

# USC Suzanne Dworak-Peck

## School of Social Work

### SOWK 712: DSW Residency I

Spring 2020

3 Units

**Instructor:** Dr. Stacy Kratz  
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**Residency 1 in Los Angeles, April 6-10, 2020**

**Spring 2020 Online Meeting Schedule 5:00-6:30 pm PST:** (to be confirmed in the first class session)

Friday January 17th  
Monday February 24th  
Monday March 30<sup>th</sup>

**To join the Zoom class session, go to**

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

Concurrent enrollment in Preparatory Scholarship for Capstone (710) 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) and 2 (723), and Leading and Managing Large Complex Systems (706).

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

A five-day campus-based residency in the third semester of the DSW program designed for community building, continued development of design thinking skills, and presenting a Capstone Project.

#### **III. COURSE DESCRIPTION**

This course is intended to provide students with a five day campus based residency in the third semester of the DSW program. Residency I will be the first opportunity for students to meet each other in a non-virtual, on the ground space in Los Angeles. The Residency I experience will train and prepare students to become social change leaders in the social work profession so they are effective and impactful. During the five days, students shift from focusing on their particular project in relation to specific Grand Challenges to a broader scope of influence. To accomplish this, students will be reexamining and deepening their understanding of the first two semesters' course material (learning), challenging their knowledge base (reading); and relating their ideas with the goal of leading an innovation (critical thinking). Students will also prepare and present a proposal of their capstone project to their Qualifying Assessment committee.

The key elements of the residency include:

- Examining and practicing the five Discovery Skills (associating, questioning, networking, observing, and experimenting) as found in the *Innovator's DNA*. Application of these skills will be used to discover innovation solutions to the selected Grand Challenge for Social Work.
- Engaging in group discussions and design sessions to apply learnings from interviews and readings related to the field and the Capstone Project.

- Networking with peers, social change leaders, innovators, and others to enable progress in the Capstone Project.
- Completing Qualifying Assessment for Capstone Proposal.

#### IV. COURSE OBJECTIVES

During residency week, students' skills will move from their ability to recall, explain, and apply new material they have learned to a deeper set of skills such as the ability to understand relationships, contextualize the material and contribute to the existing knowledge base, and establish new relationships within what is known. Through the residency experience students will be able to demonstrate the following:

- a. Appraise innovative processes as they exist within their Grand Challenge area and assignments in the DSW program to date.
- b. Synthesize the content of their previous DSW coursework as it relates to their capstone project, drawing deeper understanding of their past curriculum.
- c. Create and manage a social network of support by connecting with faculty, other doctoral students, and develop relationships with key resource persons in the student's selected Grand Challenge area.
- d. Compose daily reflections, integrating their experiences, lectures, and knowledge of the literature as it relates to their capstone project and overall progression in the DSW program.
- e. Complete successfully a Qualifying Assessment, an oral presentation/defense of their Capstone Project and perspectives on the solution designed to address a selected Grand Challenge for Social Work.

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

Course format will consist of class discussions derived from readings and asynchronous content, discussion and debate of course materials, guest presentations, and experiential exercises. Confidentiality of material shared in class will be maintained where appropriate. Because exchange of ideas is an integral part of the learning process, students are required to come to class ready to discuss assigned readings and other materials. Each day, students will be asked to reflect on the progress of their work, their experiences, and the impact on their capstone projects.

#### VI. STUDENT LEARNING OUTCOMES

The in-person residency experience will help students practice and refine skills they have learned in the previous two semesters and learn new skills as they further develop as social work leaders. In particular, over the third semester students will exhibit the following competencies:

Objective Number	Objectives
1	Develop creative, expansive, and rigorous design principles that advance innovation to address a selected Grand Challenge for Social Work. [DSW Competencies 1, 3]
2	Leverage evidence from secondary sources in addition to primary data collection strategies to assess the existing social and practice landscape as a basis for designing new responses to complex social problems. [DSW Competencies 1, 4]
3	Apply relevant social work and social science theories to develop ideas for innovation, program or policy implementation, and evaluation. [DSW Competencies 1, 3, 4, 7]

Objective Number	Objectives
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 Competencies 6]
5	Articulate, communicate, and present capstone proposal to a review committee [DSW Competencies 1-9]

## VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Course grades will be based on the following five assignments:

Assignment	% of Final Grade	Due Date
<b>Video Presentation Rehearsal + Peer Feedback</b>	10%	Week 7
<b>Competitive Analysis</b>	10%	Tuesday of Residency Week
<b>Slide Deck + Embedded Audio</b>	Credit/No Credit	Thursday before Residency Week
<b>Qualifying Assessment (Oral Presentation/Proposal Defense)</b>	60%	Thursday or Friday of Residency Week
<b>Capstone Design Exercises</b>	20%	Sunday after Residency

Each of the major assignments is described below:

### Video Presentation Rehearsal

Students will create a 5-minute video recording addressing the first three sections of Area 7 in the Capstone Project Standards and Guidelines. Post a link to the recording in the designated assessment area for the assignment. Each student will view and give feedback on at least one other video presentation by week 7.

To record video recording, go to Zoom.us and register for a free account and to record students should:

1. Start a meeting
2. Click the Record button in the Zoom toolbar (bottom of screen)
3. Select Record locally (to your computer) to begin recording without charge.
4. To stop recording, click Pause/Stop Recording or End Meeting. Note: Once the recording has been stopped, it will be processed before viewing.
5. After processing, Zoom will email the recording link to students.

100 points. 10% of total grade.

**Competitive Analysis:** Students will be asked to create a Competitive Analysis as part of Residency 1. The purpose of a Competitive Analysis is to understand (1) who your competitors are in the field; (2) what are the best practices addressing the issue ; and (3) barriers to entry in the marketplace. Students will bring their completed Competitive Analysis Exercise to Residency 1 on Tuesday of Residency week. The competitive analysis will be shared in class and should be uploaded in the designated assessment folder.

100 points. 10% of total grade.

**Slide Deck.** Using the **Lean Canvas** template, students will 1) develop a slide deck for their Oral Qualifying Assessment, 2) embed a 10-minute audio recording of their presentation in the PowerPoint, 3) send the slide deck to the Qualifying Assessment Committee members the Thursday before Residency 1, and 4) upload the slide deck in the designated assessment folder.

It is recommended that students limit the amount of text per slide and develop a slide deck that accurately represents the various components of their capstone project. References should be in APA format.

The slide deck is required for the Qualifying Assessment. Failure to submit a slide deck with the embedded audio by the due date will postpone your Qualifying Assessment presentation.

### **Credit/No Credit**

**Oral Presentation/Defense (Qualifying Assessment).** Students will give a formal presentation of their capstone project. Presentations will be 10 minutes followed by 10 minutes of questions and comments from the Qualifying Assessment Committee Members.

The oral presentation/defense will be evaluated by the Qualifying Assessment Committee composed of 3 faculty members: Capstone 1 (SOWK 710) Instructor, Design Laboratory for Social Innovation 1 (SOWK 711) Instructor, and the Design Laboratory for Social Innovation 2 (SOWK 723) Instructor. The committee members will be using the Capstone Quality Indicators Checklist for Area 7 to assess the oral presentation.

Students will receive immediate verbal feedback from the committee members. However, the final score for the oral defense will be an average of the committee members' scores; this average score will contribute to the student's final grade in SOWK 712.

In cases where the student's original instructor is unavailable, the DSW Program Director will designate an alternate faculty member to serve as a committee member.

60% of total grade.

### **Capstone Design Exercises**

Students will be asked to complete Capstone Design Exercises. The exercises, such as small group assignments/activities, in-class work products individually or in teams, an action plan for the Capstone Project, and reflective writing are designed to expand and enhance the Capstone Project.

Assessment for the exercises is based on the submission of **written reflections, draft letters to prospective funder and participants, and a detailed action plan and timeline.**

100 points. 20% of total grade

Final grades for the course will be determined on the basis of points earned on each assignment.

4-point scale		100-point scale	
3.85–4.00	A	93–100	A
3.60–3.84	A-	90–92	A-
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B-	80–82	B-
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C-

Within the 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 that 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.

**A grade of B+** will be given to work that is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.

**A grade of B** will be given to student work that 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–** will denote 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** would reflect a minimal grasp of the assignment, poor organization of ideas, and/or several significant areas requiring improvement.

**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. INSTRUCTIONAL MATERIALS AND RESOURCES

### Required Textbook and Readings

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

Porter, M.E. (January 2008). The five competitive forces that shape strategy. Harvard Business Review. pp. 24-40. Harvard Business School Publishing

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

### Required APA Style Formatting

APA formatting and style guide. (2009). The OWL at Purdue. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### 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)

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

For 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.

### Course Schedule—Detailed Description

***Please note that due to various reasons, course scheduling may change. Students are asked to be flexible in light of any schedule changes and will be informed as soon as any changes are made.***

#### ***Pre-Residency 1 Online Sessions (Weeks 1, 7, & 12, 5-6:30pm PST)***

Week	Topics	
1	Pre-Residency 1 Schedule <ul style="list-style-type: none"> <li>• Objectives</li> </ul> Residency 1 Experience <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Learning Outcomes</li> <li>• Deliverables</li> <li>• Q &amp; A Session</li> </ul>	1.17.20
7	Capstone Presentation Rehearsal	2.28.20

Week	Topics	
12	Developing Presentation using the Lean Canvas	4.3.20

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**Residency 1 Basic Schedule April 6-10, 2020**  
**Note: Schedule is subject to change**

**Day 1: Monday : Discovery Skill: Questioning + Networking**

- 8:00 am Check-in + Breakfast + Welcome
- 9:30 am Experiential Exercise
- 10:00 am-noon Lecturers
- 12:00 pm Lunch
- 1:00-3:30 pm Experiential Exercise / Workshops
- 4:00 pm Campus Tour

**Day 2: Tuesday - Discovery Skill: Experimenting**

- 8:00 am Breakfast
- 9:00 am – noon Debrief Day 1+ Experiential Exercises/Workshops
- 12:00 pm Lunch
- 1:00-5:00 pm Experiential Exercises / Workshops

**Day 3: Wednesday - Discovery Skill: Experimenting**

- 8:00 am Breakfast
- 9:00 am-noon Debrief Day 2 + Experiential Exercises/Workshops
- 12:00 pm Lunch
- 1:00-5:00 pm Experiential Exercises / Workshops

**Day 4: Thursday - Discovery Skills: Observing + Associating**

- 7:30 am Breakfast
- 8:00 am – noon Presentations
- Noon Lunch
- 1:00-5:00pm Presentations/Experiential Exercises/Workshops

**Day 5: Friday - Discovery Skills: Observing + Associating**

- 7:30 am Breakfast
- 8:00 am–noon Presentations
- Noon Lunch
- 1:00-4:00pm Alumni Panel + Closing Reception





## 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 ([skratz@usc.edu](mailto:skratz@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](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)

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

#### **XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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(Revised August 8, 2019)