

USC Suzanne Dworak-Peck

School of Social Work

Social Work 722

Implementing Your Capstone and Re-Envisioning Your Career

“Capstone 2”

3 Units

It always seems impossible until it's done – Nelson Mandela

Fall 2021

| | |
|------------------------|---|
| Instructor | Annalisa Enrile, Ph.D., MSW |
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| Calendly Link | https://calendly.com/annalisaenrile/dsw-advisory-mtg |
| Course Day(s) | Thursday |
| Course Time(s) | 5pm-7pm |
| Course Location | VAC |

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

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).

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.

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.

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. |

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.

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] |

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

Course Assignments, Due Dates, and Grading

| Assignment | Due Date | % of Final Grade |
|---|----------------|------------------|
| Assignment 1: Executive Summary | Week 3 | 20% |
| Assignment 2: Prototype and Prototype Description | Week 7 | 15% |
| Assignment 3: Capstone Project Final Paper + (Final) Prototype | Week 10 | 60% |
| Assignment 4: Innovation Portfolio | Week 14 | 5% |

Assignment due dates will be provided by individual instructors (and will be due the week of the indicated due date)

Expectations for Written Work: All written assignments must be written in third person, 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.

Assignments described below:

Assignment 1: Executive Summary

Using the Capstone Project Guidelines, Area 1 for the Capstone Paper, students will submit an executive summary for their project to date. Executive Summaries are not to exceed 5 pages (double spaced, 12 point Times New Roman font, 1-inch margins, APA format), not including references or title page. According to the Capstone Project Guidelines and Standards, the Executive Summary should include:

- A clear link drawn between the between the project and making progress on one or more of the Grand Challenges for Social Work
- The purpose of the project and the innovative solution are clearly delineated within a larger conceptual framework
- Identification of the specific problem(s) or issue(s) that the project addresses is clearly tied to policy or practice
- The overarching project methodology and methodological tools employed to address the project's aims are clearly presented (ie: project design)
- A concise and clear summary of aims for project implementation and future action steps is presented
- The project represents an innovative step forward that has potential implications beyond just a narrow local context.

Due: Week 3

Assignment 2: Prototype and Prototype Description (write up)

Prototype: Students will create a working Prototype as relevant to their Capstone Project/Innovation. The Capstone Prototype must demonstrate proof of concept of your project design (whether it be technology, product, program/service, policy, etc.). It must take a tangible, functional form that is intended to be tested for further refine project design and can be implemented upon graduation. Prototypes should be **high fidelity user prototypes**, with a preference for **live data prototypes**. Please note the following is a correction to the Capstone Project Standards and Guidelines, pages 4-5. Acceptable forms of high fidelity prototypes include:

- Technology:
 - o Click through wireframes
 - o Website design (unpublished is fine)
 - o Algorithm feasibility
- Products:
 - o Physical mock up of product
 - o Working model (limited or proxy materials are acceptable)
 - o Blueprints
- Program or Service:
 - o Completed modules (ex: trainings)
 - o Detailed UX Journey Map (interactive preferred)
 - o Completed manual (ex: service offerings)
- Media:
 - o Completed media samples (ex: podcasts, videos, etc.)
 - o Campaign deck with social media assets included
 - o Influencer marketing plan with examples
- Policy:
 - o Written policy change (ex: legislation)
 - o Digital platform to test policy ideas/feedback
 - o Implementation/adoption journey map

Students must receive approval from their instructor as to what the appropriate prototype for their project will be.

Prototype Description: Students will write up a prototype description (based on Capstone Project Standards and Guidelines, Area 4). Prototype Descriptions are not to exceed 2 pages (double spaced, 12 point Times New Roman font, 1-inch margins, APA format), not including references or title page. Students should include:

- Description of Prototype
- Why prototype is an appropriate project inquiry format for the project
- How this prototype has or will be used to test design concepts of the project
- If the prototype has already been tested, a detail of test/experiment results

Due: Week 7

Assignment 3: Capstone Project Paper + Finalized 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. A clear link drawn between the between the project and making progress on one or more of the Grand Challenges for Social Work
- c. The purpose of the project and the innovative solution are clearly delineated within a larger conceptual framework
- d. Identification of the specific problem(s) or issue(s) that the project addresses is clearly tied to policy or practice
- e. The overarching project methodology and methodological tools employed to address the project's aims are clearly presented (ie: project design)
- f. A concise and clear summary of aims for project implementation and future action steps is presented
- g. The project represents an innovative step forward that has potential implications beyond just 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 and E how your proposed solution/innovation will contribute to improvements in one or more of the Grand Challenge for Social Work areas.
- b. Examine your problem from multiple stakeholder perspectives.
- c. 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.
- d. Justify how your proposed project considers existing opportunities for innovation.
- e. 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.
- f. 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

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 "Featured."

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

Now you can choose to "upload" or "link" any number of file types or links to any page. If you are creating content on programs like "canva," make sure you are uploading the actual pdf's or documents.

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
- Short form video

Note: it is not necessary to upload your Capstone Paper.

Due: Week 14, Final Portfolio should be posted on LinkedIn and Dworak-Peck Connect by this week.

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 definitions of grades and standards established by faculty of the School.

Attendance and Participation

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 2 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 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:

"A" grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

"B" grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

"C+" or "C": Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is "C".

"C-" or "D": Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

"F": Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Required 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.

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.

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.

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

| Unit/Week # | Date | Topics | Asynchronous Content | Assignments |
|-------------|------|---|----------------------|---|
| 1 | | Introduction to the Course Objectives and Expectations Organization of Class Groups Review of Problem Statement Capstone Design Template | Unit 1 Unit 2 | |
| 2 | | Innovator Identity Review of Capstone Projects Capstone Vision | Unit 3 | |
| 3 | | Capstone Project Executive Summary | | Assignment 1: Capstone Project Executive Summary |
| 4 | | RESIDENCY 2 | | |
| 5 | | Prototyping Documentation of Progress | Unit 7 | |
| 6 | | Metrics and Benchmarks of Success How Do You Know It Works? Social Impact | Unit 5 | |
| 7 | | Identifying Challenges Improvement Alternative Strategies | Unit 6 | Assignment 2: Prototype and Prototype Description |
| 8 | | Advisory Meetings (No Live Session) | | |
| 9 | | Advisory Meetings (No Live Session) | | |
| 10 | | Pitching Your Innovation Public Speaking Visual Aids Pitch and Slide Decks | Unit 10 | Assignment 3: Capstone Project Final Paper |

| | | | | |
|----|--|---|--------------------|---------------------------------------|
| 11 | | Instructor's Choice: <i>Instructor will provide students with guidance on content for this week's class</i> | | |
| 12 | | Innovation Capital: How to Further Your Innovation | Unit 4 | |
| 13 | | Advocacy Building Support Macro Social Work Practice | Unit 11 | |
| 14 | | Innovation Networks Innovation Portfolios Personal Impression Amplifiers Idea Impression Amplifiers | Unit 12 Unit 15 | Assignment 4: Innovation Portfolio |
| 15 | | Final Capstone Paper and Prototype Revisions Learning Experience Evaluation | | |

Course Schedule—Detailed Description

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. Week of August 23, 2021

Topics

- Introduction to the Course
- Objectives and Expectations
- Organization of Class Groups
- Review of Problem Statement
- Capstone Design Template

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 Vision: Theory of Change. Week of August 30, 2021

Topics

- Innovator Identity
- Review of Capstone Projects
- Capstone Vision
- 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/run_onsentences.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
- Quotation Marks and Apostrophes 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

Unit 3 – Capstone Design and Executive Summary. Week of September 6, 2021

Assignment 1 Due

Topics

- Review Capstone Design Template
- Capstone Project Executive Summary

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 4 – Residency 2: September 13, 14 and 15, 2021 in Washington, D.C.

Unit 5 – Prototyping. Week of September 20, 2021

Topics

- Prototyping
- High Fidelity vs. Low Fidelity
- Progress Check

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. Week of September 27, 2021

Topics

- Metrics and Benchmarks of Success
- How Do You Know It Works?
- Social Impact

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. Week of October 4, 2021

Assignment 2 Due

Topics

- Identifying Challenges
- Improvement
- Alternative Strategies

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
- “Building an Argument”
https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_in_literature_detailed_discussion/building_an_argument.html

Units 8 and 9 – Advisory Meeting. Week of October 11 and 18, 2021

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 – Academic Presentation Skills. Week of October 25, 2021

Assignment 3 Due

Topics

- Pitching Your Innovation
- Public Speaking
- Visual Aids
Pitch and Slide Decks

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 **1 minute** 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/talks/simon_sinek_how_great_leaders_inspire_action/transcript?referrer=playlist-how_to_make_a_great_presentation

Unit 11 – Instructor’s Choice. Week of November 1, 2021

Instructor will provide students with guidance on content for this week’s class.

Unit 12 – Residency 2. Week of November 8, 2021

Topics

- Innovation Capital: How to Further Your Innovation

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

Week 13: Social Impact Innovator Leadership. Week of November 15, 2021

Topics

- Advocacy
- Building Support
- 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

“Building an Argument”

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_in_literature_detailed_discussion/building_an_argument.html

Unit 14 – Innovation Networks. Week of November 22, 2021

Assignment 4 Due

Topics

- Innovation Networks
- Innovation Portfolios
- Personal Impression Amplifiers
- Idea Impression Amplifiers

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 15 – Addressing Project Improvements. Week of November 29, 2021

Topics

- Final capstone paper and prototype revisions
- Learning experience evaluation
- Course wrap up

Discussion Prompts

What are the next steps to building your innovation?

What are immediate implementable actions?

What needs to be done to revise and archive your capstone paper?

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

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. University Policies and Guidelines
- F. Support Systems and Additional Resources

Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

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.

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

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.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

Owl Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>

Recommended Books, Websites and Resources

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

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

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

On Writing Well—William Zinsser

USC Guide to Avoiding Plagiarism

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

Suggested Websites

American Public Human Services Association: www.asphsa.org

The Peter F. Drucker Foundation for Non-Profit Management: www.fpdf.org

FinanceNet: www.financenet.gov

The Foundation Center: www.fdncenter.org

Free Management Library: www.fdncenter.org

Stanford Social Innovation Review: www.ssireview.org

National Association of Nonprofit Accountants: www.nonprofitcpas.com

National Council of Nonprofits: www.councilofnonprofits

The Wallace Foundation Knowledge Center: wallacefoundation.org

The Nonprofit Quarterly: www.npgmag.org

Public Risk Management Association: www.primacentral.org

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 (xxx@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 by 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

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

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://eeotix.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.symplcity.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.