

USC Suzanne Dworak-Peck

School of Social Work

SOWK 724: Residency II 3 Units

SPRING 2021, COHORT 9
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Office hours zoom/telephone: Thursdays, 11am PST (must make appointment), and by appointment at other times as arranged between Dr Kratz and student

Meeting Schedule

Online Sessions:

Friday, January 15, 2021, 5pm-6:30pm PST

Friday, February 12, 2021, 5pm-6:30pm PST

Friday, April 2, 2021, 6pm-7pm PST

Residency II: Week 14- April 12-14, 2021

Presentation Days: April 8, 9, 15 and 16

I. COURSE PREREQUISITES

Concurrent enrollment in Capstone 2 (SOWK 722) 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). Students should also have advanced significantly on their final Capstone Project and be ready to present at the culmination of the residency.

II. CATALOGUE DESCRIPTION

A three-day residency in the sixth semester of the DSW program designed for forward looking, continued development of innovation skills, and presenting their final Capstone and Prototype. Four online prep sessions are included in the residency experience to be determined by the instructor.

III. COURSE DESCRIPTION

This course is intended to provide students with a three-day residency experience during the sixth semester of the DSW program. Residency II will provide students, faculty, and other stakeholders with the opportunity for an in-person presentation of students' Capstone Projects. During Residency II students will showcase their Capstone Project. The residency is forward-looking for their project and will center around the skills of articulation, networking, advocacy, and sustainability. They will exhibit their solutions to social work Grand Challenges through exercises, speaking engagements, workshops, and key informant meetings. Students will share their ideas, engaging possible funders, innovators, policy makers, and stakeholders. To accomplish this, students will be reexamining and deepening their understanding of the first five 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 their Capstone Project to their Capstone Assessment Committee.

The key elements of the residency include:

- Learning and practice of the Innovator's Solution to further their projects.
- Engage in group discussions related to furthering their Capstone Project and impact to macro social work.

- Networking with peers and leaders in the field, social change makers, innovators, and others to enable progress in the important cause of innovation.

IV. COURSE OBJECTIVES

During Residency II, students’ skills will move from their ability to understand relationships, contextualize the material, and contribute to the knowledge base to actually building their ideas out in real-world circumstances. They will demonstrate their emergent positions of leadership in the Grand Challenge areas on which their Capstone Projects focus. Through their residency experience, students will demonstrate the following:

1. Appraise innovative processes as they exist within their Grand Challenge area and assignments in the DSW program to date.
2. Synthesize the content of their previous DSW coursework as it relates to their Capstone Project, drawing deeper understanding of their past curriculum.
3. Advocate for their Capstone Project within their Grand Challenge area through an advocacy visit, either individual or group based (as applicable).
4. Prepare and produce a formal presentation of their Capstone Project and present their most current Prototype.

V. COURSE FORMAT/INSTRUCTIONAL METHODS

The course format will consist of multi-perspective workshops and will rely on collaboration within curated experiences, such as formal presentations and panel discussions. 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 participate in residency and be prepared to discuss current knowledge areas, their peers’ projects, and the progress of their own work. Each day, students will be asked to reflect on their work through a variety of methods in terms of their progress, experience, impact, and leadership.

VI. STUDENT LEARNING OUTCOMES

The Residency 2 experience will help students practice and refine skills they have learned in the previous five semesters and learn new skills as they further develop as social work leaders. In particular, over the sixth semester students will exhibit the following competencies:

Objective Number	Objectives
1	Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions. [DSW 1, 3]
2	Accurately map the organizational and policy environment affecting options for social change. [DSW 1, 7]
3	Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences. [DSW 2, 9]
4	Articulate, communicate, and present their full Capstone Project to a review committee of DSW faculty. [DSW 1-9]

VII. COURSE ASSIGNMENTS AND GRADING

Course grades will be based on the following four areas: facilitation, inspiration, innovation, and knowledge.

Assessments (Assignments)	% of Final Grade	Due Date
Presentation Rehearsal - Peer Feedback	10%	Unit 11 (Due by 6pm PST Class Day)
Advocacy Experience and Materials	10%	Tuesday, Residency Week
Capstone Presentation (Including Slide Deck) and Prototype	60%	Day of Presentation
Meaningful Class Participation and Experiential Exercises	20%	Ongoing

Presentation Rehearsal. Students will record their presentation using Zoom and upload their video (mp4) to the course wall. Students will view at least one other presentation and comment thoughtfully by Unit 11.

In order to record the presentation locally, to your computer, go to Zoom. In order to record, students should:

1. Start a meeting
2. Click the Record button in the Zoom toolbar (bottom of screen)
3. Select Record to the Cloud to begin recording.
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 e-mail the recording link to students.

Advocacy Experience and Materials. Students will present to a public official's office or other stakeholder relevant to their Grand Challenge area and/or innovation focus of their Capstone Project. Advocacy appointments must be supplemented with written materials to leave with the office. Materials should include (but are not limited to) a one-page infographic of the Grand Challenge issue and a one-page call to action. Students will inform their Capstone 2 (SOWK 722) and Residency II (SOWK 724) instructor as to whom they will be meeting with and why. Students will also provide their Residency II instructor with a copy of the materials/packet.

Capstone Presentation (Including Slide Deck and Prototype). Students will give a formal presentation of their Capstone Project. Presentations will be 20-minutes long followed by questions and comments from the review panel. **Prototype.** Students will include their Capstone Prototype as outlined by the Capstone Project Standards and Guidelines (See Toolbox A.4). Evidence of their Capstone Prototype must be included in their presentation. The Prototype must also demonstrate that it is implementation ready. 60% of total grade.

Meaningful Class Participation. Daily, during the residency, students will be asked to actively engage in class exercises. Exercises are developed to increase creativity, critical thinking, and challenge current ways of "knowing and doing." Students should be open to new learning modalities and pedagogies of learning. Active engagement means coming to class prepared (having read assigned readings), contributing to the development of a positive learning environment, and demonstrating their perspectives through meaningful participation. Meaningful participation is dependent on attendance and completion of exercises at a minimum of 85%.

NOTE: Students who are late, leave early, or miss a day will have 5% deducted from their TOTAL GRADE .

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 that also shows 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. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbook and Readings

Christensen, C., & Raynor, M. (2013). *The innovator’s solution: Creating and sustaining successful growth*. Boston, MA: Harvard Business Review Press.

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

Suggested Websites

The American Accounting Association: www.aaahq.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: www.wallacefoundation.org
The Nonprofit Quarterly: www.npgmag.org
Public Risk Management Association: 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 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. 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

Course scheduling is subject to 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 II Online Sessions (Weeks 1, 5, and 12)

Unit	Topics
1	Pre-Residency Session 1 (LIVE SESSION) Group Session- Full Cohort Residency Overview and Expectations Friday, January 15, 2021, 5pm-6:30pm PST <i>You will be given your full residency schedule, design exercises and assignments at this session.</i>
5	Pre-Residency Session 2 (LIVE SESSION) Group Session – Full Cohorts 9 and 12 Design Justice Workshop Friday, February 12, 2021, 5pm-6:30pm PST
12	Pre-Residency Session 3 (LIVE SESSION) Group Session- Full Cohort Shape.Space Workshop Friday, April 2, 2021, 6pm-7pm PST
14	Residency II Experience Monday, April 12, 2021 to Wednesday, April 14, 2021

UNIT 14: Day 1. Monday: Trends in Innovation

- Welcome
- Innovation workshop
- Wellness Break
- Social Innovation Lab

Required Readings

Christensen, C., & Raynor, M. (2013). *The innovator's solution: Creating and sustaining successful growth*. Boston, MA: Harvard Business Review Press.

Chapter 1: The growth imperative

Chapter 2: How can we beat our most powerful competitors?

Chapter 3: What products will customers want to buy?

Chapter 4: Who are the best customers for our products?

UNIT 14: Day 2. Tuesday: Advocacy

- Morning (independent) advocacy appointments with public officials and/or stakeholders related to Grand Challenge areas or innovation areas. *Please note: there is no in-person session this morning. We expect you will use the time for your advocacy meetings.*
- Wellness Break
- Advocacy roundtable

- Grand Challenge Area Fast Pitch

Required Readings

Christensen, C., & Raynor, M. (2013). *The innovator's solution: Creating and sustaining successful growth*. Boston, MA: Harvard Business Review Press.

Chapter 10: The role of senior executives in leading new growth

<https://www.brookings.edu/blog/techtank/2015/01/28/how-the-federal-government-fosters-innovation/>

UNIT 14: Day 3. Wednesday: Social Enterprise

- Grand Challenge Salons
- Consultation Workshop
- Wellness Panel
- Innovation Trend and Futurists Panel
- Futurist Course

Required Readings

Christensen, C., & Raynor, M. (2013). *The innovator's solution: Creating and sustaining successful growth*. Boston, MA: Harvard Business Review Press.

Chapter 5: Getting the scope of business right

Chapter 8: Managing the strategy development process

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.

Statement on Academic Conduct and Support Systems

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" 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, policy.usc.edu/scientific-misconduct.

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symphlicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/note takers/interpreters, special accommodations for test-taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dsp.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dsp.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

II. 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.

III. 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."

IV. 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.

V. 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.

VI. 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.

VII. 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.

VIII. 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.

IX. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

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

Don't procrastinate or postpone working on assignments.
