

# USC Suzanne Dworak-Peck

School of Social Work

**SOWK 710**

**Section #67723**

## **Preparatory Scholarship for Capstone**

3 Units

*Fall 2019*

### **SYLLABUS**



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**Course Day & Time:** Thursday 5:00 – 7:00 pm PST  
**Course Folder:** <https://drive.google.com/drive/folders/1FaEnPfcDcTI-NF1U0LHwrluCWUspe-aY?usp=sharing>

**NOTE: ALL COURSE MATERIALS PROVIDED BY THE INSTRUCTOR WILL BE AVAILABLE IN THE GOOGLE DRIVE COURSE FOLDER.**

#### **I. COURSE PREREQUISITES**

Successful completion of the following prerequisite is required: Strategic Innovations for Grand Challenges (SOWK 704), Design Laboratory for Social Innovation 1 (SOWK 711), Design Laboratory for Social Innovation 2 (SOWK 723).

Concurrent enrollment in Residency I (SOWK 712) is mandatory for enrollment in this course.

#### **II. CATALOGUE DESCRIPTION**

Design and develop an innovative, feasible, logical, and defensible Grand Challenge Capstone Project; consider contextual issues, and enhance innovation and communication skills.

### III. COURSE DESCRIPTION

The USC Suzanne Dworak-Peck School of Social Work's DSW program prepares students to lead large-scale social change. Among the qualities such leaders need is the ability to constantly discover new things that make their old thinking techniques obsolete and to develop insights about their capacity for social problem solving through innovation. SOWK 710 is an intensive workshop course that creates the conditions for students to develop a personal innovation model of leadership and make logical decisions for their Capstone project which are informed by frameworks and tools that can increase their impact and effectiveness as change agents. Additionally, the course prepares students to write, deliver, and defend a capstone project proposal on a selected Grand Challenge for Social Work, a key deliverable for passing Residency 1 (SOWK 712) and achieving candidacy in the doctoral program.

### IV. COURSE OBJECTIVES

Objective #	Objective
1	Create a supportive learning community for experiential learning, problem-solving, design thinking, constructive feedback, and group discussions.
2	Enhance students' understanding that good writing and problem solving are iterative processes that require continuous reflection and revision.
3	Expose students to approaches to explain how and why a desired change is expected to occur from their Capstone Project.
4	Create the conditions for students to apply knowledge from experiences, courses and understanding of a selected Grand Challenge for Social Work to develop a proposal, slide deck, and video describing their Capstone Project.

### V. COURSE FORMAT / INSTRUCTIONAL METHODS

This course relies largely on a group mentoring and intensive workshop format to assist students in integrating and applying concepts presented in course readings, resource materials, asynchronous content, discussions, and in-class experiential exercises and activities. The SOWK 710 instructor co-creates an effective learning environment with students and creates opportunities for students to learn from each other. Each week students are expected to familiarize themselves with information and resources relevant to the topic and to come to class prepared to share ideas about their capstone project, to receive and provide constructive feedback, and to discuss problem-solving strategies. Most of the Live Sessions will consist of large and small group discussions based on specified discussion prompts and instructor and peer feedback. Instructors may adapt or change the prompts, and the course formats and methods as needed.

### VI. STUDENT LEARNING OUTCOMES

The workshop environment of SOWK 710 will help students practice and refine skills they have learned in the first two semesters and learn new skills as they further develop as changemakers. During the third semester students will demonstrate the following competencies:

Objective #	Student Learning Outcome
1	Develop creative, expansive, and rigorous design principles that advance innovation in social solutions. [DSW 1, 3]
2	Leverage evidence from secondary sources to assess the existing social and practice landscape as a basis for designing new responses to complex social problems. [DSW 1, 4]
3	Apply relevant social work and social science theories of problem causation to develop ideas for positive change, program or policy implementation, and evaluation. [DSW 1, 3, 4, 7]
4	Convene thought leaders and resources to assist in the discovery and ideation processes of design thinking and refine, forward-thinking solutions to complex social problems across organizational boundaries. [DSW 6]
5	Develop and present (using various modes of communication) their capstone proposal to a review committee. [DSW 1 - 9]

## VII. CAPSTONE CONTRIBUTION

The primary way this course contributes to the capstone project is by enhancing students' ability to make decisions and express those decisions in writing and presentations, and to use the revision process to critically reflect upon their work over time.

In the first and second semesters of the DSW program, students learned techniques to help them define a social problem within the context of the Grand Challenges for Social Work and develop solutions for them. In semester 3, they should arrive at a decision about what their specific Capstone Project will be and how they will represent their problem-solving strategy in the Capstone Proposal they defend in Residency I (SOWK 712).

The Capstone Proposal is a critical milestone. As students enter the second year of the program, they will be expected to exhibit greater autonomy in making progress on the design of their Capstone Project. Though guided by faculty in each course, students will need to make independent decisions about each component of their project and assess how these decisions will reshape deliverables such as their final proposal, oral defense/presentation, and capstone prototype. Students should revisit the Capstone Project Standards and Guidelines frequently to ensure that their decision-making aligns with them.

While SOWK 710 plays an important role in helping students create the capstone proposal, the instructor's focus will remain on the students' professional development as leaders and innovators. Overall, SOWK 710 is the course where students learn what it means to think and do things differently with respect to their Capstone Project.

## VIII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignments for the course consist of 3 written assignments, including (1) a Problem Statement and Annotate Bibliography, (2) an Innovation Conceptual Framework and Theory of Change, and (3) a Capstone Proposal. The table below presents all course assignments, due dates, and the percentage of the total grade each assignment comprises. Please note all assignments are due no later than 11:59 pm PST on the date **PRIOR TO** (i.e., the day before) the live session during the week designated below.

Assignment	Unit Due	Date Due	% of Total Grade
<b>Assignment 1</b> <i>Problem Statement &amp; Annotated Bibliography</i>	Unit 3	September 12	20%
<b>Assignment 2</b> <i>Innovation Conceptual Framework &amp; Theory of Change (TOC)</i>	Unit 6	October 3	30%
<b>Assignment 3</b> <i>Capstone Proposal</i>	Unit 11	November 7	50%

### Expectations for Written Work

All written assignments must be doubled-spaced, typed with a 12-point font and have 1-inch margins. Text citations and references list must be in correct APA (6<sup>th</sup> Ed.) format. All sentences must be written in the student's own words. Ideas, information, and concepts that originated from any other source must always be cited as such (based on APA format). Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline. Assignments always should be carefully proofed for spelling and grammar errors.

Guidelines for the course assignments are provided below. Additional details, rubrics, and necessary adjustments will be posted on the VAC.

### Assignment Guidelines

#### **Assignment 1**

**Problem Statement & Annotated Bibliography (20% of total grade)**  
**Due Unit 3 (September 12), Midnight PST**

In order to complete a Capstone Project, you will need to write a problem statement and conduct a literature review. Assignment 1 consists of two parts, as describe below.

#### Part A: Problem Statement on Selected Grand Challenge

Student will write a one page double-space draft problem statement on the problem they want to explore for their Capstone Project. The chosen problem should be significant, substantiated, manageable in scope, and focused on the underlying issue. The draft one-page statement of the problem should clearly and succinctly state the problem and provide credible statistics and research that supports the student's statement that it is indeed a problem of practice. This assignment must be formatted in APA style (including a cover page) and must utilize APA style for scholarly citations from the annotated bibliography assignment. Students will receive comments on their draft problem statement. This assignment will also be peer reviewed.

You should apply the 5 W's (Who, What, Where, When, and Why) to the problem statement. The problem statement should be revised as you start to further investigate root causes of the issue. Finally, review the draft problem statement against the following criteria:

- It should focus only on one problem.
- It should NOT exceed 1 double-spaced page or 250 words.

- It should NOT suggest a solution.

### Part B: Annotated Bibliography

One of the more useful tools in conducting research is the annotated bibliography. An annotated bibliography combines the citations found in the References list at the end of document in APA format with annotated summaries for each citation. For this assignment, you will construct a new and/or annotated bibliography based upon the Grand Challenge or the problem of practice that you have selected to focus on for your Capstone Project.

An annotated bibliography is an organizing tool that is helpful when working on a Capstone Project. An effective annotated bibliography is used to compile research sources in one location and provide the student with quick access to the information contained in each source.

Specific guidelines to follow when completing this assignment are:

- 10 new sources of various types (books, articles, websites, etc.) not used in any other assignment in the DSW Program (i.e., SOWK 704).
- Sources should focus on the problem landscape analysis (a selected social problem within the context of at least one Grand Challenge for Social Work, at least 5) and solution landscape analysis (practice or policy interventions addressing the issue, at least 5).
- Adherence to APA format for all citations.
- Sources should be listed in alphabetical order according to author.
- Thoughtful and complete annotations of 100-150 words (includes information such as a summary, a critique or analysis, and the relevance of those sources to your Capstone Project).
- Correct grammar, punctuation, and spelling.
- Students must upload their annotated bibliography to the Gradebook AND share them with their peers via Google Docs no later than 11:59 pm PST on the date PRIOR TO (i.e., the day before) the scheduled live session.

*Assignment Resource:*

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

### **Assignment 2**

**Innovation Conceptual Framework & Theory of Change (TOC) (30% of total grade)  
Due Unit 6 (October 3), Midnight PST**

Assignment 2 consists of the Innovation Conceptual Framework and Theory of Change (TOC) components for your Capstone Proposal (Assignment 3). This assignment should be a maximum of 5 double-spaced pages and written in APA format (including title page, references, or other attachments). It should also contain a logic model and corresponding narrative. Ensure that your paper responds to the following Capstone Quality Indicators:

- Present a clear statement of the problem within the context of at least one Grand Challenge for Social Work.
- Define the significance of the problem and who is affected by the problem.

- Demonstrate the relevance of the proposed project and how it is guided by an innovation conceptual framework (including relevant concepts) and a theory of change.

In terms of the innovation conceptual framework, please select at least one of the innovation domains described in the Assignment Resource to explain the type of innovation strategy you will be using for your Capstone Project and the rationale for it.

*Assignment Resource:*

Satell, G. (2017). 4 types of innovation and the problems they solve. *Harvard Business Review*. June 21, 2017. <https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve>.

### **Assignment 3**

#### **Capstone Proposal (50% of total grade)**

#### **Due Unit 11 (November 7), Midnight PST**

Assignment 3 consists of a complete draft of your Capstone Proposal based on the Capstone Quality Indicators Checklist for the Qualifying Assessment. Your proposal should be written using APA format and it should not exceed 15 double-spaced pages.

As detailed below, your proposal should include an Abstract, Conceptual Framework, and Problems of Practice and Solution(s)/Innovation(s).

#### **I. Abstract**

- a. Draw a clear link between your proposed project and progress on one or more of the Grand Challenges for Social Work.
- b. Delineate the purpose of your project and the innovation of your work within a larger conceptual framework.
- c. Identify how the specific problem or issue your project addresses is tied to policy or practice.
- d. Summarize how your project represents an innovative step forward that has potential implications beyond a narrow local context.

#### **II. Conceptual Framework (*Revised from Assignment 2*)**

- a. Present a **REVISED** conceptual framework within the context of at least one Grand Challenge for Social Work. Define all important and relevant concepts.
- b. Provide a disciplined assessment of what is known about research, actual practice, and innovation in the topical area, including discussion of how the project connects with the current environmental context.
- c. Describe how the problem is socially significant, is important to real people, and has applied implications.
- d. Demonstrate how the proposed project is guided by a coherent conceptual framework and a logic model that makes clear the theory of change.

#### **III. Problems of Practice and Solution/Innovation**

- a. Describe your proposed solution/innovation, supported by a logic model.
- b. Explain how your proposed solution/innovation will contribute to improvements in one or more of the Grand Challenge for Social Work areas.

- c. Examine your problem from multiple stakeholder perspectives.
- d. Support how your proposed solution/innovation builds on existing evidence regarding the broader landscape of history, policy, practice, and public knowledge and discourse, as well as the local contextual environment.
- e. Justify how your proposed project considers existing opportunities for innovation.
- f. Clarify how your proposed innovation/solution aligns with your logic model and your theory of change presented in your Conceptual Framework.
- g. Assess your proposed project's overall likelihood of success.

Assignment 3 should also include a cover page, references, and attachments (not included in the page limit).

Please consult the Capstone Project Standards and Guidelines (available to download under Course Documents) and specifically the Capstone Quality Indicators Checklist for the Qualifying Assessment.

**Advisory Session with Instructor – Schedule an appointment during Unit 8 or 9**

The Capstone 1 instructor serves as students' link with the advisory team in the third semester, helping the student make sense of work done in the lab courses in the first two semesters and looking forward to work in the fourth and fifth semesters. Therefore, SOWK 710 incorporates at least one advisory session between instructor and student before the scheduled week in residence (November 18 - 22, 2019). Please schedule your session during Unit 8 or 9 and develop a written agenda for the meeting.

Class grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter 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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C- <b>(Failing Grade)</b>	70 – 72	C- <b>(Failing Grade)</b>

Within the 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:

**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 demonstrated by the student.

**A grade of B+** is 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.

**A grade of B** is 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.

**A grade of B-** denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

**A grade of C** reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

**Grades between C- and F** 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 & RESOURCES**

### **Required Reading**

Satell, G. (2017). 4 types of innovation and the problems they solve. *Harvard Business Review*. June 21, 2017. <https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve>.

### **Recommended Readings**

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

Fong, R., Lubben, J., & Barth, R. (2018). *Grand challenges for social work and society*. New York, New York: Oxford University Press.  
[https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991042680924603731&context=L&vid=01USC\\_INST:01USC&search\\_scope=MyInst\\_and\\_CI&tab=Everything&lang=en](https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991042680924603731&context=L&vid=01USC_INST:01USC&search_scope=MyInst_and_CI&tab=Everything&lang=en)

Houle, D. (2012). *Entering the shift age: The end of the information age and the new era of transformation*. Naperville, IL: Sourcebooks.

**Other required readings will be distributed by the instructor throughout the semester.**

### **Resources**

Active and Passive Voice. <https://webapps.towson.edu/ows/activepass.htm>

Argument. <https://writingcenter.unc.edu/tips-and-tools/argument/>

Building an Argument.

[https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/writing\\_in\\_literature\\_detailed\\_discussion/building\\_an\\_argument.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_in_literature_detailed_discussion/building_an_argument.html)

Clear and Concise Sentences. [https://writing.wisc.edu/Handbook/CCS\\_wordyphrases.html](https://writing.wisc.edu/Handbook/CCS_wordyphrases.html)

Hayakawa, S. I. Choosing the Right Word. <https://www.merriam-webster.com/help/explanatory-notes/thes-choosing-right-word>

How to Introduce Evidence and Examples: 41 Effective Phrases.

<https://wordvice.com/introductory-phrases-for-evidence-examples-research-writing/>

Logic in Writing.

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/logic\\_in\\_argumentative\\_writing/logic\\_in\\_writing.html](https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/logic_in_writing.html)

On Paragraphs.

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/paragraphs\\_and\\_paragraphing/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html)

Outlining an Academic Paper.

<https://academicguides.waldenu.edu/writingcenter/writingprocess/outlining>

Quick Rules: Commas.

[https://owl.purdue.edu/owl/general\\_writing/punctuation/commas/index.html](https://owl.purdue.edu/owl/general_writing/punctuation/commas/index.html)

Quotation Marks and Apostrophes.

[https://owl.purdue.edu/owl/english\\_as\\_a\\_second\\_language/esl\\_students/punctuation/quotation\\_marks\\_and\\_apostrophes.html](https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/punctuation/quotation_marks_and_apostrophes.html)

Run-On Sentences.

[https://owl.purdue.edu/owl/general\\_writing/punctuation/independent\\_and\\_dependent\\_clauses/runonsentences.html](https://owl.purdue.edu/owl/general_writing/punctuation/independent_and_dependent_clauses/runonsentences.html)

Topic Sentences and Signposting. <https://writingcenter.fas.harvard.edu/pages/topic-sentences-and-signposting>

Transitions. <https://writingcenter.unc.edu/tips-and-tools/transitions/>

USC Libraries. Literature Review and Search. <https://youtu.be/Sn06zbLBCjE>

USC Writing Center. <https://dornsife.usc.edu/writingcenter/handouts/>

*Discovering Ideas and Developing an Argument.*

*Grammar and Syntax.*

*Resources Available through the Writing Center.*

*Structure and Organization*

*Style and Proofreading.*

*Working with Sources.*

### **Recommended Guidebook for APA Style Formatting**

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

### **USC Guide to Avoiding Plagiarism**

See [www.usc.edu/student\\_affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student_affairs/student-conduct/ug_plag.htm)

### **Suggested Websites**

The American Accounting Association: [www.aaahg.org](http://www.aaahg.org).

American Public Human Services Association: [www.asphsa.org](http://www.asphsa.org)

The Peter F. Drucker Foundation for Non-Profit Management: [www.fpdf.org](http://www.fpdf.org)

FinanceNet: [www.financenet.gov](http://www.financenet.gov)

The Foundation Center: [www.fdncenter.org](http://www.fdncenter.org)

Free Management Library: [www.fdncenter.org](http://www.fdncenter.org)

Stanford Social Innovation Review: [www.ssireview.org](http://www.ssireview.org)

National Association of Nonprofit Accountants: [www.nonprofitcpas.com](http://www.nonprofitcpas.com)

National Council of Nonprofits: [www.councilofnonprofits](http://www.councilofnonprofits)

The Wallace Foundation Knowledge Center: [wallacefoundation.org](http://wallacefoundation.org)

The Nonprofit Quarterly: [www.npgmag.org](http://www.npgmag.org)

Public Risk Management Association: [www.primacentral.org](http://www.primacentral.org)

## Course Overview

The table below presents the topics for each unit of instruction. You are expected to attend class having already completed the required reading and material.

Unit	Topics & Activities	Due
1 Aug 29	<ul style="list-style-type: none"> <li>▪ Welcome and Course Overview</li> <li>▪ Social Work Problems and Grand Challenges</li> </ul>	
2 Sept 5	<ul style="list-style-type: none"> <li>▪ Social Significance and Urgency</li> <li>▪ Disruptive Innovation</li> <li>▪ Collaboration and Feedback</li> </ul>	
3 Sept 12	<ul style="list-style-type: none"> <li>▪ Theories of Change</li> <li>▪ Readiness for Innovation and Change</li> </ul>	<b><u>ASSIGNMENT 1 DUE</u></b> <b>Problem Statement &amp; Annotated Bibliography</b>
4 Sept 19	<ul style="list-style-type: none"> <li>▪ Logic Models</li> <li>▪ Inputs and Outcomes</li> </ul>	
5 Sept 26	<ul style="list-style-type: none"> <li>▪ Indicators and Performance Measurement</li> <li>▪ Innovation Fidelity</li> </ul>	
6 Oct 3	<ul style="list-style-type: none"> <li>▪ Innovation Participants: Target Populations, Providers and Stakeholders</li> <li>▪ Participant Perspectives and Engagement</li> </ul>	<b><u>ASSIGNMENT 2 DUE</u></b> <b>Innovation Conceptual Framework &amp; Theory of Change</b>
7 Oct 10	<ul style="list-style-type: none"> <li>▪ Resources and Feasibility</li> <li>▪ Sustaining Change</li> </ul>	
8 Oct 17	<p><b>NO LIVE SESSION – FALL RECESS</b></p> <ul style="list-style-type: none"> <li>▪ Advisory Session with Instructor</li> </ul> <p><i>NOTE: Advisory sessions may be scheduled for Monday or Tuesday, October 14 – 15.</i></p>	
9 Oct 24	<p><b>NO LIVE SESSION</b></p> <ul style="list-style-type: none"> <li>▪ Advisory Session with Instructor</li> </ul> <p><i>NOTE: Advisory sessions may be scheduled for Monday to Thursday, October 21 – 24.</i></p>	
10 Oct 31	<ul style="list-style-type: none"> <li>▪ Planning for Innovation and Change</li> <li>▪ Cultural Considerations and Interculturally Competent Innovation</li> </ul>	
11 Nov 7	<ul style="list-style-type: none"> <li>▪ Putting the Innovators DNA into Practice</li> <li>▪ Effectively Communicating About and Presenting Innovation</li> </ul>	<b><u>ASSIGNMENT 3 DUE</u></b> <b>Capstone Proposal</b>
12 Nov 14	<ul style="list-style-type: none"> <li>▪ Effectively Communicating About and Presenting Innovation (Cont'd)</li> <li>▪ Preparing for Residency</li> </ul>	

Unit	Topics & Activities	Due
<b>13</b> <b>Nov 21</b>	<b>NO LIVE SESSION – RESIDENCY I</b> <ul style="list-style-type: none"> <li>▪ <b>Residency I in Los Angeles – November 18 - 22</b></li> </ul>	
<b>14</b> <b>Nov 28</b>	<b>NO LIVE SESSION – THANKSGIVING HOLIDAY</b>	
<b>15</b> <b>Dec 5</b>	<ul style="list-style-type: none"> <li>▪ <b>Residency I Debrief</b></li> <li>▪ <b>Expanding and Enhancing Your Innovation Practice</b></li> <li>▪ <b>Next Steps for DSW Candidacy</b></li> </ul>	

## Detailed Course Schedule

### Unit 1 August 29

#### Topics

- Welcome and Course Overview
- Social Work Problems and Grand Challenges

#### Discussion Prompts

1. *What social work problem and Grand Challenge will your innovation address?*
2. *Why have you chosen to address this problem and Grand Challenge?*
3. *What is the status of your Capstone Project?*
4. *What are the next steps in the development of your Capstone Project?*
5. *As it relates to your Capstone Project, what challenges have you encountered? What challenges do you anticipate encountering?*
6. *As it relates to your Capstone Project, what learning needs can you address in the class?*

#### Capstone Quality Indicators

- A clear statement of the problem is presented within the context of at least one Grand Challenge of Social Work.
- Important and relevant concepts are well defined and articulated.

#### Exercises, Activities & Assignments

- ✚ Developing problem statements

#### Required Reading

Parra, S. One Stop for Student Success.

<https://www.flipsnack.com/StudentSupportResources/copy-of-student-services-one-stop-student-support.html>

Sherraden, M., Stuart, P., Barth, R. P., Kemp, S., Lubben, J., Hawkins, J.D., Coulton, C., McRoy, R., Walters, K., Healy, L., Angell, B., Mahoney, K., Brekke, J., Padilla, Y., DiNitto, D., Padgett, D., Schroepfer, T., & Catalano, R., (2014). *Grand Accomplishments in Social Work*. (Grand Challenges for Social Work Initiative, Working Paper No. 2). Baltimore, MD: American Academy of Social Work and Social Welfare. <http://aaswsw.org/wp-content/uploads/2015/04/FINAL-Grand-Accomplishments-4-2-2015-formatted-final.pdf>

### Unit 2 September 5

#### Topics

- Social Significance and Urgency
- Disruptive Innovation
- Collaboration and Feedback

### Discussion Prompts

1. *Drawing upon a selected Grand Challenge of Social Work, what is the significance of your problem?*
2. *What specific negative behaviors and outcomes constitute the social work problem you are addressing?*
3. *What evidence supports your claim that negative behaviors and outcomes associated with the problem exist?*
4. *Why should the negative behaviors and outcomes be changed?*
5. *Among those affected by the problem, is there agreement that change is needed?*
6. *What are the elements of constructive feedback?*
7. *In what ways can constructive feedback be received? In what ways are you sensitive to receiving constructive feedback?*
8. *In what ways can constructive feedback be provided? In what ways can you improve how you provide feedback to others?*

### Capstone Quality Indicators

- The problem is socially significant and important to “real” people.
- The problem has applied implications.
- The need for change is well-supported.

### Exercises, Activities & Assignments

- ✚ Prior to class, please complete your profile in Dworak-Peck Connect:  
<https://dworakpeck.usc.edu/alumni-and-career-development/for-alumni/dworak-peck-connect>
- ✚ Developing annotated bibliographies
- ✚ Receiving and providing constructive feedback

### Required Reading

How to Critique Other Writers' Work. <https://www.writingforward.com/writing-tips/how-to-critique>

How to Give Writing Feedback That's Constructive, not Crushing.

<https://www.grammarly.com/blog/how-to-give-constructive-feedback-on-writing/>

Walker, G. Dealing with Criticism. <https://oregonstate.edu/instruct/comm440-540/criticism.htm>

## Unit 3      September 12

### Topics

- Theories of Change
- Readiness for Innovation and Change

### Discussion Prompts

1. *What is currently being done about your problem within the field of social work and in other disciplines?*
2. *What are the strengths of existing approaches?*
3. *What are the weakness of existing approaches?*
4. *What factors and forces will accelerate change?*
5. *What factors and forces will impede change?*
6. *How will you enhance readiness for innovation and change?*

### Capstone Quality Indicators

- The project demonstrates a disciplined assessment of what is known about research, practice, and innovation in the tropical area.
- The project takes into account current and changing contexts, including the social, cultural, and political environment.
- The project takes into account the level of readiness for change among target participants and stakeholders.

### Exercises, Activities & Assignments

- ✚ Evaluating and enhancing readiness for innovation and change

## ASSIGNMENT 1 DUE – PROBLEM STATEMENT & ANNOTATED BIBLIOGRAPHY

### Required Reading

Parra, S. Quick Guide: Critical Analysis and Application of Theory.

Satell, G. (2017). 4 types of innovation and the problems they solve. *Harvard Business Review*. June 21, 2017. <https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve>.

What's Different about College Writing? <https://open.lib.umn.edu/collegesuccess/chapter/8-1-whats-different-about-college-writing/>

## Unit 4 September 19

### Topics

- Logic Models
- Inputs and Outcomes

### Discussion Prompts

1. *What is your proposed innovation? Has your innovation been tried before? If yes, what were the results? If not, why not?*
2. *What are the components of your proposed innovation?*
3. *What are the specific inputs expected to lead to change?*
4. *Exactly how will your innovation change the way that your target population behaves?*
5. *Exactly how will changes in your target population's behavior lead to prevention or treatment of the Grand Challenge being addressed?*
6. *What specific short- and long- term improvements will your innovation create within your target population and as it relates to the Grand Challenge being addressed?*
7. *What evidence supports your innovation? What additional evidence is needed to strengthen the case for your innovation?*
8. *What might be some of the unintended consequences of your innovation (negative or positive)?*
9. *What might be some of the unintended consequences of changes resulting from your innovation (negative or positive)?*

### Capstone Quality Indicators

- There is a clear and direct explanation of the proposed innovation and how your proposed project will contribute to improvements to at least one Grand Challenge of Social Work.
- The proposed innovation is well positioned with respect to evidence from and about the broader landscape of history, policy, practice, and public knowledge and discourse.
- The proposed innovation is well positioned with respect to evidence from and about the local context and environment.

## Exercises, Activities & Assignments

- ✚ Conceptualizing innovation and change

## Required Reading

Review Satell, G. (2017). 4 types of innovation and the problems they solve. *Harvard Business Review*. June 21, 2017. <https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve>.

Swarthmore. Using Evidence. <https://www.swarthmore.edu/writing/using-evidence>

## Unit 5 September 26

### Topics

- Indicators and Performance Measurement
- Innovation Fidelity

### Discussion Prompts

1. How will your innovation change how people behave in such a way that the change reduces the harmful effects of the social problem?
2. What specific improvements will your innovation create?
3. How will you ensure fidelity of your innovation and its implementation?
4. How will implementation and fidelity be measured? By whom?
5. What will be indicators of change and improvement?
6. How will indicators of change be measured? Who will measure them?

### Capstone Quality Indicators

- The proposed innovation is guided by a coherent conceptual framework and a logic model that clearly articulates the theory of change.

## Exercises, Activities & Assignments

- ✚ Developing logic models

## Required Reading

Review Satell, G. (2017). 4 types of innovation and the problems they solve. *Harvard Business Review*. June 21, 2017. <https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve>.

## Unit 6 October 3

### Topics

- Innovation Participants: Target Populations, Providers and Stakeholders
- Participant Perspectives and Engagement

## Exercises, Activities & Assignments

- ✚ Developing logic models (cont'd)

## ASSIGNMENT 2 DUE – INNOVATION CONCEPTUAL FRAMEWORK & THEORY OF CHANGE

### Discussion Prompts

1. *Who will participate in your innovation?*
2. *Who comprises your innovation's target population?*
3. *Who will implement or provide your innovation?*
4. *How will you ensure that fidelity of your innovation in terms of who receives and implements your innovation?*
5. *How will participant fidelity be measured? Who will measure participant fidelity?*
6. *Who are some of the most important stakeholders and organizations associated with the problem you are address? With the innovation?*
7. *How will innovation participants (i.e., the target population, providers, and stakeholders) perceive your innovation?*
8. *How will you enhance engagement among innovation participants?*

### Capstone Quality Indicators

- The proposed innovation is guided by a coherent conceptual framework and a logic model that clearly articulates the theory of change.

## Unit 7 October 10

### Topics

- Resources and Feasibility
- Sustaining Change

### Exercises, Activities & Assignments

- ✚ Discussion and Feedback

### Discussion Prompts

1. *What resources are available to make your innovation a reality?*
2. *What resources will be needed to make your innovation a reality?*
3. *How will you obtain needed resources? What challenges might you encounter? What strategies will minimize the possibility of these challenges?*
4. *How will resources be sustained over time?*
5. *Who will need to be engaged in planning for and helping to sustain your innovation?*

### Capstone Quality Indicators

- The Capstone Project reflects the highest level of preparation and careful consideration of opportunities for innovation and impact.

## Unit 8 October 17 – NO LIVE SESSION – FALL RECESS

### Topics

- Advisory Session with Instructor

### Exercises, Activities & Assignments

- ✚ Advisory Session may be scheduled for Monday or Tuesday, October 14 – 15.
- ✚ Prepare an agenda for the Advisory Session
- ✚ Prepare a summary of the Advisory Session and Next Steps

## Unit 9 October 24 – NO LIVE SESSION

## Topics

- **Advisory Session with Instructor**

## Exercises, Activities & Assignments

- ✚ Advisory Session may be scheduled for Monday to Thursday, October 21 – 24.
- ✚ Prepare an agenda for the Advisory Session
- ✚ Prepare a summary of the Advisory Session and Next Steps

## Unit 10 October 31

## Topics

- **Planning for Innovation and Change**
- **Cultural Considerations and Interculturally Competent Innovation**

## Exercises, Activities & Assignments

- ✚ Discussion and Feedback

## Discussion Prompts

1. *What are the most important decisions you need to make prior to implementing your Capstone Project?*
2. *What are the most important decisions you will need to make during and after implementing your Capstone Project?*
3. *What are the most important milestones you will need to meet in the first year of your Capstone Project?*
4. *Who will need to be engaged in planning for and implementation of your Capstone Project?*
5. *What cultural factors need to be considered in planning for your innovation?*
6. *In what ways might your intercultural competence need to be enhanced in order to successfully implement your Capstone Project?*
7. *In what ways might the intercultural competence of other participants and stakeholders need to be enhanced in order to successfully implement your Capstone Project?*

## Capstone Quality Indicators

- The Capstone Project reflects the highest level of preparation and careful consideration of opportunities for innovation and impact.

## Unit 11 November 7

## Topics

- **Effectively Communicating About and Presenting Innovation**

## Exercises, Activities & Assignments

- ✚ Creating a Fast Pitch and Presenting the Capstone Project

### Fast Pitch Instructions:

In two minutes or less, present your proposed capstone project clearly, succinctly and sufficiently detailed in order to provide the audience an overview of the following:

- a) Social work problem you wish to solve and related Grand Challenge;
- b) Proposed innovation;
- c) Potential barriers and challenges;

- d) Strategies for addressing or minimizing barriers and challenges; and
- e) Strategy for implementing your innovation and Capstone Project.

## **ASSIGNMENT 3 DUE – CAPSTONE PROPOSAL**

### **Discussion Prompts**

1. *What is a “great” presentation?*
2. *What are the essential elements of a great presentation?*
3. *What strategies can be used to enhance the likelihood of developing and delivering a great great presentation?*
4. *What are your communication and presentation strengths and weaknesses?*
5. *In terms of communicating and presenting innovation, what are your learning needs and priorities?*

### **Capstone Quality Indicators**

- Effectively pitches Capstone Project

### **Required Viewing**

[https://www.ted.com/playlists/574/how\\_to\\_make\\_a\\_great\\_presentation](https://www.ted.com/playlists/574/how_to_make_a_great_presentation)

## **Unit 12      November 14**

### **Topics**

- **Effectively Communicating and Presenting Innovation (Cont’d)**
- **Preparing for Residency**

### **Exercises, Activities & Assignments**

- ✚ Discussion and Feedback
- ✚ Creating a Fast Pitch and Presenting the Capstone Project (Cont’d)

### Fast Pitch Instructions:

In two minutes or less, present your proposed capstone project clearly, succinctly and sufficiently detailed in order to provide the audience an overview of the following:

- a) Social work problem you wish to solve and related Grand Challenge;
- b) Proposed innovation;
- c) Potential barriers and challenges;
- d) Strategies for addressing or minimizing barriers and challenges; and
- e) Strategy for implementing your innovation and Capstone Project.

### **Discussion Prompts**

1. *What is the overall quality of your Capstone Project?*
2. *How prepared are you to present and defend your Capstone Project?*
3. *In terms of presenting and defending your Capstone Project, what concerns do you have? What strategies can help address your concerns?*

### **Capstone Quality Indicators**

- Effectively pitches Capstone Project Student will be able to outline strategic plan for innovation

### **Required Viewing**

[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action/transcript?referrer=playlist-how\\_to\\_make\\_a\\_great\\_presentation](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action/transcript?referrer=playlist-how_to_make_a_great_presentation)

### **Unit 13      November 21 – NO LIVE SESSION – RESIDENCY I**

#### **Topics**

- N/A - Residency I in Los Angeles – November 18 - 22

### **Unit 14      November 28 – NO LIVE SESSION – THANKSGIVING HOLIDAY**

#### **Topics**

- N/A

### **Unit 15      December 5**

#### **Topics**

- Residency I Debrief
- Expanding and Enhancing Your Innovation Practice
- Next Steps for DSW Candidacy

#### **Exercises, Activities & Assignments**

- ✚ Learning Experience Evaluation

#### **Discussion Prompts**

1. *How has this class contributed to your professional development?*
2. *What learning needs still exist for you?*
3. *What are YOUR next steps as you move towards graduation? What challenges do you anticipate? What strategies can you use to avoid or minimize challenges as you move towards graduation?*

#### **Capstone Quality Indicators**

- N/A

## University & School Policies and Guidelines

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### IX. ATTENDANCE POLICY

As a professional school, class attendance 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 class sessions for the full duration of class. Students are expected to notify the instructor by email ([dr.devon.brooks@gmail.com](mailto:dr.devon.brooks@gmail.com)) of any anticipated absence or reason for tardiness. Having three unexcused absences will result in the lowering of your final course grade by one grade segment. Additional absences will result in further grade deductions. Attendance requires maintaining an active presence during live sessions with clear and reliable video and audio. Unless otherwise directed by your instructor, you are expected to complete assigned asynchronous content and activities prior to the scheduled live session. Failure to complete three assigned asynchronous units prior to the scheduled live session will result in the lowering of your final course grade by one grade segment. Not completing additional asynchronous units will result in further grade deductions.

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 that will be missed, or to reschedule an examination, due to holy days observance.

Please refer to *SCampus* and to the USC Suzanne Dworak-Peck 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](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*  
Works with faculty, staff, visitors, applicants, and students around issues of protected class.  
[equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*  
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*  
Provides certification for students with disabilities and helps arrange relevant accommodations.  
[dsp.usc.edu](http://dsp.usc.edu)

*USC Support and Advocacy (USCSA) – (213) 821-4710*  
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*  
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.  
[diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*  
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

## **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, EXTRA CREDIT, AND RE-GRADING ASSIGNMENTS**

Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances. Late submissions may be accepted by the instructor for review and feedback at the instructor’s discretion, but they will not be graded. Also note that extra credit is not permitted, nor is re-doing an assignment with the expectation that it will be re-graded. Grades may not be changed once they have been assigned unless there was an error in determining the grade.

## **XV. POLICY ON THE USE OF TECHNOLOGY IN THE CLASSROOM**

Apart from joining your class remotely, the use of computers and tablets during class is not recommended. You may use these devices, however, if doing so contributes to your learning and is not disruptive to you or others in the class. Permitted uses of technology include using computers and tablets to access course readings and material, and to take notes. If you choose to use a computer or tablet during class, typing on your keyboard should not be audible to others. Non-permitted uses of technology include using laptops and tablets to check email and social media, and to text or communicate with others. Use of phones during class is not permitted except in an emergency or during a break. In order to minimize disruptions, please place your phone on mute or in airplane mode before you come to class.

Because our classroom is both an academic and professional setting, and out of respect for your colleagues, violation of any of the policies described above is grounds for being counted as absent. It can also result in reductions of your class participation grade.

## **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. Any such adjustments would be made for the express purpose of accommodating students and with input from students. 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**

*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@USC Program, Dr. Nadia Islam at [nislam@usc.edu](mailto:nislam@usc.edu). If you do not receive a satisfactory response or solution, contact the Director of Doctoral Programs, Dr. Michael Hurlburt at [hurlburt@usc.edu](mailto:hurlburt@usc.edu) for further guidance.

### **XX. Tips for Maximizing Your Learning Experience in this Course**

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ 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 and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Apart from the Live Session, stay offline while in class.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours. Contact me if you are concerned about or are struggling in class.

- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!