USC Suzanne Dworak-Peck
School of Social Work

Social Work 710

Preparatory Scholarship for Capstone

3 Units

Spring 2020

Instructor: Renée Smith-Maddox, Ph.D.	**Course Day: Wednesday**
E-Mail: smithmad@usc.edu	**Course Time: 5-7pm PST**
Telephone:310.497.6953	**Course Location: Online**

I. COURSE PREREQUISITES

Concurrent enrollment in Residency 1 (712) is mandatory for enrollment in this course. Successful completion of the following prerequisite courses is also required: Strategic Innovations for Grand Challenges (704), Design Laboratory for Social Innovation 1 (711), Design Laboratory for Social Innovation 2 (723), and Leading and Managing Large Complex Systems (706).

II. CATALOGUE DESCRIPTION

Design and develop an innovative, feasible, and defensible Capstone Project focusing on a selected Grand Challenge for Social Work.

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 their Capstone Project and to determine how to use innovation to lead effectively, work collaboratively, and drive results. 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 (712) and achieving candidacy in the doctoral program.

IV. COURSE OBJECTIVES

Objective #	Course Objectives
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 uses an intensive workshop format derived from readings, resource materials, asynchronous content, discussions of conceptual frameworks and in-class experiential exercises. The SOWK 710 instructor co-creates this type of learning environment with students and create opportunities for them to learn from each other. Each week students are expected to familiarize themselves with innovations and best practices relevant to the topic and come to class ready to discuss problem solving processes, share ideas on their capstone project, and provide constructive feedback to peers.

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 Number	Student Learning Objectives
1	Develop the five discovery skills(associating, questioning, observing, networking, and experimenting) necessary to move progressively from idea to impact. [DSW Competencies 1, 3]
2	Apply evidence from secondary sources to assess the existing problem space as a basis for designing new responses to complex social problems. [DSW Competencies 1, 4]
3	Apply relevant social work and social science theories for problem causation to develop ideas for positive change, program or policy implementation, and evaluation. [DSW Competencies 1, 3, 4, 7]
4	Create a network of thought leaders, stakeholders, 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 Competencies 6]
5	Develop a capstone proposal that addresses a social issues and/or a problem of practice and potential solution [DSW Competencies1-9]

VII. CAPSTONE CONTRIBUTION

The primary way this course contributes to the capstone project is by enhancing students' ability to make decisions about the design of the project, express those decisions in writing and presentations, then use the revision process to critically reflect upon decisions that need to be made for Capstone to be implementation ready.

In the first and second semesters, 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 project will be and how they will represent their problem solving strategy in the Capstone Proposal they defend in Residency 1 (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, they 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.

Although 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 their Capstone Project.

VIII. COURSE ASSIGNMENTS, DUE DATES AND GRADING

Assignments for the course consist of 3 written assignments, including (1) a Problem Statement and Annotate Bibliography, (2) 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	Due Date	% of Final Grade
Assignment 1: Problem Statement + Annotated Bibliography	Week 3	20%
Assignment 2: Conceptual Framework & Theory of Change	Week 6	30%
Assignment 3: Capstone Proposal	Week 11	50%

Attendance and Participation
As a professional school, class attendance and participation are an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate.

For online courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the

lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

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.

Late Policy
Late work will be penalized by a 10% deduction in the assignment grade every 24 hours late unless due to an emergency situation excused by the instructor. Email the instructor as soon as possible to discuss alternate arrangements due to an emergency.

Communication Policy
Students are encouraged to contact the instructor by USC email. The instructor will reply to emails within 48 hours, 72 hours over a weekend, and the workday following a holiday. The instructor does not respond to questions during the 24 hours before an exam or assignment is due and may not respond to emails sent from non-USC accounts.

Developing a Learning Community

SOWK 710 is designed to is to create a learning community that advances the collective knowledge of the students and support the growth of their individual knowledge and problem-solving mindset. Collectively, the students and instructor create a positive learning environment through dialogue, peer evaluation, quality feedback, and opportunities for students to collaborate and enhance discovery skills (i.e., questioning, observing, networking, experimenting, and associating). Discussion, both in class and online, also allows students to learn and practice discourse.

The learning environment also includes:
- Group reflection on concepts/frameworks learned and relevance to Capstone.
- 1-minute pitch based on weekly writing and discussion prompts that focus on a specific aspect of their Capstone Project.
- Group reflection on feedback received and principles learned from the session.
- Instructor reviews principles/concepts and answers questions about the discussion prompts and/or discovery skills.

Expectations for in-class exercises and activities
Students are expected to come to class prepared to engage in exercises and activities.

Expectations for Assignments
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 (6th 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.** All assignments should be carefully edited for spelling and grammar errors.

The guidelines for the three SOWK 710 required assignments are described below. The rubrics and deadlines will be posted on the VAC and the instructor will make adjustments as needed.

Assignment 1: Problem Statement + Annotated Bibliography (100 points. 20% of total grade. <mark>Due Week 3 (Monday, January 27, 2020), 11:59pm PST</mark>)

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 described below:

Part A: Problem Statement on Selected Grand Challenge
Student will write a one page double-spaced draft problem statement on the problem they will explore for their Capstone Project. The chosen problem should be significant, substantiated, manageable in scope, and focused on the underlying issue. The 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.

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 be a data driven
- It should NOT exceed one page double-spaced
- It should NOT suggest a solution

Part B: Annotated Bibliography
For this assignment, you will construct an original annotated bibliography that supports your problem statement (Part A) and 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.

The annotated bibliography for this assignment combines the citations found in the Reference list at the end of the problem statement (Part A) in APA format with annotated summaries for each citation.

Specific guidelines to follow when completing this assignment are:
- 10 new sources of various types (books, articles, websites) 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). Only 2 can be websites, the other 8 should be scholarly peer-reviewed articles, books, and/or reports.
- Adherence to APA format for all citations.
- Sources should be listed in alphabetical order according to author.
- Thoughtful and complete annotations of 70-200 words (includes a summary, a critique or analysis of the reference, and the relevance to your Capstone Project).
- Correct grammar, punctuation, and spelling.
- Students must upload their problem statement and annotated bibliography in <u>ONE</u> document to the Gradebook **no later than 11:59 pm PST on Monday, January 27, 2020**.

See SOWK 710 Guidelines + Rubric for Annotated Bibliography for more details.

Resource:
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

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Assignment 2: Conceptual Framework, Theory of Change (ToC), and Logic Model - (**100 points. 30% of total grade. <mark>Due: Week 6 (Monday, February 17, 2020), 11:59pm PST)</mark>**

Submit a draft of Conceptual Framework, ToC, and logic model for your Capstone Proposal. This assignment should be a maximum of 5 double-spaced pages and written in APA format (not 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 - (**100 points. 50% of total grade. <mark>Due: Week 11 (March 23, 2020), 11:59pm PST)</mark>**

Submit your Capstone Proposal based on the Capstone Quality Indicators Checklist for the Qualifying Assessment including the Abstract, Conceptual Framework, Problems of Practice, and Solution. Consult the Capstone Project Standards and Guidelines (available to download under Course Documents) and specifically the Capstone Quality Indicators Checklist for the Qualifying Assessment (Areas 1-3, 6-7). The proposal should be a maximum of 10 pages double spaced and written in APA format (not including cover page, references, and appendices).

I.   **Abstract (250 words maximum)**
   a. Brief overview of the Capstone Project including problem being addressed, solution, and implications.
   b. Draw a clear link between your proposed project and its contribution to addressing on one or more of the Grand Challenges for Social Work.
   c. Identify how the specific problem or issue your project addresses is tied to policy or practice.
   d. Summarize how your Capstone Project represents an innovative step forward that has potential implications beyond a narrow local context.

II.   **Conceptual Framework for a Problem of Practice**
   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 an assessment of what is known about the problem, best practices, trends, and innovations in the topical area, including discussion of how the project connects with the current environmental context.
   c. Demonstrate how the proposed project is guided by a theory of change that specifies a range of condition that will help you deliver the desired outcomes (including partnerships, technical assistance, tools, and processes).
   d. **Revised** Logic Model connecting programmatic activities and outputs to outcomes that makes clear the theory of change

III. **Proposed Solution**
   a. Examine the problem from multiple stakeholder perspectives.(**Note: Draw on insights from interviews)**
   b. Describe your proposed solution.
   c. Explain how your proposed solution will contribute to improvements in one or more of the Grand Challenge for Social Work.
   d. Support how your proposed solution 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 Capstone Project considers existing opportunities for innovation.
   f. Assess your proposed project's overall likelihood of success.

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(s) with Instructor – Schedule an appointment during <mark>**Weeks 8 or 9**</mark>

The SOWK 710 instructor provides guidance for the development of the Capstone Project and serves as the chair of the students' Qualifying Assessment Committee. Therefore, SOWK 710 incorporates two mandatory advisory sessions between the instructor and student before **Residency 1 (April 6-10, 2020)**. Students must develop a written agenda for each advisory session and write an action plan based on agreed next steps in the meeting.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Reading
Dyer, J., Gregersen, H. & Christensen, C. (2011). *The innovator's DNA: Mastering the five skills of disruptive innovators*. Boston, MA: Harvard Business Review Press.

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

Other required readings maybe be distributed by the instructor throughout the semester.

Recommended Readings
Fong, R., Lubben, J., & Barth, R. (2018). *Grand challenges for social work and society*. New York, New York: Oxford University Press.

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Full text available online at:
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.

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

Clear and Concise Sentences. 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

On Paragraphs.
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

Quotation Marks and Apostrophes.
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

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 Suzanne Dworak-Peck School of Social Work Course Study Guides.
https://www.flipsnack.com/StudentSupportResources/course-study-guides.html

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

Suggested Websites
The American Accounting Association: www.aaahg.org.
American Public Human Services Association: www.asphsa.org
The Peter F. Drucker Foundation for Non-Profit Management: www.fpdf.org
FinanceNet: www.financenet.gov
The Foundation Center: www.fdncenter.org
Free Management Library: www.fdncenter.org
Stanford Social Innovation Review: www.ssireview.org
National Association of Nonprofit Accountants: www.nonprofitcpas.com
National Council of Nonprofits: www.councilofnonprofits
The Wallace Foundation Knowledge Center: wallacefoundation.org
The Nonprofit Quarterly: www.npgmag.org
Public Risk Management Association: www.primacentral.org

Course Overview

Unit	Topics	Due
1	▪ **Welcome and Course Overview** ▪ **Social Work Problems and Grand Challenges**	
2	▪ **Social Significance and Urgency** ▪ **Disruptive Innovation**	
3	▪ **Theories of Change** ▪ **Solutions to the problem**	**ASSIGNMENT 1 DUE 1.27.20** **Problem Statement & Annotated Bibliography**
4	▪ **Developing a Theory of Change (ToC)** ▪ **Logic Model**	
5	▪ **ToC** ▪ **Logic Model** ▪ **Innovation Argument**	
6	▪ **Stakeholder Analysis**	
7	▪ **Resources and Feasibility** ▪ **Sustaining Change**	**ASSIGNMENT 2 DUE 2.17.20** **Conceptual Framework & Theory of Change**
8	**NO LIVE SESSION** ● **Advisory Session with Instructor** *NOTE: Advisory sessions may be scheduled between Monday and Friday*	
9	**NO LIVE SESSION** ● **Advisory Session with Instructor** *NOTE: Advisory sessions may be scheduled between Monday and Friday*	
10	**NO LIVE SESSION - SPRING BREAK - MARCH 15-22**	
11	▪ **Effectively Communicating About and Presenting Innovation** ▪ **Innovation Argument Revisited**	**ASSIGNMENT 3 DUE 3.23.20** **Capstone Proposal**
12	▪ **Effectively Communicating About and Presenting Innovation**	

12.24.19rev

Unit	Topics	Due
14	▪ **Residency 1 Debrief** ▪ **Review Capstone Design 1 & 2 Exercises**	
15	▪ **Expanding and Enhancing Your Discovery Skills** ▪ **Action Plan for Capstone Project**	

Detailed Course Schedule

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Overview

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Most of the SOWK 710 online sessions will include whole class and small group discussions, peer feedback, writing exercises, and workshop activities including a fast pitch response to weekly prompts. For the fast pitch, in five minutes or less, students will respond to the prompt. To prepare for the weekly fast pitch, write your response to the prompt in order to provide the audience a clear and succinct response grounded in data driven decision making.

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Unit 1   Week of January 13

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Topics
- Welcome and Course Overview
- Problem Statement for Capstone Project
- Solutions to Social Problems

Writing and Discussion Prompts
1. What social work problem and Grand Challenge will your Capstone Project 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?

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 a problem statement

Required Reading
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. https://aaswsw.org/wp-content/uploads/2013/12/FINAL-Grand-Accomplishments-sb-12-9-13-Final.pdf

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<tr><td>**Unit 2**</td><td>Week of
January 20</td></tr>
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Topics
- Social Significance
- Disruptive Innovation

Writing and Discussion Prompts
1. What is the significance of your problem?
2. What specific negative behaviors and outcomes constitute the problem you are addressing?
3. What evidence supports your claim that negative behaviors and outcomes associated with the problem exist?
4. Among those affected by the problem, is there agreement that change is needed?

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
- Developing an annotated bibliography
- Prior to class, please complete your profile in Dworak-Peck Connect:
  https://dworakpeck.usc.edu/alumni-and-career-development/for-alumni/dworak-peck-connect

Required Reading
Christensen, C.M., Bauman, H., Ruggles, R., and Sadtler, T.M. (December 2006). Disruptive innovation for social change. Harvard Business Review. https://hbr.org/2006/12/disruptive-innovation-for-social-change

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<tr><td>**Unit 3**</td><td>Wek of
January 27</td></tr>
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ASSIGNMENT 1 Due, January 27th ,11:59pm PST – PROBLEM STATEMENT & ANNOTATED BIBLIOGRAPHY

Topics
- Theories of Change
- Solutions to the problem

Writing and Discussion Prompts
1. What is currently being done about your problem within the field of social work and other disciplines?
2. What are the strengths of existing approaches?
3. What are the weaknesses of existing approaches?
4. What factors and forces will accelerate change?
5. What factors and forces will impede change?

Capstone Quality Indicators
- The project demonstrates a disciplined assessment of what is known about research, actual practice, and innovation in the topical area.

- The projects 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.

Unit 4	Week of February 3

Topics
- Developing a Theory of Change (ToC)
- Logic Model

Writing and Discussion Prompts
1. How will your proposed innovation change how people behave in such a way that it reduces the harmful effects of the social problem?
2. If your innovation is successful, how will the world be a better place? What specific improvements/outcomes will your solution create?

Capstone Quality Indicators
- The proposed project is guided by a coherent conceptual framework and a logic model that makes clear the theory of change.
- There is a clear and direct explanation of the proposed solution / innovation and how the project will contribute to improvements in one or more of the Grand Challenges of Social Work areas.

Exercises, Activities & Assignments

- Develop a ToC and logic model for Capstone Project

Required Reading

https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve

Logic Model Development Guide.(2004) W.K. Kellogg Foundation, pp.1-12

Theory of Change. (2011). Development Impact & You.

Unit 5	Week of February 10

Topics
- Theory of Change (ToC)
- Logic Model
- Innovation Argument

Writing and Discussion Prompts
1. What kind of evidence supports your innovation?
2. What additional evidence would you like to gather in the coming year?

Capstone Quality Indicator
- The proposed solution(s) are well positioned with respect to evidence regarding the broader landscape of history, policy, practice, and public knowledge and discourse, as well as the local contextual environment.

Exercises, Activities & Assignments

- Develop a ToC, logic model, and innovation argument for Capstone Project

Required Reading

Logic Model Development Guide. (2004) W.K. Kellogg Foundation, pp.15-34

Theory of Change. (2011). Development Impact & You

Unit 6	Week of February 17

<mark>ASSIGNMENT 2 DUE, February 17th, 11:59pm PST - INNOVATION CONCEPTUAL FRAMEWORK & THEORY OF CHANGE</mark>

Topic

- Stakeholder Analysis

Writing and Discussion Prompts

1. Who are some of the most important stakeholders and organizations associated with the problem you are addressing?
2. How do they see the problem?
3. How might they perceive your solution?

Capstone Quality Indicator

- The problem has been examined from multiple stakeholder perspectives.

Required Reading

Dam, R. & Siang, T. (2018). Map the Stakeholders. Interaction Design Foundation

Unit 7	Week of February 24

Topics

- Resources & Feasibility
- Sustaining Change

Writing and 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 they be obtained and sustained over time?

Capstone Quality Indicators

- The Capstone Project is supported with a theory of change and logic model.
- The Capstone Project reflects the highest level of preparation and careful consideration of opportunities for innovation and impact.

Required Reading

Dyer, J., Gregersen, H. & Christensen, C. (2019). The innovator's DNA: Mastering the five skills of disruptive innovators. Boston, MA: Harvard Business Review Press.
Chapter 1: The DNA of Disruptive Innovators (pp. 17-40)

Unit 8: Advisory Session (No Live Session)	Week of March 2

Schedule Advisory Session with Instructor

Exercises, Activities & Assignments
- Advisory Session may be scheduled between Monday to Friday, March 2 – 6.
- Prepare an agenda for the Advisory Session
- Prepare a summary of the Advisory Session and Next Steps

Required Reading
Dyer, J., Gregersen, H. & Christensen, C. (2019). The innovator's DNA: Mastering the five skills of disruptive innovators. Boston, MA: Harvard Business Review Press.
Chapter 2: Discovery Skill#1 (pp. 41-66)

Unit 9: Advisory Session (No Live Session)	Week of March 9

Schedule Advisory Session with Instructor

Exercises, Activities & Assignments
- Advisory Session may be scheduled between Monday to Friday, March 9 – 13.
- Prepare an agenda for the Advisory Session
- Prepare a summary of the Advisory Session and Next Steps

Required Reading
Dyer, J., Gregersen, H. & Christensen, C. (2019). The innovator's DNA: Mastering the five skills of disruptive innovators. Boston, MA: Harvard Business Review Press.
Chapter 3: Discovery Skill #2 Questioning (pp. 65-90)

Unit 10	SPRING BREAK	Week of March 15-22

Unit 11	Week of March 23

ASSIGNMENT 3 Due March 23rd, 11:59pm PST - CAPSTONE PROPOSAL

Topics
- Effectively Communicating About and Presenting the Capstone Project
- Innovation Argument Revisited

Exercises, Activities & Assignments
- Creating a Fast Pitch and Presenting the Capstone Project
- Innovation Argument Revisited

Fast Pitch Instructions:

In five 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 solution,
- c) Potential barriers and challenges,
- d) Strategies for addressing or minimizing barriers and challenges, and
- e) Strategy for implementing your Capstone Project.

Discussion Prompts
1. What are the essential elements of make a great presentation?
2. What strategies can be used to enhance the likelihood of developing and delivering a great presentation?
3. What are your communication and presentation strengths and weaknesses?

Capstone Quality Indicator
- Effectively pitches Capstone Project.
- The capstone project reflects careful consideration of opportunities for innovation.

Required Readings
Dyer, J., Gregersen, H. & Christensen, C. (2019). The innovator's DNA: Mastering the five skills of disruptive innovators. Boston, MA: Harvard Business Review Press
Chapter 4: Discover Skill #3 Observing (pp. 91-114)
Chapter 5: Discovery Skill #4 Networking (pp. 115-136)

Required Viewing
https://www.ted.com/playlists/574/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 12	Week of March 30

Topic
- Effectively Communicating and Presenting Innovation (Cont'd)

Exercises, Activities & Assignments
- Discussion and Feedback
- Creating a Fast Pitch and Presenting the Capstone Project (Cont'd)

Fast Pitch Instructions
In five 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 solution,
- c) Potential barriers and challenges,
- d) Strategies for addressing or minimizing barriers and challenges, and
- e) Strategy for implementing your Capstone Project.

Discussion Prompts

1. What are the most important milestones you will need to meet and decisions you will need to make in the first year of your 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 Indicator
Effectively pitches Capstone Project.

Required Reading
Dyer, J., Gregersen, H. & Christensen, C. (2019). The innovator's DNA: Mastering the five skills of disruptive innovators. Boston, MA: Harvard Business Review Press
Chapter 6: Discovery Skill #5 Experimenting (pp.137- 160)

Unit 13: Residency 1 in Los Angeles, CA - April 6-10, 2020

Unit 14	Week of April 13

Topics
- Residency 1 Debrief
- Review Capstone Design 1 & 2 Exercises (From Residency 1)

Writing and Discussion Prompts
- What are your **Next Steps** for advancing your Capstone Project?
- What challenges do you anticipate?
- What strategies can you use to avoid or minimize challenges as you move towards getting your Capstone implementation ready?

Required Reading
Dyer, J., Gregersen, H. & Christensen, C. (2019). The innovator's DNA: Mastering the five skills of disruptive innovators. Boston, MA: Harvard Business Review Press
Chapter 8: Putting the Innovator's DNA Into Practice – People (pp. 179-199)

Unit 15	Week of April 20

Topics
- Expanding and Enhancing Your Discovery Skills
- Action Plan for Capstone Project

Exercises, Activities, & Assignments
- Learning Experience Evaluation

Discussion Prompts
- How has the course contributed to the development of your Capstone Proposal?
- What learning still exist for you?

Required Reading
Dyer, J., Gregersen, H. & Christensen, C. (2019). The innovator's DNA: Mastering the five skills of disruptive innovators. Boston, MA: Harvard Business Review Press

Chapter 9: Putting the Innovator's DNA Into Practice – Processes (pp. 199-220)
Chapter 10: Putting the Innovator's DNA Into Practice - Philosophies (pp. 200–243)

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 (smithmad@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 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

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

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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

USC Policy Reporting to Title IX: https://policy.usc.edu/reporting-to-title-ix-student-misconduct/

USC Student Health Sexual Assault & Survivor Support: https://studenthealth.usc.edu/sexual-assault/

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 director of the DSW@USC, Dr. Nadia Islam. If you do not receive a satisfactory response or solution, contact the Director of Doctoral Programs, Dr. Michael Hurlburt, for further guidance.

XIX.   Tips for Maximizing Your Learning Experience in this Course (Optional)
✓ Be mindful of getting proper nutrition, exercise, rest and sleep!

✓ Come to class.

✓ Complete required readings and assignments BEFORE coming to class.

✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.

✓ Come to class prepared to ask any questions you might have.

✓ Participate in class discussions.

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✓ 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.