

USC Suzanne Dworak-Peck

School of Social Work

Social Work 720

Section 67728

Communication and Influence for Social Good

Summer 2021

(12 week semester)

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Office Hours	By appointment/before and after class
Course Day(s)	Wednesday
Course Time(s)	5p-7p
Course Location(s)	VAC

Course Pre-requisites, Co-requisites, and Concurrent Enrollment

SOWK 704 and SOWK 705

Catalogue Description

This course explores how communication, messaging strategies, and information technology, such as short form videos, mobile apps, social media, snap chat, and more, can be used to craft messaging to influence and persuade decision-makers, members of social groups, campaigns, and/or members of the public to address the Grand Challenges in the interests of the social good

Course Description

Doctoral students will develop the skills necessary for understanding and developing specific strategies that leverage information technology for social good by using information and message appeals in such a way as to influence and persuade public opinion and public policy to support and further their innovation, Capstone project, and broader progress in the Grand Challenges. Doctoral students will ultimately develop a deep understanding of how well-targeted communication innovations can transform public and private systems so that they are more responsive to client, community, and practitioner needs while efficiently reaching public, business, agency, and government goals. Doctoral students will be exposed to a variety of information technology based upon innovations and communication choices across multiple social issues, sectors, and countries. Doctoral students will learn and apply principles of compliance, speaking to be heard, how message strategies are designed and employed to persuade and influence targeted samples of individuals, and how “disruptive innovation” can be used to address social issues.

Overall, doctoral students will develop capabilities to analyze, communicate, and be effective participants in the use, design, and evaluation of communication, influence, and persuasion messaging for multiple stakeholders.

Course Objectives

1.	Learn about effective and commonly used persuasion theories; including knowledge of the elements and how theories of persuasion function within persuasive campaigns; applying persuasion using a variety of channels; evaluate when and how others are applying persuasive techniques; Analyze the ways in which a given persuasive scenario targets a specific segment of the population. [DSW #1, 3, 4, 5, 7]
2.	Learn how to use compliance principles in a wide variety of contexts and in campaigns. [DSW #1, 2, 3, 4, 5, 6, 7, 9]
3.	Learn how to improve on public speaking and “presence” in order to capture audience’s attention, maintain it and persuade viewers. [DSW #1, 2, 3, 4, 5, 6, 7, 9]
4.	Design new innovative campaigns for social good. [DSW #1, 2, 3, 4, 5, 6, 7, 9]
5.	Enhance analytic thinking regarding the reasons why some message strategies succeed while others fail. [DSW #1, 2, 3, 4, 5, 6, 7, 9]

Course Format / Instructional Methods

This course will use a student-centered learning approach that is both didactic and interactive. Case vignettes, video clips, short form videos, and class exercises will accompany lectures and assigned reading. Application to doctoral students’ Grand Challenge projects will be expected.

Professional standards and confidentiality: Students are expected to adhere to all the core principles contained in the NASW Code of Ethics and are cautioned to use their professional judgment in protecting the confidentiality of clients in class discussions.

Student Learning Outcomes

The following lists ten program competencies or student learning outcome objectives, which are the basis of the student learning outcomes in the DSW program: ** Highlighted in this course.*

1. *Confront, evaluate, and use large ideas grounded in the Grand Challenges for Social Work as defined by the American Academy of Social Work and Social Welfare (AASWSW).
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.
3. *Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.

4. *Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions.
5. *Effectively lead others in future efforts to brainstorm, refine, and implement forward-thinking solutions to complex social problems across organizational boundaries.
6. Accurately map the organizational and policy environment affecting options for social change.
7. Use logic models to carefully plan for and maximize impact with proposed interventions.
8. Organize financial and program data for decision-making, communication, and evaluation to improve program and policy outcomes in human service organizations.
9. *Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences.
10. *Create positive social impact in complex systems and at scale.

See **Appendix A** for the competencies and dimensions of competence highlighted in this course.

Course Assignments, Due Dates, and Grading

Each of the major assignments is described below:

Assignment Overview

1.	Grand Challenge Short Form Video	20%	Due week 5
2.	Grand Challenge Campaign Paper	40%	Due week 8
3.	Innovative Ideas live in class Talk	20%	Due weeks 8-10
4.	Short Form Marketing Video	20%	Due week 12

Course Assignments:

1. Grand Challenge Short Form Video (20%) Due week five

We live in a world of “emotional short form video”. Any number of social causes/issues and non-profit organizations will feature persuasive short videos about: “Our Story,” “Reducing Stress,” “Bike Ride,” etc. presenting highlights of successful projects completed during the year or during holidays. We see examples of these messages in marketing & advertising daily.

This short form video (SFV) assignment builds upon coursework from units one through five (speaking to be heard and to influence). Most short-form videos are **two to four** minutes long. **For this assignment, two minutes is recommended (do not exceed four minutes). This SFV is to be your original work. It is ok to integrate stock video and images, but your signature input has to be evident; either a cameo appearance or your voice narrating.** The organization needs

to be easy to follow, like “problem-solution,” or “chronologically ordered.” Most successful SFV’s are cast in a positive, up-beat style with sympathy/empathy communicated for victims/survivors and a clear focus on successfully overcoming a problem. Inspirational messages are often the one’s most liked and more often forwarded to others. Please upload your link to the course wall. The professor and class members will critique & provide feedback. **A video of you sitting at your desk or standing for the duration is not acceptable.**

2. Grand Challenges Campaign Paper (40%) **Due week eight**

Part I: Doctoral students will write a review of a campaign or a movement of choice related to one’s Grand Challenge or Innovation. There are many options relating to equality, freedom, racial justice, food justice, human trafficking etc., or a health or safety issue, for example: smoking, obesity, breast cancer, heart disease, etc. Examples of campaigns focusing on the Grand Challenges include human trafficking (UN Blue Heart, ENDIT in the USA), partner control and violence (“loveisrespect,” No More, Joyful Heart), “stroke awareness,” “heart truth,” “Truth” (tobacco control), Bullying, Cyber-bullying, “the Meth Project,” “Foster Care Adoptions” etc. Also, look at the 100+ campaigns housed within the Ad Council. If possible, select a campaign that has won awards. Award winning campaigns are listed in Effie.org (for Effective Campaigns), or in the WARC database. There is usually more material written on Award winning campaigns than other campaigns. Many campaigns (even corporate ones) appeal to values, like “Save a Child by 5,” and P&G’s projects on fighting labels and working toward equality.

Outline for Part I:

I.	An introduction, statement of the problem, reason for the campaign;
II.	How the campaign was conceived and researched (we call this ‘formative’ research) and elements selected—using what media, targeting what audience, what emotions, how were messages designed, etc.
III.	How the campaign was launched, how it was assessed, and what were outcomes;
IV.	Conclusion: what worked, what did not work, what is proposed as next step.

Part II: is intended for the doctoral student to design a campaign to market, advertise, disseminate, educate, and inform mass audiences about your grand challenge initiative and/or innovation. **This is your communication plan/strategy and informs your final capstone paper.**

Outline for Part II:

I.	Why is your campaign needed;
II.	Description of your campaign;
III.	What do you know about the target group (your receivers; beneficiaries)?
IV.	How is your campaign different from your researched campaign;
V.	For your new campaign: a) What is the message(s) and appeal (logic, emotional; which emotions)? b) Who are the speakers or sources (celebrities, average people, experts, etc.); c) Which channels/media are used (TV, social media, radio, internet, direct mail? etc.).

VI.	Description of your campaign strategy?
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Grading for this assignment is influenced by:

(a)	Quality and organization of writing (clarity, concise writing) (33%);
(b)	Reasonable comprehension of details about the need, designed message strategy, including message appeals and source characteristics) (33%); and
(c)	A clear, brief exposition of the outcomes; why was or wasn't the researched campaign successful; and, why could the proposed campaign be successful on one or more group of receivers; relatedness to student's Grand Challenge (33%).

The paper is to be no less than eight full pages to ten pages of text in length; APA-format 12-point New Times Roman font. The first page is a cover page, last page or section is the works cited page; add a header and page numbers. Minimum of eight-10 sources cited.

3. Innovative Ideas Live In-Class Talk (20%)

These innovative ideas live in-class talk could be a professional sales pitch or infomercial delivered in class. Your Talk should last **5 to 6** minutes and follow the self-presentational and public speaking principles discussed in class, in the readings, and discussed in the review of previous talks. Doctoral students are encouraged to provide detailed and constructive feedback to one another following each Talk. Everyone in the class is a member of a learning community of social change agents committed to the greater good and is expected to be helpful, give advice, share materials, and insights. Classmates are your future friends, colleagues, and collaborators (and sometimes your future employers). *View: How to look your best for online meetings & recording <https://youtu.be/ACNGhPKnmok> **Due weeks 8-10**

Live in-class Talk will be graded on the following performance points:

1. (25%) 60% to 90% direct eye contact with audience
2. (10%) Toggle effectively between notes and audience
3. (10%) Lighting allows face to be clear
4. (10%) Face fully in camera frame
5. (10%) Talk within time parameters
6. (35%) Content clearly communicated

4. Short Form Marketing Video (20%)

Due week twelve

This final original short form video –two minutes recommended (do not exceed four minutes) - will be recorded and uploaded as your final product for public relations or marketing of you and/or your ideas. This SFV is intended for you to communicate your ideas succinctly to mass audiences. This message is intended to be viewed by a much larger and diverse audience and may be placed on your website, LinkedIn, or You Tube. **This marketing/PR SFV is to be your original work. As with your first SFV, it is ok to integrate stock video and images, but your signature input**

has to be evident; either a cameo appearance or your voice narrating. Please upload your link to the course wall. A video of you sitting at your desk or standing for the duration is not acceptable.

Class grades will be based on the following:

Grade Points		Letter Grades	
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-

See **Appendix B** for additional details regarding the standards established by faculty of the School.

Required Instructional Materials and Resources

Required Textbooks:

*Boster, F.J. & Carpenter, C.J. (2021). *Critical Questions in Persuasion Research*. Cognella
 **Cialdini, R.B. (2009). *Influence: Science and practice*. Fifth Edition. Boston, MA: Pearson Press.

* Boster & Carpenter pose the following eight questions:

1. What constitutes a strong persuasive message, and does it matter?
2. How do we adapt persuasive messages to diverse audiences?
3. Do persuasive messages have side effects?
4. How can we manage the buzz?
5. How can we maintain attitude change?
6. Can a persuasive message be counterproductive?
7. How can we encourage resistance to persuasion?
8. To what extent does action follow from attitudes?

** **Cialdini focuses on six weapons of influence or compliance** (why one person is spurred to comply with another person's request):

1. Reciprocation
2. Commitment & Consistency
3. Social Proof
4. Liking
5. Authority
6. Scarcity

Suggested Textbooks: books highlighted below are recommended and discussed in class.

Braverman, B. (2014). *Video Shooter: Mastering Storytelling Techniques: Mastering Storytelling Techniques*. 3rd Edition. Taylor & Frances

***Boromisza-Habashi, D. (2021). *Intercultural Communication: Pathways to Better Interactions*. San Diego: Cognella

***Diangelo, R. (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston: Beacon Press

Gallo, C. (2018). *Five Stars: The Communication Secrets to Get from Good to Great*. New York: St. Martens Press.

Hellman, P. (2017). *You've Got Eight Seconds: Communication Secrets for a Distracted World*. New York: American Management Association.

Honthaner, E.L. (2010). *The Complete Film Production Handbook*. 4th Ed. Taylor & Frances

***Kendi, Ibram. X. (2019). *How To Be An Antiracist*. NY: Penguin Random House

O'Rourke, J.; Wong, J.; & Olson, G. (2013). *The Videomaker Guide to Video Production*. 5th Ed. Focal Press. Tylor & Frances Group: New York.

Owen, J. (2017). *Video Production Handbook*. 6th Ed. Routledge.

Perloff, R. (2017). *The Dynamics of Persuasion: Communication and attitudes in the twenty-first century* (6th Ed.). New York, NY: Routledge Press.

Salzman, M. (2017). *Agile PR: Expert Messaging in a Hyper-Connected, Always-On World*. New York: AMACOM

Schenk, S. & Long, B. (2017). *The Digital Film Making Handbook* 6th Ed. Foreign Film Publishers

Notes:

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Course Overview (Summer 2021)

Note:

The instructor will recommend additional readings as necessary throughout the course. Students are encouraged to share readings and resources with the class*.

1.	Goals and Coursework; Weapons of Influence	Cialdini, 1 Ch; Boster, Ch 1; Perloff, Ch 1, Intro to Persuasion (Ares). View: Niro Sivanathan: The counterintuitive way to be more persuasive TED Talk
2.	Principles of Compliance; Reciprocation	Cialdini, Ch 2; Other readings may be provided by instructor. Boster, Ch 2; View: Karen Eber: How your brain responds to stories and why they're crucial for leaders TED Talk
3.	Award Winning Campaigns	Boster, Ch 3 &4
4.	Innovate to Survive; Hobgoblins of the mind	Cialdini, Ch 3; Boster, C 5 & 6
5.	Processing Messages; Social Proof	Cialdini, Ch 4; Boster, Ch 7 & 8 Assignment 1 due after class *
6.	Diffusion of Innovation: Spreading viral messages	Cialdini, Ch 5 Liking: Why Do I like You? Boster, Ch 9
7.	Source Characteristics: a. How effective is your Spokesperson Strategy? b. Characteristics of an effective spokesperson	Cialdini, Ch 6 a. https://www.publicrelay.com/blog/spokesperson-strategy/ b. https://www.vumareputation.com/characteristics-of-an-effective-spokesperson/
8.	Speaking to be heard & to influence; Scarcity	Cialdini, Ch 7 * Assignment 2 Campaign Paper due after class * Assignment 3: Innovative Talks
9.	Emotions I & II: Humor and Ennobling Emotions; Instant Influence; Fear Appeals (U:9&10)	Cialdini, Ch 8; Perloff, Ch. 10, Emotional Message Appeals: Fear and Guilt (ARES) * Assignment 3: Innovative Talks
10.	Health, Wellness “thrive” campaign: Health Belief Model; Reducing Stigma of Mental Illness (U:11&12)	* Assignment 3: Innovative Talks
11.	IPV & Control; Human Trafficking: International & Domestic Campaigns (U:13&14)	Residency two: No class
12.	* The Future is Now: Millennials Mature and Gen Z Emerge (U:15)	*Student contributions; R2 debriefing *Upload Assignment 4: Short Form Marketing Video

***Our final class together is devoted to giving feedback about the residency; each person in class provide evaluative feedback and talk about how one to prepare for a world of Gen Z and other new consumers.**

List of Appendices

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems

Appendix A: Social Work Core Competencies Highlighted in this Course

1. *Confront, evaluate, and use large ideas grounded in the Grand Challenges for Social Work as defined by the American Academy of Social Work and Social Welfare (AASWSW).
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.
3. *Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.
4. *Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions.
5. *Effectively lead others in future efforts to brainstorm, refine, and implement forward-thinking solutions to complex social problems across organizational boundaries.
6. *Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences.
7. *Create positive social impact in complex systems and at scale.

Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than two unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

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.

As a professional school, class attendance and participation are an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate; more than two unexcused absences in class will result in the lowering of your grade by a half grade. Additional absences will result in additional deductions. Meaningful participation requires active engagement in class discussions and maintaining an active screen. 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 will also lower your final grade by a half grade. Not completing additional units will result in additional deductions. A final audit at the end of the course will result in a lowered grade if asynchronous units are not completed. Students who are late, leave early, or miss more than two classes will have a minimum of five percent deducted from their FINAL GRADE Average.

Appendix C: Recommended Instructional Materials and Resources

Required Websites:

<https://shortyawards.com/category/3rd-socialgood/social-movement-campaign>

This award honors the best campaigns supporting social activism movements and cultural moments. Campaigns run by brands and organizations to bring about social change for various political, social, and environmental issues are eligible.

<http://www.adcouncil.org/>

The Ad Council is responsible for a number of exceptional campaigns, including Pet Adoptions, Foster Care Adoptions, Buzzed Drinking, Autism Awareness, and far more. We will be discussing several of these in class.

<http://www.theviralfactory.com/>

The Viral Factory was launched in London in 2001 and is credited with some innovative, novel, viral ads used internationally. Most messages are aimed at adults, and the messages are very creative, and sexy; and mature humor – most never air on TV.

<http://www.warc.com/>

WARC (World Advertising Research Center) is a database providing resources for a number of topics in advertising around the world and you can search the terms “social media,” “games,” “storytelling,” “twitter,” “mobile,” etc. WARC also lists award-winning campaigns. Access the WARC database through USC Libraries at <http://www.usc.edu/libraries/#eresources>.

It IS HIGHLY recommend signing up on the WARC site and get updates relevant to your own personal interests (mobile, twitter, Health, Gen Z, etc.), or for the campaigns you explore in this class. WARC (World Advertising Research Center) is the global authority on advertising and media effectiveness.

USC Libraries Guides:

Student Affairs graduate-level resources provides academic & writing support. <https://libguides.usc.edu/writingresources>

- Bias Language
- Writing About Personal Characteristics
- Free Grammar Check by third parties
- Let's Play Social Work Match Game & Learn
- Plagiarism Resources
- Nursing Librarian Information

The below are in alphabetical order and additional guides are on the Libguide:

Adult Mental Health

Resources related to the MSW department. Research to improve the mental health and physical well-being of individuals across the adult lifespan, from young adults to older adults.

African American Studies

Provides access to articles, encyclopedia, history.

American Studies & Ethnicity

This guide provides background resources.

Asian American Studies

Provides access to articles, encyclopedia, history.

Black American Documentary Films in Streaming

This guide is intended to help the USC Library community locate and access many of the outstanding documentary films dealing with Black Americans available through our many streaming platforms

California Government Informaiton

A guide to politics and government practices in the state of California

Chicano, and Latinos and other U.S. Hispanics

This guide offers an overview of the specialized multidisciplinary research resources at USC on Chicanos, Latinos and other U.S. Hispanics.

Direct access to full-length articles (Atlantic Monthly) or instructions about how to create accounts for the WSJ, LAT, NYT, etc.

Atlantic Monthly:

<http://search.ebscohost.com.libproxy1.usc.edu/login.aspx?direct=true&db=ofm&jid=1611&authtype=sso&custid=s8983984>

Wall Street Journal:

<https://libraries.usc.edu/article/current-wall-street-journal-access-usc-students-faculty-and-staff>

Los Angeles Times, New York Times, etc:

<https://libguides.usc.edu/c.php?g=235118&p=1560398>

Recommended Guidebooks for APA Style Formatting & Writing:

Aimes, N. & FitzGerald, K. (2015). *Writing Clearly for Clients & Colleagues: The Human Service Practitioners Guide*. Lyceum.

American Psychological Association (2012). *Publication Manual of the American Psychological Association* (6th ed.). Washington: APA.

Szuchman, L. T., & Thomlison, B. (2011). *Writing with style: APA style for social work*. New York, NY: Wadsworth Publishing Company.

(Instructor Note: This is an e-book that you can purchase for approximately \$20.00 at: <https://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catProductDetail&showAddButton=true&ISBN=978-0-495-09883-6>)

The Elements of Style - A rule book for writing: <http://www.bartleby.com/141/>.

USC Guide to Avoiding Plagiarism: http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

Recommended Websites:

Anti-Racism: <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>

BIPOC project: <https://www.thebipocproject.org>

Black Lives Matter: <https://blacklivesmatter.org>

Center for Social Impact. University of Michigan. <http://socialimpact.umich.edu>

Center for Public Deliberation: <http://cpd.colostate.edu/>

Critical Discourse Studies: <http://www.tandfonline.com/toc/rcds20/current>

Critical Race Theory: <https://britannica.com/topic/criticalracetheory>

Council on Social Work Education: www.cswe.org/

Deliberative Democracy Consortium: www.deliberative-democracy.net/

Discourse Studies: <http://dis.sagepub.com/>

Groundswell blog: <http://blogs.forresster.com/groundswell>

Journal of Public Deliberation: <http://www.publicdeliberation.net/jpd/>

Journal of Discourse Studies: <http://www.discourses.org/resources/journals/>

The Kettering Foundation: <https://www.kettering.org/>

National Association of Social Workers: <http://www.naswdc.org>

Penn National Commission on Society, Culture & Community: <http://www.upenn.edu/pnc/>

Rhetorical Questions: Studies of Public Discourse:

<http://press.uchicago.edu/ucp/books/book/chicago/R/bo3629649.html>

Social Work Hall of Distinction: <http://www.socialworkhallofdistinction.org>

Support the Work of Public Discourse: <http://www.thepublicdiscourse.com/2013/08/10802/>

TechCrunch: <http://www.techcrunch.com>

The Leader to Leader Institute: <http://leadertoleader.org/>

The Center for Creative Leadership: <http://www.ccl.org/leadership/index.aspx>

The Current State of Public Discourse:

<http://thoughtcatalog.com/kovie-biakolo/2013/04/the-current-state-of-public-discourse/>

The Greenleaf Center for Servant-Leadership: <http://www.greenleaf.org/>

What is Public Discourse: <http://www.thepublicdiscourse.com/2009/10/945/>

White Fragility: <https://www.medicalnewstoday.com/articles/white-fragility>

White Supremacy: <https://britannica.com/topic/white-supremacy>

Witherspoon Institute: *Public Discourse: Ethics, Law, and the Common Good:*

<http://winst.org>

This online journal publishes one article per day, Monday-Friday.

The journal seeks to educate professionals across disciplines, including law, medicine, business, academia, & religious life, about the moral foundations of free societies. Articles are written by scholarly experts.

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

Appendix E: University Policies and Guidelines

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 (orras@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 School of Social Work Policies and Procedures](#) for additional information on attendance policies.

Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

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."

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.

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.

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.

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.

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 your advisor. If you need to pursue the issue further, contact the Director of the DSW program, **Dr. Nadia Islam** (nislam@usc.edu). If you still have not received a satisfactory response or solution, contact the chair of doctoral programs, Michael Hurlburt (hurlburt@usc.edu).

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.

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

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

National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

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)

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

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

USC Office of Equity, Equal Opportunity, and Title IX

<https://eotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

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

https://usc-advocate.symplicity.com/care_report/index.php/pid422659?

Phone number (213) 740-5086 or (213) 821-8298

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

The Office of Disability Services and Programs

<https://dsp.usc.edu/>

Phone number (213) 740-0776

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

USC Campus Support and Intervention

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

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

Diversity at USC

<https://diversity.usc.edu/>

Phone number (213) 740-2101

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

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

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

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

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.

APPENDIX G: PROGRAM GOALS AND COMPETENCIES

Goals

1. The foundation for the DSW curriculum and student academic products rests on three pillars: (1) problem definition within the Grand Challenges for Social Work; (2) innovative design; and (3) executive leadership in human service organizations and community contexts.
2. Student academic work will culminate in a substantive advance in practice or policy related to one of the Grand Challenges for Social Work.

3. Aligned with the goals for a science of social work, curricula will be multi- and interdisciplinary and reflect diverse public and private sector perspectives on social innovation and organizational problem-solving in complex systems.
4. Courses will emphasize bold action leading to scaling of programs, disruption, or other changes that promote social justice and human potential.
5. Graduates will emerge as effective leaders in social work or allied fields, prepared to excel in executive management roles.
6. Graduates will emerge as capable public intellectuals who exemplify the core values, ethical principles, and standards of the NASW Code of Ethics.

Program Competencies/Student Learning Outcome Objectives

1. Confront, evaluate, and use large ideas grounded in the Grand Challenges for Social Work as defined by the American Academy of Social Work and Social Welfare (AASWSW).
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.
3. Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.
4. Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions.
5. Effectively lead others in future efforts to brainstorm, refine, and implement forward-thinking solutions to complex social problems across organizational boundaries.
6. Accurately map the organizational and policy environment affecting options for social change.
7. Use logic models to carefully plan for and maximize impact with proposed interventions.
8. Organize financial and program data for decision-making, communication, and evaluation to improve program and policy outcomes in human service organizations.
9. Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences.
10. Create positive social impact in complex systems and at scale.