

**Social Work 722**

**Implementing Your Capstone and Re-Envisioning Your Career  
“Capstone 2”**

**3 Units**

*Life is either a daring adventure or nothing – Helen Keller*

**Spring 2021**

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for this as well)*

**I. COURSE PREREQUISITES**

Concurrent enrollment in Residency 2 (724) is mandatory for enrollment in this course. Successful completion of the following prerequisite courses is also required: Financial Management for Social Change (707), Application of Implementation Science (713), Data Driven Decision Making in Social Services (721), and Executive Leadership (714).

**II. CATALOGUE DESCRIPTION**

Refine and complete a fully implementable, innovatively designed Grand Challenge Capstone Project. This course is future focused on garnering support, piloting, and launching their Capstone Project.

**III. COURSE DESCRIPTION**

The USC Suzanne Dworak-Peck School of Social Work’s DSW program prepares students to lead large-scale social change. Throughout the DSW program, students have been exposed and trained in the application of design thinking to the Grand Challenges for Social Work. They have developed an innovatively designed Grand Challenge Capstone Project. SOWK 722 is an intensive workshop course that allows students to refine, iterate, and complete their Capstone Project Prototype and final paper.

**IV. COURSE OBJECTIVES**

Objective	Course Objectives
1	Provide an opportunity for career launch or relaunch through role explorations in different types of public, not-for-profit, and private contexts.
2	Network and build connections with professional colleagues at the national, state, and local levels who are relevant to furthering students’ Capstone Projects.
3	Create a forward-thinking strategy for the growth and implementation of their Capstone Project.
4	Prepare students to complete and present their Capstone Project Oral Defense and Prototype designed to address a selected Grand Challenge.

**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 722 instructor co-creates this type of learning environment with students and designs opportunities for them to learn from one another. Each week students are expected to familiarize themselves with resources 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 722 will help students practice and refine skills they have learned in the previous five semesters and learn new skills as they further develop their Capstone Project to serve as an immediately implementation-ready endeavor. Further, this course is preparation for moving forward with the project postgraduation, so networking, advocacy, and planning will be central activities. During their final semester students will demonstrate the following competencies:

Objective Number	Objectives
1	Frame career objectives and strategies [DSW #1–9]
2	Develop essential connections in the field for career and project objectives [DSW #1–9]
3	Identify and assess potential project funding sources [DSW #1–9]
4	Synthesize two years of thinking and creativity about a Grand Challenge for Social Work into a project that can serve as the basis for a career leading social change [DSW #1, 3, 5, 8, 10]

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

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Design Template</b>	<b>Week 2</b>	<b>15%</b>
<b>Assignment 2: Prototype</b>	<b>Week 7</b>	<b>15%</b>
<b>Assignment 3: Capstone Project Final Paper + (Final) Prototype</b>	<b>Week 10</b>	<b>60%</b>
<b>Assignment 4: Innovation Portfolio</b>	<b>Weeks 3–11</b>	<b>10%</b>

Assignments are due by Friday, 6pm PST on the indicated week.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion.

**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 (7th ed.) format. All sentences must be written in the student’s own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Assignments should be carefully proofed for spelling and grammar.

**Each of the major assignments is described below:**

**Assignment 1: Design Template**

The Design Template is a tool from the students’ social innovation lab courses. This version should be an updated template based on where students are in their design process. The Design Template is available in the course toolbox.

**Due: Week 2, Friday, January 22, 2020 by 6pm PST**

**Assignment 2: Prototype**

Students will create a working Prototype as relevant to their Capstone Project/Innovation. They will present their Prototype methodology and approach in the live session for Week 8 in the course. Also, they will document their Prototype with a two-page progress note of their process. While each process may be different, the two-page overview should include:

- Description of Innovation
- Purpose of Prototype
- Description of Prototype methodology
- Results
- How will your Prototype impact implementation of the project?

**Due: Week 7, Friday, February 26, 2020 by 6pm PST**

**Assignment 3: Capstone Project Paper + Prototype**

Students will submit their Capstone Project Paper including the Executive Summary, Conceptual Framework, Problems of Practice and Solution(s)/Innovation(s), Project Structure, Methodology, and Action Components, and Conclusions, Actions, and Implications. Consult the Capstone Project Standards and Guidelines (available to download under Course Documents) and for the Capstone Assessment's Capstone Quality Indicators Checklist. Final drafts should not be more than 30 pages, not including title page, references, or other attachments (double-spaced and written in APA format).

Students will also submit their final Prototype to date. Students should confirm with instructor on the form of the Prototype to be submitted.

**I. Executive Summary**

- 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 it represents within a larger conceptual framework.
- c. Contextualize the specific problem(s) or issue(s) your project addresses within a field of policy or practice.
- d. Emphasize how the overarching methodology and methodological tools address the project's aims.
- e. Identify aims for project implementation and future action steps.
- f. Summarize how your project represents an innovative step forward that has potential implications beyond a narrow local context.

**II. Conceptual Framework**

- a. Present a clear statement of the problem 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 topic 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(s)/Innovation(s)**

- a. Describe your proposed solution/innovation.
- 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 (if applicable) and/or your theory-of-change model presented in your Conceptual Framework.
- g. Assess your proposed project's overall likelihood of success.

**IV. Project Structure, Methodology, and Action Components**

- a. Present an appropriate project inquiry format (Prototype) to address the identified problem (e.g., program development, organizational development, intervention design, policy change strategy, technological or data use innovation).
- b. Include a meaningful analysis of the market for the proposed project/innovation relative to alternative options.
- c. Describe the project's methods for project implementation, including analysis of obstacles, alternative pathways, and leadership strategies.
- d. Explain the project's financial plans and implementation strategy.
- e. Describe the project's methods for assessment of impact.
- f. Describe the project's plan for relevant stakeholder involvement that does not leave out essential constituencies.

- g. Describe the project’s communications products and strategies that are likely to have a strong positive impact on relevant audiences.
- h. Explain how the Capstone components, as a collection, address the stated problem(s) of practice.
- i. Explain how your project has carefully considered ethical concerns and possible negative consequences.

**V. Conclusions, Actions, and Implications**

- a. Explain how the project aims to inform potential future decisions and actions.
- b. Contextualize project conclusions within a field of practice
- c. Describe the implications of the project innovation for practice and further action.
- d. Acknowledge any limitations and risks (e.g., ethical, legal, and/or financial) and provide recommendations for future work.
- e. Propose how the Capstone Project (Prototype) can be immediately shared with relevant practitioners and/or external constituencies.
- f. Provide a concrete plan for advancing next steps.

**Due:** Week 10, Friday, March 19, 2020 by 6pm PST

**Assignment 4: Innovation Portfolio**

Students will create a digital innovation portfolio on LinkedIn and the Dworak-Peck Connect platforms. To do this, students will have to create a LinkedIn and Dworak-Peck Connect Account, if they don’t already have one.

They should go to their “Profile” section

Go to “About.”

There will be a small editing tool in the right-hand corner. Click that.

After entering your summary, you can choose to “upload” or “link” any number of file types or links to any page.

Students should add a minimum of:

- One-page “Innovation Resume” that focuses on innovation expertise and experience
- Description of their Innovation
- Infographic or description of their Grand Challenge
- Capstone Project Pitch Deck
- “TED”-like talk
- Significant paper on their Capstone Project

**Due:** Weeks 3–11, Final Portfolio should be posted on LinkedIn and Dworak-Peck Connect by Friday, April 2, 2020 by 6pm PST

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A–	90–92	A–
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+

Class Grades		Final Grade	
1.90–2.24	C	73–76	C
		70–72	C–

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

#### VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

##### Required Readings

Dyer, J., Furr, N., & Lefrandt, C. (2019). *Innovation capital: How to compete—and win—like the world's most innovative leaders*. Boston, MA: Harvard Business Review Press.

##### Optional Readings

SOWK 722 is a good time for students to examine their development as writers and make professional development goals. Program faculty recommend the following books and articles to guide students' development as writers.

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

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](https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991042680924603731&context=L&vid=01USC_INST:01USC&search_scope=MyInst_and_CI&tab=Everything&lang=en)

*Zen in the Art of Writing*—Ray Bradbury

*Why Write? A Master Class on the Art of Writing and Why It Matters*—Mark Edmundson

*Writing Down the Bones*—Natalie Goldberg

*Bird by Bird: Some Instructions on Writing and Life*—Anne Lamott

"Politics and the English Language"—George Orwell at

[http://www.orwell.ru/library/essays/politics/english/e\\_polit](http://www.orwell.ru/library/essays/politics/english/e_polit)

*The Elements of Style*—William Strunk and E. B. White

*On Writing Well*—William Zinsser

##### 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 <https://sjacs.usc.edu/students/academic-integrity/>

### Suggested Websites

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

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course. Specific readings will be assigned to each student related to personal career goals and specific innovation project.

### Recommended Readings

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

Case, S. (2016). *The third wave: The entrepreneur's vision of the future*. New York, NY: Simon & Schuster.

Course Overview

Unit	Topics	Assignments
1	Introduction to the Course Objectives and Expectations Organization of Class Groups Review of Problem Statement	
2	Capstone Design Template	Assignment 1 DUE
3	Innovator Identity Review of Capstone Projects Capstone Vision	
4	Innovation Capital: How to Further Your Innovation	
5	Metrics and Benchmarks of Success How Do You Know It Works? Social Impact	
6	Identifying Challenges Improvement Alternative Strategies	
7	Prototyping Documentation of Progress	Assignment 2 DUE
8	Advisory Meetings (No Live Session)	
9	Advisory Meetings (No Live Session)	
10	Pitching Your Innovation Public Speaking Visual Aids Pitch and Slide Decks	Assignment 3 DUE
11	Advocacy Building Support Macro Social Work Practice	
12	Innovation Networks Innovation Portfolios Personal Impression Amplifiers Idea Impression Amplifiers	Assignment 4 DUE



Unit	Topics	Assignments
13	Instructor's Choice- See instructor for directions	
14	Residency 2 Experience	
15	Final Capstone Paper and Prototype Revisions Learning Experience Evaluation	
<b>STUDY DAYS / NO CLASSES</b>		

### Recommended Course Schedule

#### Overview

Most of the SOWK 722 online sessions will be class and small-group discussions based on prompts and peer feedback. Below is an example of how the instructor and students co-create a productive session:

- **First 15 minutes**—Group reflection on concepts/frameworks learned and relevance to Capstone Project and questions answered by instructor.
- **Next 45–60 minutes**—Students participate in peer-review activities and exercises that focus on a specific aspect of their Capstone Project. For peer feedback sessions, the instructor will assign each student to a small group of two to three students.
  - o For example, group members will share design templates with one another via Google Docs no later than 11:59 p.m. PST on the date prior to the scheduled live session. Group members are asked to make comments and edits on one another's draft via Google Docs.
  - o Each group member receives feedback in small-group discussions.
- **Last 45–60 minutes**—Group reflection on feedback received and principles learned from the session as well as questions answered by instructor. Instructor reviews principles and answers questions about the following week's prompt and/or program tool(s).

The following sections describe recommended discussion prompts to be explored in each week's session. Instructors may change the prompts at their discretion.

#### Unit 1: Introduction to the Course

In addition to reviewing the syllabus and course goals, this week includes an exercise in reviewing students' existing problem statement as well as giving and receiving feedback. Good feedback should be constructive, specific, kind, justified, and relevant. Feedback includes three elements:

- \* Acknowledgment of what was good and why.
- \* Observations on areas of improvement. Explain what was missing.
- \* Encouraging conclusion, focusing on potential improvements.

#### Discussion Prompts

What social problem will your innovation address? Explain the significance of your problem drawing upon a selected Grand Challenge for Social Work.

### Capstone Quality Indicators

A clear statement of the problem is presented within the context of at least one Grand Challenge for Social Work, with important and relevant concepts defined.

The problem is socially significant, is important to real people, and has applied implications.

### Resource Tool Box

“Ethics and Human Subjects Research in the DSW” document

“Capstone Project Standards and Guidelines” document

Resources available at <https://dornsife.usc.edu/writingcenter/>

Parra Quick Guide in general—students should review resources available to them

Parra Quick Guide: “The Revision Process”

“Dealing With Criticism”: Gregg Walker, University of Oregon <https://oregonstate.edu/instruct/comm440-540/criticism.htm>

“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/>

Writing Center “Structure and Organization” <https://dornsife.usc.edu/writingcenter/handouts/>

“Outlining an Academic Paper” <https://academicguides.waldenu.edu/writingcenter/writingprocess/outlining>

## Unit 2: Capstone Design Template

Assignment 1 Due, Friday, January 22, 2020 by 6 p.m. PST

### Discussion Prompts

What is currently being done about your problem within the field of social work and other disciplines? How is your Capstone Project different? What makes it unique?

### Capstone Quality Indicator

The project demonstrates 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.

### Resource Tool Box

Political, Economic, and Project Readiness

Parra Quick Guide: “APA Section Heading Outline”

Writing Center: “Working With Sources” <https://dornsife.usc.edu/writingcenter/handouts/>

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

## Unit 3: Capstone Vision: Theory of Change

### Discussion Prompts

Describe your Capstone Project. What is your Capstone Project’s vision and how is it accomplished through your theory of change?

### 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 for Social Work areas.

**Resources:** Theory of change model and/or logic model

**Required Reading**

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

**Resource Tool Box**

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

Writing Center: Working With Sources <https://dornsife.usc.edu/writingcenter/handouts/>

Evidence: <https://writingcenter.unc.edu/tips-and-tools/evidence/>

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

How to Introduce Evidence and Examples: 41 Effective Phrases <https://wordvice.com/introductory-phrases-for-evidence-examples-research-writing/>

Parra Quick Guide: Using Articles

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

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)

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

Commas: Quick Rules [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](https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/punctuation/quotation_marks_and_apostrophes.html)

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

## Unit 4: Innovation Capital

**Discussion Prompt**

What types of innovation capital do you currently have?

**Capstone Quality Indicators**

The project represents an innovative step forward that has potential implications beyond just a narrow local context.

Details of financial plans and staging are appropriate, complete, well described, and realistic for the project.

The Capstone Project includes a well-considered plan for relevant stakeholder involvement that does not leave out essential constituencies.

**Resources**

Innovation capital model

**Required Reading**

Dyer, J., Furr, N., & Lefrandt, C. (2019). *Innovation capital: How to compete—and win—like the world’s most innovative leaders*. Boston, MA: Harvard Business Review Press.

Chapter 1: Innovation capital: The capacity to win resources to innovate

## Unit 5: Prototyping

### Discussion Prompts

What is an example of your Prototype? How was your Prototype received?

### Capstone Quality Indicator

The Capstone Project (Prototype) is ready to be shared with relevant practitioners and/or external constituencies.

An appropriate project inquiry format (Prototype) has been presented to address the identified problem (e.g., program development; organizational development; intervention design; policy change strategy; technological or data use innovation).

### Resources

Learning Guide

### Resource Tool Box

Design for Growth PMA

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

Parra Quick Guide: APA Citation Quick Guide

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

How to Introduce Evidence and Examples: 41 Effective Phrases <https://wordvice.com/introductory-phrases-for-evidence-examples-research-writing/>

## Unit 6: Metrics and Benchmarks

### Discussion Prompts

What kind of evidence will show that your innovation is successful? How will you articulate your findings?

### Capstone Quality Indicator

Methods for assessment of project impact are identified, well described, and appropriate for the planned project.

### Resources

Objectives and key results

### Required Reading

<https://www.povertyactionlab.org/sites/default/files/2014.04.24-RCT-SSIR.pdf>

### Resource Tool Box

Measure What Matters <https://www.whatmatters.com/>

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

Writing Center: Working With Sources <https://dornsife.usc.edu/writingcenter/handouts/>

Evidence <https://writingcenter.unc.edu/tips-and-tools/evidence/>

## Unit 7: Alternative Strategies

**Assignment 2 Due, Friday, February 26, 2020 by 6 p.m. PST**

### Discussion Prompts

What are the biggest challenges to your innovation? How will you handle them? What is your Plan B?

### Capstone Quality Indicator

Methods for project implementation, including analysis of obstacles, alternative pathways, and leadership strategies, are well described.

### Resources

Design Template

### Resource Tool Box

Parra Quick Guide: "Critical Analysis and Application of Theory"

Writing Center: "Discovering Ideas and Developing an Argument"

<https://dornsife.usc.edu/writingcenter/handouts/>

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

"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)

"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)

## Unit 8: Advisory Meetings

### Schedule Advisory Session With Instructor

The Capstone 2 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 722 incorporates at least one mandatory advisory session between instructor and student before the scheduled week in Residency 2. Students must develop an agenda for the meeting.

### Required Reading

Dyer, J., Furr, N., & Lefrandt, C. (2019). *Innovation capital: How to compete—and win—like the world's most innovative leaders*. Boston, MA: Harvard Business Review Press.

Chapter 8: Innovation capital as a source for organizational competitive advantage

## Unit 9: Advisory Session

### Schedule Advisory Session With Instructor

The Capstone 2 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 722 incorporates at least one mandatory advisory session between instructor and student before the scheduled week in Residency 2. Students must develop an agenda for the meeting.

### Required Reading

Dyer, J., Furr, N., & Lefrandt, C. (2019). *Innovation capital: How to compete—and win—like the world's most innovative leaders*. Boston, MA: Harvard Business Review Press.

Chapter 8: Innovation capital as a source for organizational competitive advantage

## Unit 10: Presentation Skills

Assignment 3 Due, Friday, March 19, 2020 by 6 p.m. PST

### Discussion Prompt

What are the essential elements of make a great presentation?

### Capstone Quality Indicator

Clearly communicated Capstone Project/Innovation.

Aligned information with presentation objectives.

In Capstone 1, students were asked to propose their capstone in a “Fast Pitch” (a 2-minute presentation). In Capstone 2, students will be asked to “Fast Pitch” again—this time as if they are pitching to funders. They will have **3 minutes** to provide an overview of their innovation, their strategy for implementation, their financial model, and their ask. This will occur during this week’s live session.

### View

[https://www.ted.com/playlists/574/how\\_to\\_make\\_a\\_great\\_presentation](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](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action/transcript?referrer=playlist-how_to_make_a_great_presentation)

## Unit 11: Macro Social Work Practice

### Discussion Prompts

How does your innovation further macro social work practice? How is your Capstone an example of social work leadership? How does it further social work practice and perspectives?

### Capstone Quality Indicator

The solution(s) / innovation(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.

### Required Reading

Dyer, J., Furr, N., & Lefrandt, C. (2019). *Innovation capital: How to compete—and win—like the world’s most innovative leaders*. Boston, MA: Harvard Business Review Press.

Chapter 5: Personal impression amplifiers

Chapter 6: Idea impression amplifiers

### Resource Tool Box

Network for Social Work Management <https://socialworkmanager.org/>

Association on Community Organization and Social Administration (ACOSA)

<https://acosa.clubexpress.com/content.aspx?sl=1342723147>

Parra Quick Guide “Critical Analysis and Application of Theory”

Writing Center “Discovering Ideas and Developing an Argument”

<https://dornsife.usc.edu/writingcenter/handouts/>

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

“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)

“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)

## Unit 12: Innovation Networks

Assignment 4 Due, Friday, April 2, 2020 by 6 p.m. PST

### Discussion Prompts

How do you build an innovation network? How do you get the word out and build support for your innovation?

### Capstone Quality Indicator

The Capstone Project reflects careful consideration of opportunities for innovation.

### Resources

Implementation Outline, Gantt Chart, Lean Canvas

### Required Reading

Dyer, J., Furr, N., & Lefrandt, C. (2019). *Innovation capital: How to compete—and win—like the world’s most innovative leaders*. Boston, MA: Harvard Business Review Press.

Chapter 2 : Who you are

Chapter 3 : Who you know

Chapter 4 : What you are known for

### Resource Tool Box

Writing Center: Style and Proofreading <https://dornsife.usc.edu/writingcenter/handouts/>

*Choose the Right Word*—S. I. Hayakawa

Choosing the Right Word in the Thesaurus <https://www.merriam-webster.com/help/explanatory-notes/thes-choosing-right-word>

## Unit 13: “Instructor’s Choice”

This is a unique course and each section will find a different rhythm. Instructors will use this week to address the distinctive needs of your individual section.

## Unit 14: Residency 2 Experience

RESIDENCY 2 EXPERIENCE: SEE SOWK 724 FOR DETAILS

## Unit 15: Addressing Project Improvements

### Required Reading

Dyer, J., Furr, N., & Lefrandt, C. (2019). *Innovation capital: How to compete—and win—like the world’s most innovative leaders*. Boston, MA: Harvard Business Review Press.

Chapter 7: The virtuous cycle of innovation leadership

Chapter 8: Innovation capital as a source for organizational competitive advantage

Students will complete Learning Experience Evaluations online during the first 15 minutes of the scheduled live session. The instructor will share the next steps with regard to DSW Capstone and Prototype revisions after feedback is provided.



## University Policies and Guidelines

### I. 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 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.

### II. 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>.

### III. 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)

#### **IV. 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.

#### **V. 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.”

#### **VI. 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.

#### **VII. 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.

#### **VIII. 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 program, 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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