

# USC Suzanne Dworak-Peck

School of Social Work

Social Work 723

Section #67710D

## Design Laboratory for Social Innovation II

3 Units

Summer 2022

Instructor	Melissa Singh
Email	<a href="mailto:singhmi@usc.edu">singhmi@usc.edu</a> *
Telephone	(213) 764-3014
Office	Zoom
Office Hours	Mondays at 9 am PT and by appointment
Course Day(s)	Monday
Course Time(s)	5:00 – 7:00 pm PT

\* Preferred method of communication. Please allow 48 hours for a response during business hours.

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

Concurrent enrollment in or completion of Leading and Managing Complex Systems (SOWK 706) is mandatory for enrollment in this course. Successful completion of the following prerequisite courses is also required: Strategic Innovations for Grand Challenges (704) and Design Laboratory for Social Innovation 1 (711).

### Catalogue Description

Design Laboratory for Social Innovation II continues the exploration of design thinking and norms-driven innovation. Students will design and test innovative solutions through the creation of prototypes and design labs.

### Course Description

The Design Laboratory for Social Innovation II (hereafter Design Lab II) continues the exploration of design thinking integrated with a norms-driven approach for social innovation. Students will bring forward their design criteria and continue to utilize design thinking methodology as a systematic and iterative approach to project creation. As part of this process, students will design, prototype, and test innovative solutions and learn about innovative technologies and processes. Each week students will complete a design lab experience that will help them explore various aspects of this innovation process. This learning-by-doing approach to design thinking builds skills in design, facilitation, collaboration, experimentation, and risk tolerance. Students will also synthesize research, analysis, and recommendations from Design Lab for Social Innovation 1, Strategic Innovations for Grand Challenges, and Managing and Leading Complex Systems.

## Course Objectives

1. Create a virtual learning environment where each student functions as a designer confronting an emerging or newly recognized problem. [DSW 4]
2. Increase fluency in social innovation, emphasizing design thinking. [DSW 4]
3. Design, create, and test proposed solutions to the wicked problems that make up the American Academy of Social Work and Social Welfare's Grand Challenges. [DSW 1]
4. Develop and refine skills in applying theoretical frameworks and identifying opportunities for innovation, intervention design, decision-making, project management, and communication skills. [DSW 5]

## Course Format / Instructional Methods

Asynchronous coursework will provide instructional content about Design Thinking and solution-related topics. During each week's live session, students will engage in class discussion and lab activities that help them advance the design of their team project.

## Program Goals and Competencies

The following tables highlight the DSW Program Goals and Competencies/Student Learning Outcomes:

DSW Program 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.

\* *Highlighted in this course*

DSW Program Competencies/Student Learning Outcomes		
*	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.

\* Highlighted in this course

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
<b>Assignment 1A: What Is? Problem Landscape</b> <ul style="list-style-type: none"> <li>• People Plan (Individual)</li> <li>• Research Plan (Individual)</li> </ul>	<b>6/6</b>	<b>Credit / No Credit</b>
<b>Assignment 1B: Design Concept (Team)</b>	<b>6/20</b>	<b>20%</b>
<b>Assignment 2: Prototypes (Team)</b>	<b>6/27</b>	<b>20%</b>
<b>Assignment 3: Team Led Design Lab(s)</b> <ul style="list-style-type: none"> <li>• Lab Plan (Team)</li> <li>• Lab Visual (Team)</li> <li>• Debrief (Individual)</li> </ul>	<b>Weeks 7/11 &amp; 7/18*</b>	<b>20% (total)</b> 5% 10% 5%
<b>Assignment 4: Team Presentation and Portfolio</b>	<b>Weeks 7/25 &amp; 8/1*</b>	<b>25%</b>
<b>Assignment 5: Class Participation (Individual)</b>	<b>Weekly</b>	<b>15%</b>

Each of the major assignments is described below. \*Due dates may change based on class size, number of groups, and holidays.

#### Assignment 1A: What Is? Problem Landscape (Individual)

Assignment 1A revisits the exploration from 711 on the problem landscape. The goal this semester is to continue the design thinking process, learn about key stakeholders' needs and what may be required to create your proposed project(s). To define the problem landscape, create an individual people and research plan in collaboration with your team.

**Due: 6/6**

*This assignment relates to DSW program goal 1 and DSW program competency 1.*

#### Assignment 1B: Design Concept (Team)

Design Thinking aims to create a solution to a problem (in our case, a project, program, or tool) that reflects the needs of the people the designer is trying to serve, most notably the users. The outcomes produced by such a project should demonstrate benefit accruing to the beneficiary and consider the needs/requirements of key users, gatekeepers, and stakeholders. This assignment will help you identify and articulate their needs and explore creating a design(s) that fulfills design thinking objectives.

**Due: 6/20**

*This assignment relates to DSW program goal 1 and DSW program competency 1.*

### **Assignment 2: Prototypes**

Submit two prototypes for your project. The prototype will be assessed on how well it conveys your team's intervention concept, tests your assumptions, and explores the feasibility of the intervention. As your team considers how to articulate your design and prototype, consider what parts are essential to understanding the project and what parts are essential to creating social change. Your team's design and prototype should articulate those areas that are most uncertain (e.g., if you are creating a bias training program, most people know what a training program is conceptually, but what they will seek to understand is the specific content that will be offered.)

**Due: 6/27**

*This assignment relates to DSW program goals 1 & 4 and DSW program competencies 1, 2, & 5.*

### **Assignment 3: Team-led Design Labs**

Team Lab Plan: Due 1 week before the scheduled lab

Individual Debrief: Due 1 week following the scheduled lab

Each team will lead/facilitate a 30- to 40-minute-long design lab. The lab must be a structured exercise/activity focused on testing two prototypes and/or exploring a single, important question that the team is grappling with related to the project. The objective of a design lab is to give the team new insight into their design or prototype. NOTE: this is not a presentation of your idea or proposed design/prototype but rather a facilitation where you are seeking to gain insights to move your design further forward and / or test your key assumptions. The most successful labs are fun, creative and leverage the strengths of the participants and the virtual classroom environment. Because the teams have only 30–40 minutes, they should create a single, somewhat narrow exercise. However, the exercise may have multiple parts with sub-questions that the facilitator works through with the class or in small groups (e.g., World Café, Six Thinking Hats).

Examples of such activities, design thinking workshops, and facilitation games can be found at [Gamestorming.com](http://Gamestorming.com), in the DIY Toolkit, or online. (Tip: Google “design activities” or “facilitation games.”)

Note: To encourage risk-taking and experimentation with the lab, students will not be graded on the lab's direct outcome but rather how well they prepared for the lab and processed the outcomes.

The Lab Plan is **due: Seven days before your scheduled lab**

Lab is **due: 7/11 & 7/18**

Individual Debrief is **due: Seven days post lab**

*This assignment relates to DSW program goals 1 & 4 and DSW program competencies 1, 2, & 4.*

### **Assignment 4: Team Presentation and Portfolio**

In this assignment, teams will provide a written executive summary of the current state of their Project Design. Students will provide justifications for the design choices they have made through the submission of their Innovation Portfolio. Teams will also present their portfolio.

**Due: Weeks 7/25 & 8/1**

*This assignment relates to DSW program goals 1 & 4 and DSW program competencies 2, 4, & 5.*

### **Class Participation**

As a Design Laboratory, class participation and preparation are key components of this course. Therefore, it is expected that all students come prepared to participate active discussions and in all lab activities. This includes on-going Project Design work both in and outside of live sessions. Additionally, one of the DSW program goals and of the 723 course is to develop future leaders who can effectively communicate verbally, on a real-time basis, in a variety of organizational and other public settings.

To support this goal, students in this course are expected to demonstrate critical thinking, grasp key concepts, and integrate multiple sources of information (including asynchronous lectures and course readings).

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 Textbooks***

- Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*.  
<http://www.oxfordscholarship.com.libproxy1.usc.edu/view/10.1093/acprof:oso/9780190622046.01.0001/acprof-9780190622046>
- Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.  
[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/tt7nj9/alma991043217469703731](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731)
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide*.  
[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/tt7nj9/alma991043229628903731](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731)

### ***Course Reader***

Available at Course Reserves (Ares) - <https://reserves.usc.edu/>

### ***Notes:***

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- Harvard Business Review – HBR Online allows a maximum of three (3) views per month per IP Address. If you find you have used up your monthly views, try using a different computer or use the “private” or “incognito” browser setting.
- Some CBS videos may require a login/creation of an account.
- See **Appendix C** for recommended instructional materials and resources

**SOWK 723 Course Overview**

Week	Async Unit	Date	Topics	Lab(s)	Assignments
1	Unit 1	5/16	Welcome Back	Syllabus Review Team Building Problem Definition	
2	Unit 2 & 3	5/23	What If? Step 8: Brainstorm Ideas Step 9: Develop Concepts	Brainstorm Ideas Develop Concepts	
3		5/30	No Class: Memorial Day		
4	Units 4 & 5	6/6	Step 10: Create Some Napkin Pitches (Intervention Design)	Organized Ideas & Forced Concepts	Assignment 1A: What Is? Problem Landscape
5	Unit 6	6/13	What Wows? Step 11: Surface Key Assumptions	Surface Key Assumptions/Feasibility	
6	Unit 7	6/20	Step 12: Make Prototypes	Prototyping	Assignment 1B Due: Design Concept
7	Units 8 & 9	6/27	What Works? Step 13: Get Feedback from Stakeholders & Step 14: Run Your Learning Launches	Co-Creation & Learning Launches	Assignment 2: Prototypes
8		7/4	No Class: Independence Day		
9	Unit 10	7/11	Team-Led Design Lab	Design Labs	Assignment 3: Design Lab*
10	Unit 11	7/18	Team-Led Design Lab	Design Labs	Assignment 3: Design Lab*
11	Units 12-14	7/25	Course Synthesis Team Presentations & Portfolio		Assignment 4 Due: Team Presentation and Portfolio*
12	Unit 15	8/1	Course Synthesis Team Presentations & Portfolio Step 15: What's Next?	What's Next? Design Your Life Reflection	Assignment 4 Due: Team Presentation and Portfolio*
*Due dates may change based on class size, number of groups, and holidays.					

## Course Schedule—Detailed Description

*Please complete the units by weeks as defined in the course overview on the previous page*

### Unit 1

#### Topics

- Welcome Back!
- Team Building
- Problem Definition
- What is missing?

*This unit relates to DSW program competency/student learning outcomes 1, 2, & 4.*

#### Required Readings

- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). [The designing for growth field book: A step-by-step project guide.](#)
  - Review steps 1-7

#### Recommended Readings

- Microsoft. Inclusive Design. <https://www.microsoft.com/design/inclusive/>

### Unit 2

#### Topics

- Step 8: Brainstorm Ideas
- Design Tools—What If? What Wows? What Works?
- Design Workshops and Facilitation
- Innovation Technologies: Blockchain and Nanotechnology
- Inspiration Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcomes 1, 2, & 4.*

#### Required Readings

- Ogilvie, T., & Liedtka, J. (2011). [Designing for growth: A design thinking toolkit for managers.](#)
  - Chapter 7: Brainstorming
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). [The designing for growth field book: A step-by-step project guide.](#)
  - Step 8: Brainstorming
- Coursera—[Design Thinking for the Greater Good: Innovation in the Social Sector](#)
  - Week 3: A Mind-set for Innovation, and Asking “What If?”

#### Recommended Readings

- Harrington, C. N., Borgos-Rodriguez, K., & Piper, A. M. (2019, May). Engaging low-income African American older adults in health discussions through community-based design workshops. In *Proceedings of the 2019 chi conference on human factors in computing systems* (pp. 1-15).

- Iansiti, M., & Lakhani, K. R. (2017). The truth about blockchain. *Harvard Business Review*, 95(1), 118–127.  
[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/vafirm/proquest1861302832](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/vafirm/proquest1861302832)

### Unit 3

#### Topics

- Step 9: Develop Concepts
- Design Tools—What If?
- Innovation Technologies: Social Media and the Internet, Mobile Technology
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcomes 1,2 & 4.*

#### Required Readings

- Ogilvie, T., & Liedtka, J. (2011). [Designing for growth: A design thinking toolkit for managers](#).
  - Chapter 8: Concept Development
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). [The designing for growth field book: A step-by-step project guide](#).
  - Step 9: Developing Concepts

#### Recommended Readings

- Brynjolfsson, E., & McAfee, A. (2017). The business of artificial intelligence: What it can—and cannot—do for your organization. *Harvard Business Review Digital Articles*, 3–11.  
<https://hbr.org/cover-story/2017/07/the-business-of-artificial-intelligence>
- Marr, B. (2017, March 14). The complete beginner’s guide to big data in 2017.  
<https://www.forbes.com/sites/bernardmarr/2017/03/14/the-complete-beginners-guide-to-big-data-in-2017/#e94b74d7365a>
- Sparrow, R. (2020). Robotics has a race problem. *Science, Technology, & Human Values*, 45(3), 538-560.
- Tilley, J. (n.d.). Automation, robotics, and the factory of the future.  
<https://www.mckinsey.com/business-functions/operations/our-insights/automation-robotics-and-the-factory-of-the-future>.
- Rossiter, J. (2021) Robotics, smart materials, and their future impact for humans.  
<https://www.bbvaopenmind.com/en/article/robotics-smart-materials-and-their-future-impact-for-humans/?fullscreen=true>.

### Units 4 & 5

#### Topics

- Step 10: Create Some Napkin Pitches
- Synthesizing Ideation Findings into a Design
- Innovation Technologies and Processes: 3-D Printing, Additive Manufacturing
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcomes 1,2 & 4.*

### **Required Readings**

- Ogilvie, T., & Liedtka, J. (2011). [Designing for growth: A design thinking toolkit for managers.](#)
  - Chapter 8: Concept Development
  - Chapter 9: Assumption Testing
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). [The designing for growth field book: A step-by-step project guide.](#)
  - Step 10: Create Some Napkin Pitches

### **Recommended Readings**

- Nation of Makers. Anti-Racism Resources. <https://www.nationofmakers.us/resource-antiracism>
- D’Aveni, R. (2015). The 3-D printing revolution. *Harvard Business Review*, 93(5), 40–48. <https://hbr.org/2015/05/the-3-d-printing-revolution>
- Maker Faire: Why the maker movement is important to America’s future. (n.d.). <http://time.com/104210/maker-faire-maker-movement/>
- Vossoughi, S., Hooper, P. K., & Escudé, M. (2016). Making through the lens of culture and power: Toward transformative visions for educational equity. *Harvard Educational Review*, 86(2), 206-232.

## **Unit 6**

### **Topics**

- What Wows?
- Step 11: Surface Key Assumptions
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcomes 1, 2 & 4.*

### **Required Readings**

- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). [The designing for growth field book: A step-by-step project guide.](#)
  - Step 11: Surface Key Assumptions
- Ogilvie, T., & Liedtka, J. (2011). [Designing for growth: A design thinking toolkit for managers.](#)
  - Chapter 9: Assumption Testing

### **Recommended Readings**

- Doorley, S., Holdcomb, S., Klebahn, P., Segovia, K. & Utley, J. (2018). *The bootcamp bootleg*. Stanford, CA: Hasso Plattner Institute of Design at Stanford University. <https://dschool.stanford.edu/resources/design-thinking-bootleg>
- IDEO. (2015). *The field guide to human-centered design: Design kit*. San Francisco, CA: Author. <http://www.designkit.org/resources/1>, p. 110.
- Blanusa, M., Chen, S., & Huttner N. (2018, May 25). Bridging the Divide Between Idealism and Pragmatism (SSIR). [https://ssir.org/articles/entry/bridging\\_the\\_divide\\_between\\_idealism\\_and\\_pragmatism](https://ssir.org/articles/entry/bridging_the_divide_between_idealism_and_pragmatism).
- Klein, G. (2014, August 1). Performing a project premortem. <https://hbr.org/2007/09/performing-a-project-premortem>.

## Unit 7

### Topics

- Step 12: Make Prototypes
- Design Tools—What Wows?
- Design Tools—What Works?
- Considerations When Prototyping
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcomes 1, 2, 4 & 5.*

### Required Readings

- Ogilvie, T., & Liedtka, J. (2011). [Designing for growth: A design thinking toolkit for managers](#).
  - Chapter 10: Rapid Prototyping
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). [The designing for growth field book: A step-by-step project guide](#).
  - Step 12: Make Prototypes

### Recommended Readings

- Both, T., & Baggereor, D. (2017). *The bootcamp bootleg*. Stanford, CA: Hasso Plattner Institute of Design at Stanford University. Pp. 36, 38–39, 42. <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>
- IDEO. (2015). *The field guide to human-centered design: Design kit*. San Francisco, CA: Author. <http://www.designkit.org/resources/1> pp. 111–120, 135.
- Buchenau, M., & Suri, J. (2000). *Experience prototyping*. Proceedings of the Third Conference on Designing Interactive Systems, pp. 424–433. <https://hci.stanford.edu/dschool/resources/prototyping/SuriExperiencePrototyping.pdf>
- Aycan, D., & Lorenzoni, P. (2014). The future of prototyping is now live. *Harvard Business Review Digital Articles*, 2–5. <https://hbr.org/2014/03/the-future-of-prototyping-is-now-live>

- Brenner, S., & Bassett, A. (2010). The art of sustaining social innovation: Markets, imagination, and rapid prototyping. *Innovations: Technology, Governance, Globalization*, 5(3), 121–133. [https://www.mitpressjournals.org/doi/pdf/10.1162/INOV\\_a\\_00033](https://www.mitpressjournals.org/doi/pdf/10.1162/INOV_a_00033)

## Unit 8

### Topics

- Step 13: Get Feedback from Stakeholders
- Innovation Inspiration Series

*This unit relates to DSW program competency/student outcomes 1, 2, 4 & 5.*

### Required Readings

- Ogilvie, T., & Liedtka, J. (2011). [Designing for growth: A design thinking toolkit for managers](#).
  - Chapter 11: Customer Co-Creation
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). [The designing for growth field book: A step-by-step project guide](#).
  - Step 13: Get Feedback from Stakeholders

### Recommended Readings

- Both, T., & Baggereor, D. (2017). *The bootcamp bootleg*. Stanford, CA: Hasso Plattner Institute of Design at Stanford University. Download available at <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>, pp. 40–41, 44.
- IDEO. (2015). *The field guide to human-centered design: Design kit*. San Francisco, CA: Author. <http://www.designkit.org/resources/1> pp. 126–127.
- Dam, R., & Siang, T. (n.d.). Test your prototypes: How to gather feedback and maximize learning. <https://www.interaction-design.org/literature/article/test-your-prototypes-how-to-gather-feedback-and-maximise-learning>.
- Dam, R., & Siang, T. (n.d.). Stage 5 in the design thinking process: Test. <https://www.interaction-design.org/literature/article/stage-5-in-the-design-thinking-process-test>.
- Lloyd, H. (2018, February 15). How to prototype and test your product idea in one week. <https://medium.com/iotforall/how-to-prototype-test-your-ar-vr-product-idea-in-one-week-b02b3c5268b0>.

## Unit 9

### Topics

- Step 14: Run Your Learning Launches
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcomes 1, 2, 4 & 5.*

### Required Readings

- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). [The designing for growth field book: A step-by-step project guide.](#)
  - Step 14: Run Your Learning Launches
- Ogilvie, T., & Liedtka, J. (2011). [Designing for growth: A design thinking toolkit for managers,](#) pp. 96–100.
  - Chapter 12: Learning Launch

***Recommended Readings***

**Unit 10**

***Topics***

- Team-Led Design Lab
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcome 5.*

***Required Readings***

***Recommended Readings***

**Unit 11**

***Topics***

- Team-Led Design Lab
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcome 5.*

***Required Readings***

***Recommended Readings***

**Unit 12**

***Topics***

- Team-Led Design Lab
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcome 5.*

***Required Readings***

***Recommended Readings***

**Unit 13**

***Topics***

- Team-Led Presentation
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcome 5.*

***Required Readings***

***Recommended Readings***

**Unit 14**

***Topics***

- Team-Led Presentation
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcome 5.*

***Required Readings***

***Recommended Readings***

**Unit 15**

***Topics***

- Step 15: What's Next?
- What Now? What Next?
- Course Synthesis & Reflection
- Innovation Inspiration Series

*This unit relates to DSW program competency/student learning outcome 6.*

***Required Readings***

- Ogilvie, T., & Liedtka, J. (2011). [Designing for growth: A design thinking toolkit for managers.](#)
  - Chapter 12: Learning Launch
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). [The designing for growth field book: A step-by-step project guide.](#)
  - Step 15: What's Next

***Recommended Readings***

- Nolte, E., Kamano, J., Naanyu, V., Etyang, A., Gasparrini, A., Hanson, K., ... & Perel, P. (2021). Scaling Up the Primary Health Integrated Care Project for Chronic Conditions in Kenya: Study Protocol for an Implementation Research Project.
- Sahni, N., Lanzerotti, L., Bliss, A., & Pike, D. (2017, August 1). Is your nonprofit built for sustained innovation? (SSIR). [https://ssir.org/articles/entry/is\\_your\\_nonprofit\\_built\\_for\\_sustained\\_innovation#](https://ssir.org/articles/entry/is_your_nonprofit_built_for_sustained_innovation#).
- Fuller, H. J., Arnold, T., Bagian, T. M., & Gunner, W. P. (2020, July). A Human Factors Framework and Heuristics for Diffusion of Innovations. In *International Conference on Applied Human Factors and Ergonomics* (pp. 47-53). Springer, Cham.
- Brown, L. (2015). A lasting legacy? Sustaining innovation in a social work context. *British Journal of Social Work*, 45(1), 138–152. <https://doi-org.libproxy1.usc.edu/10.1093/bjsw/bct107>

**List of Appendices**

- A. Detailed Descriptions of DSW Program 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
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**Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course**

DSW Program Goals	DSW Program Objectives	Course Objectives	Behavior(s)	Dimension(s)	Content
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.	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).	1. Create a virtual learning environment where each student functions as a designer confronting an emerging or newly recognized problem.	Identify a specific problem grounded in the Grand Challenges for Social Work.  Complete and analyze stakeholder interviews using design justice principles and NASW social work ethics.  Review and analyze written material (i.e., peer reviewed journal articles, blogs, books, etc.) to inform the design criteria.  Debate and negotiate with a team the design criteria.	Critical Thinking, Knowledge, and Skill	Units 1 – 8  Assignment 1A: What Is? Problem Landscape  Assignment 1B Due: Design Concept  Assignment 3: Design Lab  Assignment 5: Participation
4. Courses will emphasize bold action leading to scaling of programs, disruption, or other changes that promote social justice	2. Leverage evidence from secondary sources in addition to primary data collection strategies to assess the existing social and practice landscape as a	2. Increase fluency in social innovation, emphasizing design thinking.	Collaborate and communicate with team members to design prototypes.  Create unanswered questions within the	Critical Thinking, Knowledge, and Skill	Units 1 – 8  Assignment 2: Prototypes  Assignment 3: Design Lab  Assignment 5: Participation

and human potential.	basis for designing new responses to complex social problems.		assumptions of the design.  Review written material (i.e., peer reviewed journal articles, blogs, books, etc.) to inform the design criteria.		
	4. Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions.	3. Design, create, and test proposed solutions to the wicked problems that make up the American Academy of Social Work and Social Welfare's Grand Challenges.	Design multiple prototypes based on the design criteria that subvert the normative behavior and solve the problem.	Critical Thinking, Knowledge, and Skill	Units 1 – 8  Assignment 2: Prototypes  Assignment 3: Design Lab  Assignment 5: Participation
	5. Effectively lead others in future efforts to brainstorm, refine, and implement forward-thinking solutions to complex social problems across organizational boundaries.	4. Develop and refine skills in applying theoretical frameworks and identifying opportunities for innovation, intervention design, decision-making, project management, and communication skills.	Create a portfolio of tools utilized in design labs (i.e. journey mapping, mapping the problem lifecycle, etc.) to support the prototype proposed in the team presentation	Critical Thinking and Skill	Units 9 – 12  Assignment 4 Due: Team Presentation and Portfolio  Assignment 5: Participation

## **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***

*Publication manual of the American Psychological Association: the official guide to APA style.* (Seventh edition.). (2020). American Psychological Association.

USC Library: <https://libguides.usc.edu/APA7th>

Owl Purdue Online Writing Lab:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

The Field Guide to Human-Centered Design by IDEO.org: <https://www.designkit.org/resources/1>

### ***Recommended Websites***

## **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 (singhmi@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**

*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**

- Be mindful of getting proper nutrition, exercise, rest, and sleep!
- Come to class.
- Complete required asynchronous material, readings, and assignments BEFORE coming to class.
- BEFORE coming to class, review the materials from the current unit(s), AND scan the topics to be covered in the next unit(s).
- 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 do not understand something, please 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.symlicity.com/care\\_report/index.php/pid422659?](https://usc-advocate.symlicity.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 by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this [link](#) to the Uwill portal, create your account with your University email, and connect with a clinician.