

Design Laboratory for Social Innovation 1

DSW 711 3 Units

“All professional schools face the same difficult challenge: how to prepare students for the world of practice. Time in the classroom must somehow translate directly into real-world activity: how to diagnose, decide, and act.” - David Garvin

Summer 2019

Instructor:	Melissa Singh	Course Day:	Mondays
E-Mail:	singhmi@usc.edu	Course Time:	5:00 pm PST
Telephone:	(407) 900-3235	Course Location:	https://zoom.us/j/7453352922
Office:	Zoom		
Office Hours:	Tuesdays at 11 am PST and by appointment		

I. COURSE PREREQUISITES

Concurrent enrollment in Strategic Innovations for Grand Challenges (704) is mandatory for enrollment in this course.

II. CATALOGUE DESCRIPTION

The Design Laboratory for Social Innovation 1 (hereafter, Design Lab 1) integrates design thinking with a norms-driven approach for social innovation, described as “the systematic disruption of social norms to effect social change”. Implementing a case study method (CSM), students will assume the role of key decision-makers in actual organizational contexts in order to uncover norms which preserve social problems (emanating from the American Academy of Social Work and Social Welfare’s 12 Grand Challenges) and identify or invent deviants to subvert them. Lastly, they will assess a specific social problem, diagnose norms, and apply design thinking techniques to develop a proposed innovation corresponding to their capstone problem.

III. COURSE DESCRIPTION

Design Lab 1 implements a case study method (CSM) in order to train DSW@USC students in skills required of future managers leading complex social institutions. The CSM demands students’ concurrent development of functional, conceptual, interpersonal, and leadership skills including but not limited to strategic management, decision-making, teamwork, and communication. Design Lab 1 encourages critical thinking about social innovation to expand students’ skills in assessing organizational problems by identifying norms holding a problem in place. Selected case studies will enhance participants’ fluency in diagnosing norms in order to solve social problems. Students will be challenged to incorporate models from their course in Strategic Innovations for Grand Challenges in their case analyses and recommendations.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Create a virtual learning environment in which each participant functions as a key decision maker confronting an emerging or newly recognized problem. [DSW #6]
2	Increase students' fluency in a norms-driven approach to social innovation, emphasizing design thinking. [DSW #5]
3	Understand real business/organizational scenarios in the context of the American Academy of Social Work and Social Welfare's 12 Grand Challenges. [DSW #3]
4	Develop and further refine participants' strategic management, decision-making, teamwork, and communication skills. [DSW #6]

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Asynchronous coursework will provide instructional content about design thinking, social innovation, innovation dynamics, norms, and deviants and coach students' in their application to organizational problems. This course adopts the case study method (CSM). Real business/organizational scenarios (written case studies) have been selected carefully and will be introduced deliberately in the order they are presented for their instructional utility and complexity. Specific cases and their sequence will evolve based on students' competence, instructor's preference, and current events.

Prior to each week's live session during Units 2 to 7, students are to **read** the written case (typically 10 to 20 pages augmented by relevant appendices and tables) independently. Second, they are to **meet** to discuss the case in "study groups" consisting of 3 to 4 classmates for a minimum of 60-90 minutes. During their study group discussion, they are to apply not only concepts introduced during the asynchronous coursework but also theoretical frameworks and models introduced during concurrent DSW@USC courses. They are to thoroughly assess the organization's problem, including its context, and develop recommendations for innovative solutions. [Note: consensus isn't the goal!]

During each live session, students will present their ideas as individual managers rather than coalitions in real-time debate. Students must provide evidence to support both their assessment of the organization's problem and recommendations for subsequent action resulting from their analyses of the written case.

VI. STUDENT LEARNING OUTCOMES

Outcome #	Objectives
1	Assess a social problem within a single grand challenge in order to describe it in observable, behavioral terms.
2	Deconstruct social problems as human behavior in specific social contexts.
3	Diagnose social norms which allow a human-centered problem to exist or persist.
4	Identify or invent deviants as behavior(s) that has the potential to subvert social norms holding a problem in place.
5	Propose, prioritize, and develop at least one deviant as an intervention to eliminate a social problem by utilizing design thinking tools.

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Class Participation	Week 1-15	10%
Assignment 1: Hypothesis Formulation Exercises + Program Management Aids	Weeks 2-12	20%
Assignment 2: Problem Assessment/Norms Diagnosis	Week 8	35%
Assignment 3: Ideation (In-Class) Presentation and Deck	Weeks 12	35%

Each of the major assignments is described below.

ASSIGNMENT 1: Hypothesis Formulation Exercises (HFE) + Program Management Aids (PMA)

Submit the following Hypothesis Formulation Exercises (HFE) based on the assigned case for each unit. Upload no later than 11:59 pm PST on the date of your live session for each week as follows:

- HFE #1: Hypothesis Formulation Exercise for Actors Due: Week 2
- HFE #2: Hypothesis Formulation Exercise for Limits Due: Week 3
- HFE #3: Hypothesis Formulation Exercise for History Due: Week 4
- HFE #4: Hypothesis Formulation Exercise for Future Due: Week 5
- HFE #5: Hypothesis Formulation Exercise for Configuration Due: Week 6
- HFE #6: Hypothesis Formulation Exercise for Parthood Due: Week 7

Submit the following Program Management Aids (PMA) based on your specific capstone problem. Consult Ogilvie & Liedtka (2011) for further guidance.

- PMA #1: Design Brief Due: Week 9
- PMA #2: Design Criteria Due: Week 10
- PMA #3: Napkin Pitch Due: Week 11
- PMA #4: Learning Guide Due: Week 12

ASSIGNMENT 2: Problem Assessment/Norms Diagnosis

Submit a 15- to 20-page scholarly paper that fulfills the following aims:

- Explain how your specific capstone problem relates to your selected Grand Challenge.
- Describe your specific capstone problem in behavioral terms. Consider which behavior, by whom must change in order to solve this problem.
- Assess your problem by summarizing the problem's actors, limits, history, future, configuration, and parthood.
- Hypothesize 3 norms which underlie your chosen problem.
- Identify or invent 3 deviants (or interventions) with the potential to systematically disrupt one or more of the norms you hypothesized.
- Consult your completed HFEs (Assignment 1) for guidance.
- APA format + references

Due: Upload no later than 11:59 pm PST on the date of your live session for Week 8

ASSIGNMENT 3: Ideation (In-Class) Presentation and Deck

Imagine you are pitching an opportunity for innovation to a potential funder and/or your organization's top leadership for a greenlight to design an intervention and develop a prototype. Prepare a 20-minute

presentation and PowerPoint pitch deck including your grand challenge, problem assessment, norms diagnosis, innovation landscape/argument, and proposed intervention in addition to relevant content from your design brief, design criteria, napkin pitch, and learning guide. Prepare, record, and upload your presentation onto the LMS no later than 11:59 pm PST on the date of your final live session during Week 12.

The best presentations will include the following:

- **Grand Challenge & Problem**
 - o Include a *brief* overview of the Grand Challenge/Problem (no more than a slide)!
 - o Why must they be addressed?
- **Problem Opportunity (Optional)**
 - o How has this problem definition been optimized for innovation?
 - o At what point in the problem lifecycle can you have the biggest impact?
- **Innovation Landscape**
 - o What are the current “not innovative” solutions to the Grand Challenge or problem?
 - o What are the most innovative things happening to address this problem (or other problems that may be relevant)?
 - o Which novel processes, technologies, mindsets, collaborations or approaches may be most relevant to your project? Do you plan to include any in your design?
- **Innovation Argument**
 - o What is the argument for innovation for your capstone project?
- **Proposed Intervention/Current Design**
 - o At a high level, what is your proposed intervention?
- **Recommendation**
 - o What is your recommendation about whether or not to proceed?
- **Next Steps**
 - o Given these recommendations, what are the proposed next steps?
 - o What questions and challenges should be considered going forward?
- **Other Requirements**
 - o Do not include text blocks greater than a few sentences
 - o Sell the funder/board on the idea – use pictures and sleek formatting
 - o Speak to your slides rather than read from a script
 - o Rehearse and time your presentation so you know it is in the 20-minute range

Due: Upload no later than 11:59 pm PST on the date of your scheduled live session for Week 13

Class Participation

Class participation consists of active, meaningful, thoughtful, and respectful spoken interaction with your instructor and classmates based on your preparation prior to the live session

Prior to each live session, you are required to complete the unit’s asynchronous coursework. Second, you are expected to read the assigned written case and meet with your small group for a minimum of 60 to 90 minutes in order to discuss and prepare for the section’s meeting.

You are expected to attend each live session. Stopping or pausing your webcam during a live session is equivalent to absence.

During the live session, you are expected to demonstrate active listening in addition to articulating your careful assessment of the organizational problem and its context; critical thinking to develop relevant norms, deviants, and innovations; and specific recommendations for future action.

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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	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.

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 & RESOURCES

Required Readings

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms.*

Full text available online via USC Libraries at:

<http://www.oxfordscholarship.com.libproxy1.usc.edu/view/10.1093/acprof:oso/9780190622046.001.0001/acprof-9780190622046>

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>

Students are required to read the written case assigned to each unit. These cases will be available via the VAC Adobe Connect platform. **Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

Recommended Guidebook for APA Style Formatting

Owl Purdue Online Writing Lab -- <https://owl.english.purdue.edu/owl/resource/560/01/>

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Introduction/Course Overview <ul style="list-style-type: none"> ➢ Syllabus ➢ Form study groups of 3-4 classmates ■ Social Innovator's Vocabulary <ul style="list-style-type: none"> ➢ Social Innovation, Norms, Deviants 	
2	<ul style="list-style-type: none"> ■ Analyzing ACTORS to Uncover Norms and Identify Deviants <ul style="list-style-type: none"> ➢ Read/Convene Study Group for Case #1 	Assignment 1 DUE HFE #1 (Actors)
3	<ul style="list-style-type: none"> ■ Analyzing LIMITS to Uncover Norms and Identify Deviants <ul style="list-style-type: none"> ➢ Read/Convene Study Group for Case #2 	Assignment 1 DUE HFE #2 (Limits)
4	<ul style="list-style-type: none"> ■ Analyzing HISTORY to Uncover Norms and Identify Deviants <ul style="list-style-type: none"> ➢ Read/Convene Study Group for Case #3 	Assignment 1 DUE HFE #3 (History)
5	<ul style="list-style-type: none"> ■ Analyzing FUTURE to Uncover Norms and Identify Deviants <ul style="list-style-type: none"> ➢ Read/Convene Study Group for Case #4 	Assignment 1 DUE HFE #4 (Future)
6	<ul style="list-style-type: none"> ■ Analyzing CONFIGURATION to Uncover Norms and Identify Deviants <ul style="list-style-type: none"> ➢ Read/Analyze/Convene Study Group for Case #5 	Assignment 1 DUE HFE #5 (Configuration)
7	<ul style="list-style-type: none"> ■ Analyzing PARTHOOD to Uncover Norms and Identify Deviants <ul style="list-style-type: none"> ➢ Read/Analyze/Convene Study Group for Case #6 	Assignment 1 DUE HFE #6 (Parthood)
8	<ul style="list-style-type: none"> ■ The Why and How of Design Thinking 	Assignment 2 DUE
9	<ul style="list-style-type: none"> ■ Design Thinking: What IS? <ul style="list-style-type: none"> ➢ Program Management Aid (PMA) #1 – Design Brief 	Assignment 1 DUE PMA #1 (Design Brief)
10	<ul style="list-style-type: none"> ■ Design Thinking: What IF? <ul style="list-style-type: none"> ➢ Program Management Aid (PMA) #2 – Design Criteria 	Assignment 1 DUE PMA #2 (Design Criteria)
11	<ul style="list-style-type: none"> ■ Design Thinking: What WOWS? <ul style="list-style-type: none"> ➢ Program Management Aid (PMA) #3 – Napkin Pitch 	Assignment 1 DUE PMA #3 (Napkin Pitch)
12	<ul style="list-style-type: none"> ■ Design Thinking: What WORKS? <ul style="list-style-type: none"> ➢ Program Management Aid (PMA) #4 – Learning Guide 	Assignment 1 DUE PMA #4 (Learning Guide) Assignment 3 DUE
STUDY DAYS / NO CLASSES		

Course Schedule—Detailed Description

Unit 1: Social Innovator's Vocabulary

Topics

- Course Overview
 - Introductions, Syllabus, Assignments
- Explaining Innovation and its Importance
- What Social Innovation Is and Isn't
- Social Norms and How They Work
- Practice with Norms
- Introduction to Innovation Dynamics
- Introduction to Deviants

Required Readings

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*.

Full text available online via USC Libraries at:

<http://www.oxfordscholarship.com.libproxy1.usc.edu/view/10.1093/acprof:oso/9780190622046.001.0001/acprof-9780190622046>

Chapter 1: Diagnosing Norms

Recommended Readings

Coursera – Social Norms, Social Change 1

Week 1: Interdependent and Independent Actions + Empirical Expectations

<https://www.coursera.org/learn/norms>

Unit 2: Analyzing ACTORS to Uncover Norms and Identify Deviants

Topics

- Vignette
- Formal definition
- Actors and social problems
- How to use actors to identify deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #1

Required Readings

Read/Convene Study Group for Case #1

Recommended Readings

Coursera – Social Norms, Social Change 1

Week 2: Normative Expectations + Personal Normative Beliefs

<https://www.coursera.org/learn/norms>

Unit 3: Analyzing LIMITS to Uncover Norms and Identify Deviants

Topics

- Vignette
- Formal definition
- Limits and social problems
- How to use limits to identify deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #2

Required Readings

Read/Convene Study Group for Case #2

Recommended Readings

Coursera – Social Norms, Social Change 1
Week 3: Conditional Preferences + Social Norms
<https://www.coursera.org/learn/norms>

Unit 4: Analyzing HISTORY to Uncover Norms and Identify Deviants

Topics

- Vignette
- Formal definition
- History and social problems
- How to use history to identify deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #3

Required Readings

Read/Convene Study Group for Case #3

Recommended Readings

Coursera – Social Norms, Social Change 1
Week 4: Pluralistic Ignorance + Measuring Norms
<https://www.coursera.org/learn/norms>

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*.

Full text available online via USC Libraries at:

<http://www.oxfordscholarship.com.libproxy1.usc.edu/view/10.1093/acprof:oso/9780190622046.001.0001/acprof-9780190622046>

Chapter 2: Measuring Norms

Unit 5: Analyzing FUTURE to Uncover Norms and Identify Deviants

Topics

- Vignette
- Formal Definition
- Future and Social Problems
- How to Use Future to Identify Deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #4

Required Readings

Read/Convene Study Group for Case #4

Recommended Readings

Coursera – Social Norms, Social Change 2
Week 1: Scripts and Schemas
<https://www.coursera.org/learn/change>

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms.*

Full text available online via USC Libraries at:
<http://www.oxfordscholarship.com.libproxy1.usc.edu/view/10.1093/acprof:oso/9780190622046.001.0001/acprof-9780190622046>

Chapter 3: Norm Change

Unit 6: Analyzing CONFIGURATION to Uncover Norms and Identify Deviants

Topics

- Vignette
- Formal Definition
- Configuration and Social Problems
- How to Use Configuration to Identify Deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #5

Required Readings

Read/Analyze/Convene Study Group for Case #5

Recommended Readings

Coursera – Social Norms, Social Change 2
Week 2: Norm Creation
<https://www.coursera.org/learn/change>

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms.*

Full text available online via USC Libraries at:
<http://www.oxfordscholarship.com.libproxy1.usc.edu/view/10.1093/acprof:oso/9780190622046.001.0001/acprof-9780190622046>

Chapter 4: Tools for Change

Unit 7: Analyzing PARTHOOD to Uncover Norms and Identify Deviants

Topics

- Vignette
- Formal Definition
- Parthood and Social Problems
- How to Use Parthood to Identify Deviants
- Hypothesis Formulation Exercise for Norms and Deviants: Case #6

Required Readings

Read/Analyze/Convene Study Group for Case #6

Recommended Readings

Coursera – Social Norms, Social Change 2

Week 3: Norms Abandonment
<https://www.coursera.org/learn/change>

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*.

Full text available online via USC Libraries at:
<http://www.oxfordscholarship.com.libproxy1.usc.edu/view/10.1093/acprof:oso/9780190622046.001.0001/acprof-9780190622046>

Chapter 5: Trendsetters

Unit 8: The Why and How of Design Thinking

Topics

- Why Design?
- Four Questions, Ten Tools
- Visualization

Required Readings

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>

Chapter 1: Why Design?
Chapter 2: Four Questions, Ten Tools
Chapter 3: Visualization

Recommended Readings

Coursera – Social Norms, Social Change 2
Week 4: Trendsetters and Social Change
<https://www.coursera.org/learn/change>

Coursera – Design Thinking for the Greater Good: Innovation in the Social Sector
Week 1: The Design Thinking Process

https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxq

Unit 9: Design Thinking: What IS?

Topics

- Journey Mapping
- Value Chain Analysis
- Mind Mapping
- Program Management Aid (PMA #1) – Design Brief

Required Readings

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>

Chapter 4: Journey Mapping

Chapter 5: Value Chain Analysis
Chapter 6: Mind Mapping

Recommended Readings

Coursera – Design Thinking for the Greater Good: Innovation in the Social Sector
Week 2: BEFORE YOU BEGIN, AND ASKING "WHAT IS?"

https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxg

Unit 10: Design Thinking: What IF?

Topics

- Brainstorming
- Concept development
- Program management aid (PMA #2) – Design Criteria

Required Readings

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>

Chapter 7: Brainstorming
Chapter 8: Concept Development

Recommended Readings

Coursera – Design Thinking for the Greater Good: Innovation in the Social Sector
Week 3: A MINDSET FOR INNOVATION, AND ASKING "WHAT IF?"

https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxg

Unit 11: Design Thinking: What WOWS?

Topics

- Assumption testing
- Rapid prototyping
- Program management aid (PMA #3) – Napkin Pitch

Required Readings

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>

Chapter 9: Assumption Testing
Chapter 10: Rapid Prototyping

Recommended Readings

Coursera – Design Thinking for the Greater Good: Innovation in the Social Sector
Week 4: ASKING "WHAT WOWS?" AND "WHAT WORKS?"

https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opClcU3SEeWeiwqPB940Pw.announcements~opencourse.opClcU3SEeWeiwqPB940Pw.INePLJyeEeeDARL5O9cnxg

Unit 12: Design Thinking: What WORKS?

Topics

- Customer co-creation
- Learning launch
- Program management aid (PMA #4) – Learning Guide

Required Readings

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>

Chapter 11: Customer Co-Creation

Chapter 12: Learning Launch

Section VI: Leading Growth and Innovation in Your Organization

Recommended Readings

TBD

Recommended Readings

None

STUDY DAYS / NO CLASSES

Week 16

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 (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations 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 be 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 that you cannot discuss it with the instructor, contact the director of the DSW@USC, Dr. Nadia Islam. If you do not receive a satisfactory response or solution, contact the Director of Doctoral Programs, Dr. Michael Hurlburt, 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.

(Revised May 7, 2019)