USC Suzanne Dworak-Peck
School of Social Work

Design Laboratory for Social Innovation 1

SOWK 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

Good design is design that changes behavior for the better. I think it needs to take into account the context of the environment, of the human condition, the culture, and then attempt to make the things you do—make us do them better, make us do better things. It encourages us to change the way that we live." —Jon Kolko

I. COURSE PREREQUISITES
Concurrent enrollment in *Strategic Innovations for Grand Challenges* (SOWK 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. In this course, students will assess a specific social problem, diagnose norms, identify the most impactful deviant(s), and apply design-thinking techniques to develop design criteria for proposed innovations that correspond to their capstone problem. As part of this process, students will be asked to consider the influence that rapid social change will have on their problem and how to maximize impact through the use of innovative technologies, processes, and best practices.

III. COURSE DESCRIPTION
Design Lab 1 introduces DSW students to specific methods to identify and define social problems, and diagnose and change the social norms that preserve them. Students will learn how to distinguish interdependent and dependent action, empirical and normative expectations, normative beliefs, conditional preferences, and social norms. Students will develop skills to measure norms, detect pluralistic ignorance, and identify or invent deviants that promote social change. Building upon a theoretical understanding of social problems through social norms, the course encourages critical thinking about social innovation through a learning-by-doing approach to design thinking. Grounded in textbooks, training materials, and processes created by design-thinking thought leaders, students will apply design-thinking techniques in a systemic and iterative approach to project creation. This course develops students' skills in applying theoretical frameworks, identifying opportunities for innovation, and conducting landscape analysis for intervention design.

IV. COURSE OBJECTIVES

Objective Number	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 5)

Objective Number	Objectives
2	Increase students' fluency in a norms-driven approach to social innovation, emphasizing design thinking. (DSW 3)
3	Define social problems in the context of the American Academy of Social Work and Social Welfare's 12 Grand Challenges. (DSW 2)
4	Develop and further refine participants' critical thinking and communication skills. (DSW 5)
5	Encourage students to consider how technology development and the rapid pace of social change may influence their Grand Challenges and projects. (DSW 1)

V. COURSE FORMAT/INSTRUCTIONAL METHODS

Asynchronous coursework will provide instructional content about design thinking, social innovation, norms, and deviants, and coach students' in their application to social problems. **Prior to each week's live session**, students are to **complete asynchronous content**, **readings**, **and assignments**. These are vital elements of the course and are essential to successful engagement with the instructor and fellow students during the live session.

During each week's live session, students will engage in discussion and lab activities that help them explore how to advance the design of their Capstone Project and address any challenges they may face. Students are expected to drive the in-class discussion and activities by offering their analysis of how course material relates to their work; engaging in critical thinking to develop relevant norms, deviants, and innovations; demonstrating active listening; asking questions; sharing insights they may have about their project or one another's work; and offering specific recommendations for future action.

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. You are expected to attend each live session. Stopping your webcam during a live session for more than a few moments is equivalent to absence.

VI. STUDENT LEARNING OUTCOMES

Outcome Number	Objectives
1	Assess the landscape of a Grand Challenge in order to identify and define a specific social problem in observable, behavioral terms.
2	Deconstruct social problems as human behavior in specific social contexts.
3	Diagnose social norms that 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	Analyze the innovation landscape as it relates to the selected problem.
6	Propose and develop design criteria for interventions with the potential to eliminate or mitigate a social problem.

VII. CAPSTONE CONTRIBUTIONS

This course contributes to the Capstone Project by helping students evaluate transformative opportunities for innovation through identification and disruption of social norms and by analysis of the problem and innovation landscape.

VIII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

*Please note all assignments are due **at 11:59 a.m. Pacific Time on the date of your scheduled live session**. In the event a live session is canceled due to a holiday, please see your instructor for guidance.*

Assignment	Due Date	Percent of Final Grade
Assignment 1: Problem Assessment/Norms Diagnosis	**Week 7**	**30%**
Assignment 2: Project Planning Deliverables	**Weeks 11 and 14**	**35%**
Interview Template 1—Interview Preparation	Week 11	10%
PMA 1—Design Brief	Week 11	15%
Interview Template 1—Completed Interviews	Week 14	10%
Assignment 3: Ideation Deliverables	**Week 15**	**35%**
PMA 2—Design Criteria		15%
(Recorded) Presentation and Deck		20%

Each of the major assignments is described below.

ASSIGNMENT 1: **Problem Assessment/Norms Diagnosis**   **Due: Week 7**

Submit an approximately 10-page scholarly paper that fulfills the following aims:

- Explain how your specific capstone problem relates to your selected Grand Challenge.
- Assess your problem by summarizing the problem's actors, limits, history, future, configuration, and parthood.
- Describe your specific capstone problem in behavioral terms. Consider which behavior, by whom, must change in order to solve this problem.
- Specify the behavior's reference network and the reference network's empirical expectations, normative expectations, and conditional preferences.
- Hypothesize three social norms that underlie your chosen problem.
- Identify or invent three deviants (or interventions) with the potential to systematically disrupt one or more of the norms you hypothesized.
- APA format plus references.

ASSIGNMENT 2: **Project Planning Deliverables**   **Due: Weeks 11 and 14**
Interview Template 1—Interview Preparation
PMA 1—Design Brief
Template 1—Completed Interviews

Submit a compilation of your project planning deliverables for the course to date. Where possible, present your ideas in a bulleted list, table, or other shorthand format designed for fast absorption by the reader. Your written submission should include enough detail to constitute clear communication and explain your thinking, but it should not be fully written prose nor should it contain the formal connective organization of a research paper. You should, however, still use citations in APA format plus references as needed.

Interview Template 1—Interview Preparation   Due: Week 11

- The templates can be found in Course Documents and Files on the LMS.
- Please note you must use the templates provided. Please do not substantially modify it or re-create it in a different format.
- Submit 15 interview targets with an emphasis on experts and beneficiaries/potential users (exceeds number of required completed interviews).

- Submit 10 questions that you have for the interviewees (they can be the same for all or customized to the interviewee, but you only need 10 questions total).
- Complete the risk and mitigation section (this is the risk to your interviewees of participating in the interview, not your personal risk in conducting interviews).
- DO NOT fill in the key takeaways (this is where you will share the analysis of your completed interviews that is submitted in Week 14).
- You **MUST** receive a passing grade from your instructor on the interview preparation before proceeding to interviews (be prepared to iterate on it based on feedback provided).
- You are required to read the "Ethics and Human Subjects Research in the DSW@USC" document, which can be found in Course Documents and Files on the LMS, and view all asynchronous materials related to interview considerations and techniques prior to conducting any interviews.
- Please bring any concerns you may have about your interviews or target population to your instructor as soon as possible.

PMA 1—Design Brief   Due: Week 11

- Submit the Design Brief (PMA 1) based on your specific capstone problem.
- Consult the worksheet and Ogilvie and Liedtka (2011) for further guidance.

Interview Template 1—Completed Interviews   Due: Week 14

- Submit one (1) Interview Template that shares key takeaways from at least 10 completed expert, beneficiary, and/or user interviews.
- Please include only the most salient points from your interviews (three to seven key takeaways per interview). Full interview notes/transcripts will not be accepted.
- You should complete interviews with at least three (3) experts of your problem and three (3) people who are likely to be the beneficiaries and/or users of your proposed intervention. Try going after reach targets!
- Please note that you are strongly discouraged from interviewing faculty from the USC Suzanne Dworak-Peck School of Social Work or people to whom you already have access for the first 10 interviews. The goal of this exercise is to expand your network and encourage you to go *outside of your comfort zone.*
- If interviews need to be kept anonymous, you may substitute descriptive information instead of identifying information such as User 1, Client 3, Mother 1, University in LA area, etc.
- Please note you must use the templates provided. Please do not substantially modify it or re-create it in a different format.
- You **MUST** receive a passing grade from your instructor on the interview preparation before conducting any interviews.
- You are required to read the "Ethics and Human Subjects Research in the DSW@USC" document, view all asynchronous materials related to conducting interviews, and sufficiently complete the risks/mitigation portion of the interview template prior to conducting any interviews.
- Please bring any concerns you may have about your interviews or target population to your instructor as soon as possible.

ASSIGNMENT 3: **Ideation Deliverables**   **Due: Week 15**
PMA 2—Design Criteria
(Recorded) Presentation and Deck

Upload the PMA 2—Design Criteria, PowerPoint deck with supporting appendices, and the recorded presentation no later than 11:59 p.m. PST, on the date of your live session during Week 15.

PMA 2—Design Criteria   Due: Week 15
- Submit the Design Criteria (PMA 2) based on your specific capstone problem.

- Design Criteria should be informed by interview results.
- Consult the worksheet and Ogilvie and Liedtka (2011) for further guidance.

(Recorded) Presentation and Deck   Due: Week 15

Create and submit a 20-minute recorded presentation and PowerPoint deck that captures your progress to date and demonstrates your understanding of the course material as it relates to your Capstone Project. Upload your recorded presentation no later than 11:59 p.m. PST on the date of your live session during Week 15. Please note: You are expected to conduct significant independent literature review to support your landscape analyses and assertions about the problem.

The best presentations will include the following:

Grand Challenge
- o Include a *brief* overview of the Grand Challenge (no more than one slide).
- o Why must it be addressed?

Problem Landscape
- o What is the problem?
- o Who are the beneficiaries and users and what is their demographic profile?
- o What do the innovation dynamics reveal about the problem?
- o What did you learn from your interviews about the problem and how it should be described?
- o What do we need to know about the problem in order to understand the design criteria you have identified?

Innovation Landscape
- o What are the current status quo (i.e., "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?
  - ▪ How do the technologies presented in class intersect with your problem?
- o What did you learn from your interviews?
- o Which novel processes, technologies, mind-sets, collaborations, or approaches may be most relevant to your project? Which deserve the consideration for potential designs? What are some examples of projects that leverage these approaches?
- o In relation to your problem, how is innovation supporting the advancement of diversity, equity, and inclusion (DEI) or is it putting DEI at risk?

Problem Opportunity
- o Is there a way to optimize the problem definition for innovation?
- o What are the key findings from the landscape analysis?
- o At what point in the problem life cycle can you have the biggest impact?
- o What norms, if addressed, would be most impactful?
- o What deviants can you leverage to address the nom?

Proposed Design Criteria (Summary)
- o What must a successful design do/achieve/produce in order to be successful?
- o What user perceptions must it address?
- o What functional attributes should be considered?
- o What constraints must be addressed?
- o How do the criteria address issues of diversity, equity, and inclusion?

Next Steps
- o What questions and challenges should be considered going forward?
- o What are your proposed next steps?

Design Brief Check-In
- o Are you on track with your plan?
- o Does your brief need to be revised/updated? If so, how? Why? (If not, simply attach it as an appendix)

Appendices

- May be appended to the PowerPoint presentation or provided in a separate document.
- This should not be a research paper but rather a compilation of the work performed to arrive at the conclusions offered in your presentation including (but not limited to):
  - Bibliography
  - Table of completed interviews
  - Design brief
  - Design criteria

Other Requirements
- Do not include text blocks greater than a few sentences.
- Sell your ideas—use pictures and sleek formatting.
- Speak to your slides rather than read from a script.
- Both your face and the slide deck should be visible on screen and your slide deck should be legible and streaming viewing options such as Zoom links are preferred.
- Rehearse and time your presentation so you know it is in the 20-minute range (all instructors will stop watching after 22 minutes).

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–

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 two 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.

IX. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND 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.

Ogilvie, T., & Liedtka, J. (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.

Recommended Tool

Mural.co—Class instructor will invite you to participate. It is free of charge.

Recommended Guidebook for APA Style Formatting

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

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

Course Overview

Unit	Topics	Assignments
0	DSW Program Orientation	
1	Introduction to Design Thinking and What Is?	
2	Norms Diagnosis, Part I	
3	Norms Diagnosis, Part II	
4	Measuring Norms and Pluralistic Ignorance	
5	Norm Creation	
6	Norm Abandonment, Trendsetters, and Social Change	
7	Pivot to Design Thinking and What Is? Innovation Best Practices	**Assignment 1 DUE**
8	Social Acceleration	
9	Step 1: Identify an Opportunity	
10	Steps 2–4: Scope Your Project Draft Your Design Brief Make Your Plans	
11	Step 5: Do Your Research	**Assignment 2, Part I DUE**
12	Design Tool: Value Chain (Service) Mapping	
13	Step 6: Identify Insights	
14	Step 7: Establish Design Criteria	**Assignment 2, Part II DUE**
15	Course Synthesis and What If? A Neurological Window Into Design	**Assignment 3 DUE**
STUDY DAYS / NO CLASSES		

Course Schedule—Detailed Description

Unit 1: Introduction to Design Thinking and What Is?

Topics
- Course Guides
- Why Design?
- Design Thinking for Grand Challenges
- Design Thinking: What Is? and Step 1: Identify an Opportunity

Asynchronous Minutes: ~86

Required Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers.*
   Chapter 1: Why Design?

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide.*
   Step 1: Identify an Opportunity, pp. 6–7

Unit 2: Norms Diagnosis, Part I

Topics
- Interdependent and Independent Action
- Empirical Expectations
- Normative Expectations
- Normative Beliefs

Asynchronous Minutes: ~60

Required Readings

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms.*
   Chapter 1: Diagnosing Norms

Recommended Readings

Coursera—Social Norms, Social Change 1
Week 1: Interdependent and Independent Actions + Empirical Expectations
Week 2: Normative Expectations + Personal Normative Beliefs
https://www.coursera.org/learn/norms

Unit 3: Norms Diagnosis, Part II

Topics
- Conditional Preferences
- Social Norms

Asynchronous Minutes: ~57

Required Readings

Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms.*
   Chapter 2: Measuring Norms

Recommended Readings

Coursera—Social Norms, Social Change 1
Week 3: Conditional Preferences + Social Norms
Week 4: Pluralistic Ignorance + Measuring Norms
https://www.coursera.org/learn/norms

Unit 4: Measuring Norms and Pluralistic Ignorance

Topics
- Direct Observation
- Written Survey
- Framing Questions
- Pluralistic Ignorance

Asynchronous Minutes: ~50

Required Readings
Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms.*
      Chapter 3: Norm Change

Recommended Readings
Coursera—Social Norms, Social Change 2
Week 2: Norm Creation
https://www.coursera.org/learn/change

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

Unit 5: Norm Creation

Topics
- Scripts and Schemas
- Norm Creation

Asynchronous Minutes: ~50

Required Readings
Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*.
      Chapter 4: Tools for Change

Recommended Readings
Coursera—Social Norms, Social Change 2
Week 3: Norms Abandonment
https://www.coursera.org/learn/change

Unit 6: Norm Abandonment, Trendsetters, and Social Change

Topics
- Norm Abandonment
- Trendsetters and Social Change

Asynchronous Minutes: ~50

Required Readings
Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*.
      Chapter 5: Trendsetters

Recommended Readings
Coursera—Social Norms, Social Change 2
Week 4: Trendsetters and Social Change
https://www.coursera.org/learn/change

Unit 7: Pivot to Design Thinking and What Is?
Innovation Best Practices
Topics
- Social Innovation
- Pivot to Design Thinking: What Is?
- Innovation Best Practices

Asynchronous Minutes: ~64

Required Readings
Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers.*
Chapter 2: Four Questions, 10 Tools

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.opCIcU3SEeWeiwqPB940Pw.announcements~opencourse.opCIcU3SEeWeiwqPB940Pw.lNePLJyeEeeDARL5O9cnxg

Unit 8: Social Acceleration
Topics
- Social Acceleration
- Futuring Social Work

Asynchronous Minutes: ~100

Required 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.opCIcU3SEeWeiwqPB940Pw.announcements~opencourse.opCIcU3SEeWeiwqPB940Pw.lNePLJyeEeeDARL5O9cnxg

Unit 9: Step 1—Identify an Opportunity
Topics
- Step 1: Identify an Opportunity
- Empathize With Beneficiaries
- Define the Problem
- Design Tools—What Is?
- Innovation Technologies and Processes

Asynchronous Minutes: ~52

Required Readings
Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers.*
Chapter 3: Visualization

Coursera—Design Thinking for the Greater Good: Innovation in the Social Sector

Week 3: A Mind-set 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.opCIcU3SEeWeiwqPB940Pw.announcements~opencourse.opCIcU3SEeWeiwqPB940Pw.lNePLJyeEeeDARL5O9cnxg

Unit 10: Steps 2–4—Scope Your Project, Draft Your Design Brief, Make Your Plans

Topics
- Step 2: Scope Your Project
- Step 3: Draft Your Design Brief
- Step 4: Make Your Plans
- Interviews
- Innovation Technologies and Processes: Internet of Things, Digital Economy

Asynchronous Minutes: ~74

Required Readings
Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*.
   Step 2: Scope Your Project, pp. 8–9
   Step 3: Draft Your Design Brief, pp. 10–11
   Step 4: Make Your Plans, pp. 12–15

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.opCIcU3SEeWeiwqPB940Pw.announcements~opencourse.opCIcU3SEeWeiwqPB940Pw.lNePLJyeEeeDARL5O9cnxg

The digital economy in 5 minutes. (2016, June 16). Retrieved October 16, 2017, from https://www.forbes.com/sites/koshagada/2016/06/16/what-is-the-digital-economy/#63a251937628.

Morgan, J. (2017, April 20). A simple explanation of "the internet of things." Retrieved October 29, 2017, from https://www.forbes.com/sites/jacobmorgan/2014/05/13/simple-explanation-internet-things-that-anyone-can-understand/#5d5bb74a1d09.

Unit 11: Step 5—Do Your Research

Topics
- Step 5: Do Your Research
- Comparative Analysis
- Bibliometrics
- Innovation Technologies: Social Media and the Internet, Mobile Technology

Asynchronous Minutes: ~120

Required Readings
Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*.
   Step 5: Do Your Research, pp. 16–17
   Secondary Research, pp. 44–45
   Ethnographic Interviews, pp. 48–49

Fournier, S., Quelch, J., & Rietveld, B. (2016). To get more out of social media, think like an anthropologist. *Harvard Business Review Digital Articles*, pp. 2–5. Retrieved from http://search.ebscohost.com.libproxy1.usc.edu/login.aspx?direct=true&db=bth&AN=118683804.

Nurullah, A. S.. (2009). The cell phone as an agent of social change. *Rocky Mountain Communication Review, 6*(1), 19–25.

Unit 12: Design Tool—Value Chain (Service) Mapping

Topics
- Value Chain (Service) Mapping
- Innovation Technologies and Processes: Virtual Reality, Augmented Reality, and Haptics; Gamification/Gaming

Asynchronous Minutes: ~39

Required Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.
Chapter 5: Value Chain Analysis

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*.
Value Chain Analysis, pp. 52–53

Porter, M. E., & Hepplemann, J. E. (2017). Why every organization needs an augmented reality strategy. *Harvard Business Review*, *95*(6), 46–57.

Grove, J. V. (2011, July 28). Gamification: How competition is reinventing business, marketing & everyday life. Retrieved October 29, 2017, from http://mashable.com/2011/07/28/gamification/#c6D5KPOpkkqu.

Unit 13: Step 6—Identify Insights

Topics
- Identify Insights
- Design Tool: Journey Mapping
- Design Tool: Mind Mapping
- Innovation Processes: Crowdsourcing, Sharing Economy

Asynchronous Minutes: ~59

Required Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.
Chapter 4: Journey Mapping
Chapter 6: Mind Mapping

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*.
Step 6: Identify Insights, pp. 18–19
Journey Mapping, pp. 54–55

Hudson, M. (2015, April 9). Understanding crowdfunding and emerging trends. Retrieved October 29, 2017, from https://www.forbes.com/sites/mariannehudson/2015/04/09/understanding-crowdfunding-and-emerging-trends/#761762797d91.

The rise of the sharing economy. (2013, March 9). Retrieved October 16, 2017, from https://www.economist.com/news/leaders/21573104-internet-everything-hire-rise-sharing-economy.

Unit 14: Step 7—Establish Design Criteria

Topics
- Design Criteria
- Designing Dinner
- Innovation Technologies: Geospatial Technology, Digital Medicine/Biotechnology

Asynchronous Minutes: ~35

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*.
Step 7: Establish Design Criteria, pp. 20–21

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*, pp. 96–100.

The power of constraints to drive successful innovation. (2017, June 22). Retrieved from http://designabetterbusiness.com/2016/09/27/the-power-of-constraints-to-drive-successful-innovation/.

The role of constraints in design innovation. (n.d.). Retrieved from https://www.uxmatters.com/mt/archives/2016/05/the-role-of-constraints-in-design-innovation.php.

Both, T., & Baggereor, D. (2017). *The bootcamp bootleg*. Stanford, CA: Hasso Plattner Institute of Design at Stanford University. Download available via: https://dschool.stanford.edu/resources/the-bootcamp-bootleg, 25, 32.

Top 20 medical technology advances: Medicine in the future, part I. (2017, January 4). Retrieved October 29, 2017, from http://medicalfuturist.com/20-potential-technological-advances-in-the-future-of-medicine-part-i/.

Top 20 medical technology advances: Medicine in the future, part II. (2017, January 4). Retrieved October 29, 2017, from http://medicalfuturist.com/20-potential-technological-advances-in-the-future-of-medicine-part-ii/.

Barrangou, R., & Doudna, J. A. (2016). Applications of CRISPR technologies in research and beyond. *Nature Biotechnology, 34*(9), 933, 936–941.

Spatial scientists use satellite technology to detect and—eventually—prevent genocide. *USC Dornsife College News RSS*, dornsife.usc.edu/news/stories/2943/spatial-science-preventing-genocide/.

Scoles, S. (2019). Researchers spy signs of slavery from space. *Science, 363*(6429), 804. www.sciencemag.org/news/2019/02/researchers-spy-signs-slavery-space.

Unit 15: Course Synthesis and What If?
A Neurological Window Into Design

Topics
- What If?—A Neurological Window Into Design

Asynchronous Minutes: ~42

Required Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*, pp. 96–100.

STUDY DAYS / NO CLASSES   Week 16

University Policies and Guidelines

X. 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.

XI. 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.

XII. 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

XIII. 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.

XIV. 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."

XV. POLICY ON LATE OR MAKEUP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XVI. 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.

XVII. 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.

XVIII. 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.

XIX. 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 director of the DSW program, Dr. Nadia Islam. If you do not receive a satisfactory response or solution, you may consult with the Director of Doctoral Programs, Dr. Michael Hurlburt.

XX. 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 April 29, 2019)