyping

Topics

- Early prototyping
- Rapid design
- Design opportunities
- Input
- “Failing Forward”
- Iterations

Required Resources:

Read:

Gartzen, T., Brambring, F., & Basse, F. (2016). Target-oriented prototyping in highly iterative product development. *Procedia CIRP*, 51, 19-23.

Elsernd, A., Hjerding, M., Visler, C., Hjalgrim, L. L., Niemann, C. U., Boisen, K. A., ... & Pappot, H. (2018). Using Cocreation in the Process of Designing a Smartphone App for Adolescents and Young Adults With Cancer: Prototype Development Study. *JMIR Formative Research*, 2(2), e23.

<https://formative-jmir-org.libproxy2.usc.edu/2018/2/e23/>

Serrat, O. (2017). Embracing Failure. In *Knowledge Solutions*(pp. 917-923). Springer, Singapore.

Explore:

<https://www.interaction-design.org/literature/article/design-thinking-get-started-with-prototyping>

<https://www.ideo.com/blog/why-you-should-start-prototyping-right-now>

Unit 9: Messaging, branding and storytelling

Topics

- Crafting your message
- Branding innovation
- Storytelling
- Presentation skills

Required Resources

Read:

Baehr, E. & Loomis, E. (2015). Get backed. Boston: Harvard Business Review Press.

Part 1: Create your pitch.

Jones, P., & Comfort, D. (2018). Storytelling and Corporate Social Responsibility Reporting: A Case Study of Leading UK Retailers. *European Journal of Sustainable Development Research*, 2(4), 1-11.

Lakoff, G. (2004). What unites progressives. In *Don't think of an elephant!* (pp. 89–95). White River Junction, VT: Chelsea Green.

Explore: [select 1] <https://storycorps.org/>

Unit 10: Visual Pitch

Topics

- Business plan vs. Pitch Deck
- Building blocks
- Story
- Design

Required Resources

Read:

Baehr, E. & Loomis, E. (2015). *Get backed*. Boston: Harvard Business Review Press.
Part 1: Create your pitch.

Duarte, N. (2008). *Slideology*. New York: O'Reilly Media.
Chapter 11: Interacting with slides
Chapter 12: Manifesto: The five theses of the Power of a Presentation

Explore: <http://www.good.is/infographics>

Practice: <http://infogr.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.

Unit 11: Public Speaking

ASSIGNMENT 3: PITCH SLIDE DECK DUE

Topics

- Presentation skills
- Preparation for fast-pitch presentation

Required Resources

Read:

Gallo, C. (2014). *Talk like TED*. New York: St. Martins Griffin.
Chapter 2: Master the Art of Storytelling
Chapter 5: Deliver Jaw-Dropping Moments

Watch: [select 2] <https://www.ted.com/#/>

Explore: <https://www.entrepreneur.com/article/316318>

Unit 12: Sustainability

Topics

- Sustainability
 - ▼ Funding needs
 - ▼ Seed capital
 - ▼ Social enterprise
- Alternative funding

Required Resources

Read:

Herrera, M. E. B. (2015). Creating competitive advantage by institutionalizing corporate social innovation. *Journal of Business Research*, 68(7), 1468-1474.

Smith, A., & Stirling, A. (2018). Innovation, sustainability and democracy: an analysis of grassroots contributions. *Journal of Self-Governance and Management Economics*, 6(1), 64-97.

Explore:

<https://www.classy.org/>

<https://www.guidestar.org/Home.aspx>

<http://www.evaluationinnovation.org/publications>

Unit 13: Fast Pitch Semi-Finals!!!!

ASSIGNMENT 4: FAST PITCH

Unit 14: Moving Forward

Topics

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

Unit 15: Fast Pitch: April 26, 2019

ASSIGNMENT 5: INNOVATION WRITE-UP

There will be no class this week. Instead, all students will be required to attend the Fast Pitch Finals on April 26, 2019, 5pm to 7pm. Details will be provided in class.

University Policies and Guidelines

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) 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

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

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

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

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

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

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. 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

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

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

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

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.

Don't procrastinate or postpone working on assignments.
