

Design Laboratory for Social Innovation 2

DSW 723
3 Units

FALL 2019

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

“The mission of design thinking is to translate observation into insights and insights into products and services that will improve lives.” – Tim Brown

Instructor: Cassandra Fatouros, LCSW, MBA
E-Mail: fatouros@usc.edu **Course Day:** Monday
Telephone: 202.494.4972 **Course Time:** 5pm – 7pm PT

Office: <https://zoom.us/j/7525517133>

Office Hours: Mondays, 7:00 – 7:30pm PT **Course Location:** VAC

I. COURSE PREREQUISITES

Successful completion of Strategic Innovations for Grand Challenges (704) and Design Laboratory for Social Innovation 1 (711) and concurrent enrollment in Leading and Managing Large Complex Systems (706) is mandatory for this course.

II. CATALOGUE DESCRIPTION & COURSE DESCRIPTION

Design Laboratory for Social Innovation 2 continues the exploration of design thinking as a methodology for social innovation, defined as “the systematic disruption of a social norms to effect social change”. The course requires students to explore innovation related to their grand challenge and capstone problem and then test their ideas through prototype development. Students will be encouraged to take audacious approaches and even fail their ideas. The course introduces new innovation tools that can be leveraged in their design including change agents, change processes, and change technologies. In the face of rapid social change and increasing social instability, students will explore how to use these elements to create greater impact.

III. COURSE OBJECTIVES

Objective Number	Objectives
1	Create a virtual learning environment for students’ exploration of their intervention design, including application of change agents, processes, and technologies.
2	Increase students’ fluency with intervention design and social innovation through the study and application of Design Thinking and the execution of Design Labs.
3	Model and apply best practices in innovation to increase student’s creativity, risk & failure tolerance, and comfort with iteration, collaboration, and new technologies.

IV. COURSE FORMAT/INSTRUCTIONAL METHODS

Asynchronous coursework will consist of lectures, videos, and exercises to advance students' understanding of social innovation and its cultivation through design thinking. **Prior to each week's live session**, students are to **complete asynchronous content, reading assignments, and homework assignments**. These vital elements of the course are essential to successful engagement with the instructor and fellow students during the live session. During each week's live session students will explore with the instructor how to advance the design of their capstone and address any challenges they may face. This will be in discussion format supplemented by some lecture and activities. The instructional portions, including lectures and readings, are intentionally front-loaded in the course to allow students time to test their prototypes in the latter third of the class.

V. STUDENT LEARNING OUTCOMES

Objective Number	Objectives
1	Design, create, and test a prototype of their intervention by applying Design Thinking methodologies and best practices in innovation to their capstone problem.
2	Conduct interviews with intended beneficiaries, experts, and users and integrate findings into a proposed intervention design
3	Explain why their proposed intervention is innovative based on their explicit criteria for social innovation.
4	Evaluate exponential mindsets, technologies, processes, and change agents in relation to their proposed interventions in order to design meaningful interventions

VI. CAPSTONE CONTRIBUTIONS

This course contributes to the Capstone project by helping students design and test their intervention as well as articulate and defend their opportunity for innovation.

VII. COURSE ASSIGNMENTS AND GRADING

Course Assignments, Due Dates, and Grading

Please note all assignments are due **the morning of that week's class session at 12 Noon Pacific Time**. In the event a live session is cancelled due to a holiday, please see your professor for instructions.

Assignment	Due Date	Percent of Final Grade
Design & Interview Templates - Interview Template – Faculty Approval	Week 8 Week 3	30% Included in above
Prototype	Week 10	20%
Design Lab -Lab Planning due 1 week prior to your lab date* -Post-work is due 1 week after your lab date* *lab dates will be assigned and posted on course wall	Week 11-15*	15%
Innovation Presentation & Deck (Recorded) ^Students doing their lab in Week 15 should discuss the timing of their final submission with their instructor	Week 15^	25%
Participation	Continuous	10%

Each of the major assignment types is described below.

DESIGN & INTERVIEW TEMPLATES

Due Week 3 – Interview Template - Faculty Approval

Due Week 8 – Completed Interview Template and Design Template

Assignment Summary

Submit at least one (1) Design Template to describe your project design and one (1) Interview Template that summarizes at least **then (10) completed expert and user** interviews (more below). The templates can be found in the course toolbox. This design assignment will be started in class and should be completed/refined outside of class. Please note you must use the templates provided. Please do not substantially modify the templates or recreate them in a different format.

Week 3 – Instructions

- Complete sections 1-5 **excluding the key takeaways**.
- Prior to conducting interviews, you **MUST** receive a passing grade on the assignment

The template should include:

- **Fifteen (15) interview targets**
 - You should complete interviews with at least two (2) experts who are familiar with your problem and three (3) people who are likely to be the users** of your proposed intervention. Try going after reach targets!
 - The quality of the target and their relevance to your problem will be part how the assignment is evaluated.
 - Please note that you are strongly discouraged from interviewing faculty from the USC School of Social Work or people to whom you already have access. The goal of this exercise is to expand your network and encourage you to go outside of your comfort zone.
- **Ten (10) questions** that you have for the interviewees
 - Note: they can be the same for all interviewees or customized to each interviewee, but you need to submit no more than **10 questions total**. (You may submit more if you wish)
- **Ethical Considerations for Interviews and Risk Mitigation Plan**
 - In this section, you should evaluate the ethical considerations for conducting interviews with your proposed targets. Examples of common risks include, but are not limited to intentional or unintentional coercion of participants and inability to give proper consent. For a full list of ethical considerations please review the Social Work Code of Ethics (Section XVI of this Syllabus)
 - Please see the professor ASAP if your interview targets include vulnerable or protected populations, or populations requiring increased sensitivity or special permissions, such as children, incarcerated individuals, or individuals dealing with illness or trauma.

Week 8 – Instructions

- Add key takeaways to the interview template from **Ten (10) total completed interviews**. If interviews need to be kept anonymous, you may substitute description information instead of identifying information such as User #1, Client #3, Mother #1, Public University in the LA area, etc.

PROTOTYPE

Due Week 9 or earlier – Meet with Professor

Due Week 10 – Completed Prototype

Assignment Summary

Submit a prototype for your proposed intervention. The prototype must be a conceptualization of your proposed intervention or user experience and could take the form of any of the following: comparative journey map, storyboard, bodystorming, pilot (provided it aligns with human-subjects research and testing constraints), mockup, wireframe, app visualization, or other. The prototype will be assessed on how well it conveys your intervention concept and explores the feasibility of the intervention.

Please note that the assignment is left intentionally open to allow you to customize and apply the prototyping lessons from the course to your work. The exercise mirrors real-world scenarios where you may not know to what users or funders will best respond. That said here are some questions that may help you land on the right prototype:

- Imagine you're presenting this to your user, your leadership, a funder, or a partner. What will they tell you they don't understand? Why are they going to tell you this idea won't work? (Now ask: What could you possibly show them to make them understand? and to prove that this *will* work?)
- Is there some element of the project that isn't as thought through yet as other elements that you could use this to work on? (What you imagine is likely a good starting place for a prototype)
- Also, ask yourself, is this something you need or want to develop for the project? Is it something that you would do anyway? Is it something you could use in the lab that would help your classmates give you feedback on your project? (The answers to all should be “yes”).

STUDENT-LED DESIGN LAB

Due date: Weeks 11-15

Pre-work: Due 1 week before the lab

Post-work: Due 1 week following the lab

Assignment Summary

Each student will lead/facilitate a 30 to 40-minute-long design lab (exact lab date and length of lab will be determined by the instructor based on the number of students in the class). The lab must be a structured exercise/activity that is focused on testing the prototype or exploring a single, important question that the student is grappling with related to his or her project. Examples of such activities, design thinking workshops, and facilitation games can be found at Gamestorming.com, in the DIY Toolkit, or online.

Because the student has only 30-40 minutes, they should create a single, somewhat narrow exercise. The exercise may, however, have multiple parts with sub-questions that the facilitator works through with the class or in small groups (e.g. World Café). A successful lab will give the student new insight into their design or prototype. The most successful labs are fun, creative, focus on seeking input from classmates, and leverage the strengths of the participants as well as the virtual classroom environment.

NOTE: In order to encourage risk taking and experimentation with the lab, students will not be graded in the direct outcome of the lab but rather how well they prepared for the lab and processed the outcomes. Again, the lab design is left open to allow for maximum creativity.

Pre-work

Facilitators must submit the following to the instructor 1 week prior to their lab (usually a page or two in a detailed outline format is sufficient):

- The underlying question the facilitator seeks to address

- A description of the proposed activity
 - Note: Facilitators may use existing facilitation games (e.g., Gamestorming, DIY) or create their own activity (if you use an existing game – cite it!)
- A lab agenda that breaks down the activity into timed segments
- Breakout group assignments or co-facilitators, (if needed – these roles can be random or assigned)
- Any templates designed for the activity
- Any background information that is needed for students to engage in the activity
- Facilitators should carefully consider what information the class will need in order to best contribute and may distribute materials in advance of the lab.

Post-work

- Complete a one-page debrief memo that summarizes what you learned from the experience. This may include the facilitation experience, the findings from the session, what worked, what didn't work, and what you might change in the future.

INNOVATION PRESENTATION AND DECK

Due Week 15

Assignment Summary

Create and submit a recording of your 20-minute presentation and PowerPoint pitch deck.

Create a presentation (PowerPoint, keynote, prezziie or other) that synthesizes your work in this course and addresses any feedback that you may have received. Show how you've advanced your work over the course of the semester and tested your ideas. Based on this work, make a recommendation about whether or not to move forward with the project. Offer an innovation argument and include an evaluation of the innovation landscape. Remember this is a fail forward culture. You aren't expected to have all of the answers yet but you should be aware of the right questions and challenges that lie ahead.

Note: This assignment will help you prepare for your capstone proposal defense during residency. Faculty recommends that students use this as an opportunity to review their performance and incorporate feedback.

The best presentations will include the following:

- **Introduction**
 - Brief context setting for the professor including Grand Challenge and Problem
- **Revised Problem Definition**
 - Did you refine the problem definition as a result of the course, if so, how?
 - At what point in the problem lifecycle can you have the biggest impact?
- **Innovation Landscape**
 - How are the technologies, processes, and mindsets, presented in this class being used to address your Grand Challenge and Problem?
What are the most innovative projects currently underway in relation to your Grand Challenge/problem?
 - Which novel processes, technologies, mindsets, collaborations or approaches may be most relevant to your project? Are the most promising?
 - Do you plan to include any in your design?
 - Does your norm and deviant align with this research?
- **Design Criteria**
 - What are the most important design considerations you identified through your interviews?

- What are your design criteria?
- **Proposed Intervention/Current Design (Updated)**
 - At a high level, what is your proposed intervention?
 - Did you adjust it based on your secondary research, work in the class, or interview feedback?
 - If so, what changes did you make?
 - How well does your design fulfill your design criteria?
- **Prototype (Updated)**
 - What is your prototype?
 - Did you adjust it based on your secondary research, work in the class, or interview feedback?
 - If so, what changes did you make?
- **Testing and feedback**
 - How have you tested your ideas and integrated feedback?
 - From the design lab?
 - From users or other stakeholders?
 - What key learnings/findings from the testing phase should you consider going forward in residency?
 - Are there barriers to delivering the solution or to delivering the solution at scale?
 - Did you identify any new risks and have you developed any mitigation strategies?
- **Recommendation & Next Steps**
 - What is your recommendation about whether or not to proceed with this idea?
 - Given these recommendations, what are the proposed next steps?
 - What questions and challenges should be considered going forward?
- **Innovation Argument**
 - At this time, what is the argument for innovation for your capstone project?
- **Other Requirements**
 - Do not include text blocks greater than a few sentences
 - Sell the ideas – use pictures and sleek formatting
 - Include an appendix table of interviews and a bibliography
 - Speak to your slides rather than read from a script
 - Rehearse and time your presentation so you know it is in the 20-minute range (the professors will stop watching at 22 minutes)

CLASS PARTICIPATION

Continuous

Class participation consists of active, meaningful, thoughtful, and respectful spoken and written interaction with your instructor and classmates. You are expected to attend each live session. Prior to each live session, you are required to complete the unit's asynchronous coursework, reading, and homework and come prepared to explore each concept. Late assignments, missed classes, arriving late to class, being off camera during class, or otherwise being unprepared or not actively participating in class may negatively impact your grade.

USC Grading Policy

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+

Class Grades		Final Grade	
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.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Readings

IDEO. (2015). *The field guide to human-centered design: Design kit*. San Francisco: Author.
<http://www.designkit.org/resources/1> (Hereafter: *Field Guide*)

Both, T., & Baggereor, D. (2017). *The bootcamp bootleg*. Stanford, CA: Hasso Plattner Institute of Design at Stanford University. <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>
Note: Be sure to download the document (Hereafter: Bootleg)

Service Design Tools | Communication methods supporting design processes. (n.d.). Retrieved from <http://www.servicedesigntools.org/>

Recommended Tool

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

Recommended Readings

Development Impact and You. (n.d.). Retrieved from <http://diytoolkit.org/>

Stall, G. (2014). Gamestorming: A playbook for innovators, rulebreakers, and changemakers. *Public Libraries*, 53(3), 42. Exercises available for free at gamestorming.com

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*. Retrieved from <https://ebookcentral.proquest.com>.

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Retrieved from <https://ebookcentral.proquest.com>.

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
1	 Social Innovation, Social Acceleration & Innovation Tools:  Introductions, Syllabus, and Assignments	
2	 Design Thinking: Overview, Innovation Tools: Social Context, Catalysts and Change Processes  Lab Activity: Interviews	
3	 Innovation Design Thinking: Empathy and Problem Definition  Lab Activity: Design Sprint – Dental Hygiene	Questionnaire and Targets
4	 Design Thinking: Design Criteria  Innovation Tools: Change Agents  Lab Activity: Design Criteria	
5	 Innovation Tools: Mindsets and Best Practices  Lab Activity: Design Session	
6	 Design Thinking: Synthesizing Ideation Findings into a Design  Lab Activity: Design Session – New Choice	
7	 Design Thinking: Feasibility Assessment  Lab Activity: Feasibility Assessment	
8	 Design Thinking: Prototyping  Lab Activity: Prototyping	Design & Interview Templates
9	 Design Thinking: Testing Your Ideas  Lab Activity: Testing Your Ideas	
10	 Design Thinking: Integrating Feedback  Lab Activity: Integrating Feedback	Prototype
11	 Creating an Innovation Argument/Design Labs (If Needed)  Lab Activity: Innovation Argumentation	Design Lab Group 1
12	 Design Labs	Design Lab Group 2
13	 Design Labs	Design Lab Group 3
14	 Design Labs	Design Lab Group 4
15	 Design Labs	Design Lab Group 5 Innovation Presentation and Deck

Unit

Topics

Assignments

STUDY DAYS / NO CLASSES/NO FINAL EXAMNATIONS

Course Schedule—Detailed Description

Unit 1: Social Innovation, Social Acceleration & Innovation Tools: Change Technologies

Topics

- Introductions, Syllabus, and Assignments
- Innovation in Social Work
- The Practice of Social Innovation
- Social Acceleration
- Innovation Tools: Change Technologies (Catalysts)
- Class Activities: Intros, Syllabus Review, Interviews, Mural Training

Required Readings

[Field Guide](#) (see required textbooks above): 39-46.

Rediscovering social innovation (SSIR). (n.d.). Retrieved October 30, 2017, from https://ssir.org/articles/entry/rediscovering_social_innovation.

Should you agitate, innovate, or orchestrate? (SSIR). (n.d.). Retrieved October 29, 2017, from https://ssir.org/articles/entry/should_you_agitate_innovate_or_orchestrate.

Gohar, K. (2016, July 14). The Great Rebellion: 3 Global Trends All Business Leaders Need to Know. Retrieved from <https://www.linkedin.com/pulse/great-rebellion-3-global-trends-all-business-leaders-need-kian-gohar/>.

Optional Readings

Change navigation controls for trackpad or mouse. (n.d.). Retrieved from <https://support.mural.co/hc/en-us/articles/210261633-Change-navigation-controls-for-trackpad-or-mouse>.

What is MURAL? (n.d.). Retrieved from <https://support.mural.co/hc/en-us/articles/211343883-Video-Tutorial-What-is-MURAL->.

Watch (Asynchronous Learning)

Diamandis, P. (2015, June 9). Retrieved October 16, 2017, from <https://www.youtube.com/watch?v=mlQKnCYXyb0>.

Innovation Inspiration (Asynchronous Learning - Optional)

The Women of Hull House Part 1. (2015, February 09). Retrieved from <https://youtu.be/8aFyTcXVAr8>.
The Women of Hull House Part 2. (2015, February 09). Retrieved from <https://youtu.be/NiVsH9ICfVk>.

Unit 2: Design Thinking: Overview, Innovation Tools: Social Context, Catalysts, and Change Processes

Topics

- Design Thinking
- Social Context
- Catalysts
- Crowdsourcing
- The Internet of Things
- Class Activities: Interviews (If Needed), Start Dental Hygiene Design Sprint

Required Readings

[Field Guide](#): 9-14.

Bootleg (see required textbooks above): [1-13, 33](#).

+Acumen HCD Workshop. (n.d.). *An introduction to human-centered design*.

[http://static1.squarespace.com/static/56780eeaa128e6372faf8ee3/t/578fa9f72e69cf811596e4b0/1469032956005/Introduction to Human-Centered Design.pdf](http://static1.squarespace.com/static/56780eeaa128e6372faf8ee3/t/578fa9f72e69cf811596e4b0/1469032956005/Introduction+to+Human-Centered+Design.pdf).

Goldkind, L., & Wolf, L. (2015). A Digital Environment Approach: Four Technologies That Will Disrupt Social Work Practice. *Social Work*, 60(1), 85–87.

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>.

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>.

Watch (Asynchronous Learning)

Kelley, Tom, et al. “Field Observations with Fresh Eyes.” *Stanford ECorner*, ecorner.stanford.edu/video/field-observations-with-fresh-eyes/.

Staggering promise of exponential technologies in a succinct 5-minute video. (2016, December 5). Retrieved October 29, 2017, from <https://singularityhub.com/2014/06/10/staggering-promise-of-exponential-technologies-in-a-succinct-5-minute-video/>.

Innovation Inspiration (Asynchronous Learning - Optional)

Marketplace with Kai Ryssdal by American Public Media on Apple Podcasts. (n.d.). Retrieved from <https://www.marketplace.org/2018/04/12/sustainability/scientists-race-toward-75-million-prize-reduce-carbon>.

Unit 3: Innovation Design Thinking: Empathy and Problem Definition

Topics

- Innovating Empathy
- Innovating the Problem
- Digital Economy
- Robotics and Sensors
- Class Activities: Dental Hygiene Design Sprint

Required Readings

Spradlin, D. (2012). Are you solving the right problem? *Harvard Business Review*, 90(9), 84–93.

Scaltsas, T. (2016). A cognitive trick for solving problems creatively. *Harvard Business Review Digital Articles*, 2–5.

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>.

Tilley, J. (n.d.). Automation, robotics, and the factory of the future. Retrieved October 29, 2017, from <https://www.mckinsey.com/business-functions/operations/our-insights/automation-robotics-and-the-factory-of-the-future>

Robotics, smart materials, and their future impact for humans. (n.d.). Retrieved October 29, 2017, from <https://www.bbvaopenmind.com/en/article/robotics-smart-materials-and-their-future-impact-for-humans/?fullscreen=true>.

Watch (Asynchronous Learning)

Brown, T. (n.d.). Designers: Think big! Retrieved October 29, 2017, from https://www.ted.com/talks/tim_brown_urges_designers_to_think_big/transcript#t-157913.

S. Burke. (n.d.). Why design should include everyone. Retrieved October 29, 2017, from https://www.ted.com/talks/sinead_burke_why_design_should_include_everyone.

Innovation Inspiration (Asynchronous Learning - Optional)

Schmidt, J., Vedantam, S., Penman, M., & Boyle, T. (2018, April 03). *The Scarcity Trap: Why We Keep Digging When We're Stuck In A Hole*. Retrieved from <https://www.npr.org/2018/04/02/598119170/the-scarcity-trap-why-we-keep-digging-when-were-stuck-in-a-hole>.

Unit 4: Design Thinking: Design Criteria; Innovation Tools: Change Agents Definition

Topics

- Change Agents
- Creating Innovative Cultures
- Celebrating Failure
- Sharing Economy
- Biotechnology
- Class Activity: Design Criteria Canvas (From: The Power of Constraints to Drive Successful Innovation)

Required Readings

Bootleg: 25, 32

Nandan, M., London, M., & Bent-Goodley, T. (2015). Social workers as social change agents: Social innovation, social intrapreneurship, and social entrepreneurship. *Human Service Organizations Management Leadership and Governance*, 39(1), 38–56.

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>

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>.

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.

Watch (Asynchronous Learning)

Teller, A. (2016, May 24). Failure, innovation, and engineering culture. Retrieved October 16, 2017, from <https://www.youtube.com/watch?v=3SsnY2BvzeA>.

Teller, A. (2016, May 9). The unexpected benefit of celebrating failure. Retrieved October 29, 2017, from <https://www.youtube.com/watch?v=2t13Rq4oc7A>.

Innovation Inspiration (Asynchronous Learning - Optional)

Maya Shankar: From Juilliard To The White

House <https://www.npr.org/templates/transcript/transcript.php?storyId=460731606>

Unit 5: Innovation Tools: Mindsets and Best Practices

Topics

-  Innovation Best Practices
-  Innovation Myths
-  Innovation as a Norm
-  Gamification
-  Virtual Reality
-  Class Activity: Design

Required Readings

[Field Guide](#) (see required textbooks above): 10, 19-25

Wynett, C., Fogarty, T., Kadish, R. T., Dell, M., Tovin, H., Keeley, L., . . . Talley, J. (2002). Inspiring Innovation. *Harvard Business Review*, 80(8), 39.

Phillips, J. (2010, April 22). What if innovation was the norm? Retrieved from <http://www.business-strategy-innovation.com/2010/04/what-if-innovation-was-norm.html>.

Hewlett, S. A., Marshall, M., & Sherbin, L. (2013). How diversity can drive innovation. *Harvard Business Review*, 91(12).

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/#c6D5KPOpkqu>.

Innovation Inspiration (Asynchronous Learning - Optional)

Winfrey, O. (2018, April 09). Inside the memorial to victims of lynching. Retrieved from <https://www.cbsnews.com/news/inside-the-memorial-to-victims-of-lynching-60-minutes-oprah-winfrey/>.

Farmer, B. M. (2018, April 10). Why 60 Minutes aired photos of lynchings in report by Oprah. Retrieved from <https://www.cbsnews.com/news/why-60-minutes-aired-photos-of-lynchings-in-report-by-oprah/>.

Unit 6: Design Thinking: Synthesizing Ideation Findings Into a Design

Topics

-  Synthesizing Ideation Findings into a Design
-  New Materials
-  Block Chain
-  Class Activity: Design – New Choice

Required Readings

Bootleg: 14-24, 26, 27-31 (Note: this is about workshop facilitation).

Sherwin, C. (2012, December 17). Bringing social innovation to life through design. Retrieved from <https://www.theguardian.com/sustainable-business/blog/design-for-social-innovation>.

Hussein, T., & Plummer, M. (2017). Selling Social Change. *Stanford Social Innovation Review*, 15(1), 34–39. https://ssir.org/articles/entry/selling_social_change.

Wood, J. (2008). The top ten advances in materials science. *Materials Today*, 11(1), 40–45.

Iansiti, M., & Lakhani, K. R. (2017). The truth about blockchain. *Harvard Business Review*, 95(1), 118–127.

Watch (Asynchronous Learning)

S. Burke. (n.d.). Why design should include everyone. Retrieved October 29, 2017, from https://www.ted.com/talks/sinead_burke_why_design_should_include_everyone.

Innovation Inspiration (Asynchronous Learning - Optional)

McGonigal, J. (n.d.). *The game that can give you 10 extra years of life*. Retrieved from: https://www.ted.com/talks/jane_mcgonigal_the_game_that_can_give_you_10_extra_years_of_life.

Unit 7: Design Thinking: Feasibility Assessment

Topics

- Feasibility Assessment
- Design Workshops and Facilitation
- Artificial Intelligence and Big Data
- Nanotechnology
- Class Activity: Feasibility

Required Readings

Bootleg: 37

Field Guide: 110

Bridging the Divide Between Idealism and Pragmatism (SSIR). (n.d.). Retrieved from https://ssir.org/articles/entry/bridging_the_divide_between_idealism_and_pragmatism.

Klein, G. (2014, August 01). Performing a Project Premortem. Retrieved from <https://hbr.org/2007/09/performing-a-project-premortem>.

Marr, B. (2017, March 14). The complete beginner's guide to big data in 2017. Retrieved October 29, 2017, from <https://www.forbes.com/sites/bernardmarr/2017/03/14/the-complete-beginners-guide-to-big-data-in-2017/#e94b74d7365a>.

Brynjolfsson, E., & McAfee, A. (2017). The business of artificial intelligence: What it can—and cannot—do for your organization. *Harvard Business Review Digital Articles*, 3–11.

Watch (Asynchronous Learning)

Introduction to nanotechnology. (n.d.). Retrieved October 29, 2017, from <http://videos.singularityu.org/2014/11/introduction-to-nanotechnology/>.

Innovation Inspiration (Asynchronous Learning - Optional)

Ted Radio Hour (2016, April 1). *How Text Messaging Can Save Lives*. Retrieved from: <http://www.npr.org/2016/04/01/472451687/how-can-text-messaging-save-lives>.

Unit 8: Design Thinking: Prototyping

Topics

- Importance of Prototyping
- Considerations When Prototyping
- Types of Prototypes
- 3-D Printer/Additive Manufacturing
- Maker Movement
- Class Activity: Prototyping

Required Readings

Bootleg: 36, 38-39. 42.

Field Guide: 111-120,0135.

Buchenau, M., & Suri, J. (2000). *Experience prototyping*. Proceedings of the 3rd Conference on Designing Interactive Systems, 424–433.

Aycan, D., & Lorenzoni, P. (2014). The future of prototyping is now live. *Harvard Business Review Digital Articles*, 2–5.

Brenner, S., & Bassett, A. (2010). The art of sustaining social innovation: Markets, imagination, and rapid prototyping. *Innovations: Technology, Governance, Globalization*, 5(3), 121–133.

D'Aveni, R. (2015). The 3-D printing revolution. *Harvard Business Review*, 93(5), 40–48.

Maker Faire: Why the Maker movement is important to America's future. (n.d.). Retrieved October 16, 2017, from <http://time.com/104210/maker-faire-maker-movement/>.

Explore (Asynchronous Learning)

Conduct a thorough exploration of the following:

Service Design Tools | Communication methods supporting design processes. (n.d.). Retrieved from <http://www.servicedesigntools.org/>.

TOOLS: PROTOTYPING. (n.d.). Retrieved from <https://www.innovatechange.co.nz/news/2015/7/10/tools-prototyping>.

22 Types of Prototype. (n.d.). Retrieved from <https://simplicable.com/new/prototypes>.

Watch (Asynchronous Learning)

Forbes. (2014, September 9). Autodesk: The Future of Material Science. Retrieved October 29, 2017, from <https://www.youtube.com/watch?v=1VpS6liTaol>.

Innovation Inspiration (Asynchronous Learning - Optional)

Edes, A., & Bowman, E. (2018, February 19). 'Automating Inequality': Algorithms In Public Services Often Fail The Most Vulnerable. Retrieved from:

<https://www.npr.org/sections/alltechconsidered/2018/02/19/586387119/automating-inequality-algorithms-in-public-services-often-fail-the-most-vulnerable>.

Unit 9: Design Thinking: Testing Your Ideas

■ Testing Your Ideas

■ Class Activity: Testing Your Ideas

Required Readings

Dam, R., & Siang, T. (n.d.). Test Your Prototypes: How to Gather Feedback and Maximize Learning. Retrieved from <https://www.interaction-design.org/literature/article/test-your-prototypes-how-to-gather-feedback-and-maximise-learning>.

Dam, R., & Siang, T. (n.d.). Stage 5 in the Design Thinking Process: Test. Retrieved from <https://www.interaction-design.org/literature/article/stage-5-in-the-design-thinking-process-test>.

Lloyd, H., & Harrison Lloyd. (2018, February 15). How To Prototype & Test Your Product Idea in One Week. Retrieved from <https://medium.com/iotforall/how-to-prototype-test-your-ar-vr-product-idea-in-one-week-b02b3c5268b0>.

Innovation Inspiration (Asynchronous Learning - Optional)

B. (2013, March 23). LA's Gang Members Transformed - Homeboy Industries. Retrieved from <https://youtu.be/KDL-opXADj0>.

Unit 10: Design Thinking: Integrating Feedback

-  Integrating Feedback
-  Class Activity: Integrating Feedback
-  Design Labs (If needed)

Required Readings

Bootleg: 40, 41, 44

Field Guide: 126-127

How to Use Prototypes to Inspire the Right Feedback. (2017, February 01). Retrieved from <https://www.uxpin.com/studio/blog/use-prototypes-get-feedback/>.

Stone, S. H., & Harvard Business Review. (2018, March 12). Find the Coaching in Criticism. Retrieved from <https://hbr.org/2014/01/find-the-coaching-in-criticism>.

The Surprising Truth Behind Beneficiary Feedback (SSIR). (n.d.). Retrieved from https://ssir.org/articles/entry/the_surprising_truth_behind_beneficiary_feedback.

Innovation Inspiration (Asynchronous Learning - Optional)

U. (2014, February 24). Eric Rice, Phd - How Technology Reduces the Risk-Taking of Homeless Youth. Retrieved from <https://youtu.be/HHEImiFLXH8>.

Unit 11: Creating an Innovation Argument Design Labs (If Needed)

-  Creating an Innovation Argument
-  Class Activity: Creating an Innovation Argument (TBD)
-  Design Labs

Required Readings

Luma Institute. (2015, August 06). A Taxonomy of Innovation. Retrieved from <https://hbr.org/2014/01/a-taxonomy-of-innovation>.

Traube, Dorian E., Begun, Stephanie, Okpych, Nathanael, & Choy-Brown, Mimi. (2017). Catalyzing Innovation in Social Work Practice. *Research on Social Work Practice*, 27(2), 134-138.

Innovation Inspiration (Asynchronous Learning - Optional)

Good Morning America. (n.d.). Inside the therapy designed to help rape survivors heal by facing attackers in VR|GMA. Retrieved from <https://gma.abc/2qI8Wya>.

Unit 12: Design Labs

-  Design Labs

Diffusion and Scale

Scaling Impact (SSIR). (n.d.). Retrieved from https://ssir.org/articles/entry/scaling_impact.

Dearing, J. (2009). Applying diffusion of innovation theory to intervention development. *Research on Social Work Practice*, 19(5), 503–518.

Innovation Inspiration (Asynchronous Learning - Optional)

T. (2017, May 15). They are Children: How Posts on Social Media Lead to Gang Violence | Desmond Patton | TEDxBroadway. Retrieved from <https://youtu.be/BmlvOGh7Spo>.

Unit 13: Design Labs

Design Labs

Fundraising

Arrillaga-Andreessen, L. (2015). Disruption for good. *Stanford Social Innovation Review*, 13(2), 34–39.

Making Big Bets for Social Change (SSIR). (n.d.). Retrieved from https://ssir.org/articles/entry/making_big_bets_for_social_change.

Innovation Inspiration (Asynchronous Learning - Optional)

C. (2014, July 07). Rewalk robotic exoskeleton goes home with paralyzed veteran. Retrieved from https://youtu.be/_rtqxpVLoD0.

Unit 14: Design Labs

Design Labs

Managing Risk

Brown, L. (2010). Balancing Risk and Innovation to Improve Social Work Practice. *British Journal of Social Work*, 40(4), 1211-1228.

Day, G. (2007). Is it real? Can we win? Is it worth doing? Managing risk and reward in an innovation portfolio. *Harvard Business Review*, 85(12), 110–120.

Curtis, T. (2010). The challenges and risks of innovation in social entrepreneurship. In Gunn, R. & Durkin, C. (Eds.), *Social entrepreneurship: A skills approach*. Bristol, CT: Policy Press
https://www.researchgate.net/publication/266617163_The_challenge_and_risks_of_innovation_in_social_enterprises.

Innovation Inspiration (Asynchronous Learning - Optional)

Schwartz, M., Vedantam, S., Boyle, T., & Shah, P. (2018, April 17). *Romeo & Juliet In Kigali: How A Soap Opera Sought To Change Behavior In Rwanda*. Retrieved from <https://n.pr/2J2Pjb4>.

Unit 15: Design Labs

■ Design Labs

■ Sustained Impact

Is your nonprofit built for sustained innovation? (SSIR). (n.d.). Retrieved October 16, 2017, from https://ssir.org/articles/entry/is_your_nonprofit_built_for_sustained_innovation#.

Brown, L. (2015). A lasting legacy? Sustaining innovation in a social work context. *British Journal of Social Work*, 45(1), 138–152.

Innovation Inspiration (Asynchronous Learning - Optional)

This is a wonderful example of how an innovative solution can elegantly tackle a number of problems. <http://wunc.org/post/after-leaving-service-veterans-find-new-mission-fighting-wildfires#stream/0>.

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 (fatouros@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 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.
