

SOWK 664: Consultation, Coaching, and Social Entrepreneurship

Section 60848

3 Units

Fall 2023, Thursday, 1:00 to 3:50 p.m. Pacific Time

Location: MRF 206

SYLLABUS

(Subject to change)

“A goal without a plan is just a wish.” – Antoine de Saint-Exupéry

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Office Location:	TBA
Office Hours:	Thursday, 11:30 to 12:30 p.m. Additional times by arrangement (flexible)
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IT Help Hours of Service:	24 hours, 7 days/week
IT Help Contact Information:	UPC: 213-740-5555, consult@usc.edu VAC: 833-740-1273, techsupport@digitalcampus.2u.com

I. Course Prerequisites and/or Co-Requisites

None

II. Catalogue Description

Expanding roles that social workers perform within both nonprofit and for-profit corporations.

III. Course Description

This elective course seeks to expand student's awareness of the many opportunities available to social workers. The course is designed to examine the expanding role of social workers as consultants, coaches and entrepreneurs and the skills required to do so. The purpose of this course is to expose students to the expanding roles that social workers perform within both nonprofit and for-profit corporations. Students will examine and analyze practices of nonprofit management that focuses on economic empowerment and nonprofit enterprise. This course will define and examine the role of consultants, the skills needed and the establishment of a consultation practice. Additionally, the course will focus on the growing practice of coaching and its varied coaching models. This course will be most useful for students interested in stepping "outside the box" and into the world of management and entrepreneurship.

IV. Course Objectives

By the completion of this course, students will be able to:

1. Increase students' awareness of their core values, styles, and competencies that serve to anchor the development of an ethical and authentic practice.
2. Promote students' ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies.
3. Compare the theories and practice of coaching with the therapeutic process and examining its use as social workers.
4. Learn opportunities for the social work profession to engage in entrepreneurial practice, including the development of a consultation business.
5. Identify and examine the role of nonprofits in the creation of social purpose businesses intended to provide expanded opportunity for those on the margins of our nation's economic mainstream.

V. CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

CSWE Core Competencies Highlighted in this Course:

Competency 1. Demonstrate Ethical and Professional Behavior

1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

7d. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

VI. Course Format & Instructional Methods

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

VII. Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#), [Software available to USC Campus](#). VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

VIII. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due ^[1]	% of Grade
Assignment 1 Best Reflected Self	1, 4	4	20
Assignment 2 Application of Consulting Process	2, 4	9	30
Assignment 3 Business Concept	4, 5	15	40
Active and Proactive Learning, & Meaningful Participation	1, 3	Ongoing	10

^[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – Best Reflected Self (20% of course grade) Due: Unit 4

This is an individual assignment. The purpose of this assignment is for you to gain insight and create a portrait of your best self that can help guide your professional endeavors and contributions. This portrait should weave together themes from feedback you receive from others, in-class assessments, and your own observations. The full assignment prompt will be shared and reviewed in class.

Assignment 2 – Application of Consulting Process (30% of course grade) Due: Unit 9

This assignment may be done individually or in groups of 2-3. The purpose of this assignment is for you to apply the Flawless Consulting model to an organization. The assignment is structured to parallel the five phases of Block's model. Choose an organization where you have worked/interned (currently or in the past). You are encouraged to keep this project to a reasonably narrow scope. The full assignment prompt will be shared and reviewed in class.

Assignment 3 – Business Concept (40% of course grade) Due: Unit 15

This assignment may be done individually or in groups of 2-3. This assignment will serve as an opportunity to visualize and think strategically about how you might implement the concepts presented in class. A number of business concepts were discussed this semester: organizational consulting, coaching, private practice, nonprofits, and social enterprises. Your plan may involve any of these concepts. This assignment includes a written component and presentation. The full assignment prompt will be shared and reviewed in class.

Active and Proactive Learning, & Meaningful Participation (10% of course grade)

Due: Units 1 – 15

Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings, and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. “Environment” refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another’s point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student’s responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student’s participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below “C” is considered a failing grade for graduate students at USC.

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.

IX. Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course’s learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor’s discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor’s discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

X. Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

XI. Statement about Incompletes and In Progress Grades

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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."

XII. Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

XIII. Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIV. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank

academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the [Office of Academic Integrity \(OAI\)](#).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [Student Handbook](#), the [Office of Academic Integrity's website](#), and [university policies on Research and Scholarship Misconduct](#).

Special Note on the Use of AI Generators

AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see [USC Libraries' generative AI guide](#)), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the [Office of Academic Integrity](#).

XVI. Course Content Distribution and Synchronous Session Recordings

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: [The USC Student Handbook](#), page 13).

XVII. Course Evaluations

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by your instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by your instructor.

XVIII. Required Textbooks

Block, P. (2010). *Flawless consulting: A guide to getting your expertise used* (3rd ed.). San Francisco, CA: Jossey-Bass/Pfeiffer.

Edelson, M. (2010). *Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals*. NASW Press

Other readings are available on the platform under **Files / Readings**.

XIX. Recommended Materials & Resources

Block, P. (2001). *The flawless consulting fieldbook & companion: A guide to understanding your expertise*. San Francisco, CA: Jossey-Bass/Pfeiffer.

Additional required and recommended readings/viewings may be assigned by the instructor.

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.

<https://owl.purdue.edu/>

USC guide to avoiding plagiarism:

<https://libguides.usc.edu/writingguide/plagiarism>

USC guide to APA 7th writing style <https://libguides.usc.edu/APA7th>

Sample List of Professional Social Work Organizations

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

Institute for the Advancement of Social Work Research.

Available at <http://www.iaswresearch.org>

Society for Social Work and Research. Available at <http://www.sswr.org>

Council on Social Work Education (CSWE). Available at <https://www.cswe.org/>

XX. Course Schedule

The table below presents the topics for each unit of instruction. Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.

Unit	Topics	Readings	Dates
1	The Changing Face of Social Work <ul style="list-style-type: none"> ▪ Course Introduction and Overview ▪ Business vs. Social Entrepreneurship ▪ Learning Organizations ▪ Diversity, equity, and inclusion ▪ Activity: Jung Typology Test™. Human Metrics. Retrieved from http://www.humanmetrics.com/cgi-win/jtypes2.asp 	Required <ul style="list-style-type: none"> ▪ Sue, D.W. (2008). Multicultural organizational consultation: A social justice perspective. <i>Consulting Psychology Journal: Practice and Research</i>, Vol.60, No. 2, pp.157-169. ▪ Hansen, J., Jensen, A., & Nguyen, N. (2020). The responsible learning organization: Can Senge (1990) teach organizations how to become responsible innovators? <i>The Learning Organization</i>, 27(1), 65–74. ▪ Ibarra, H., & Lineback, K. (2005). What's your story? <i>Harvard Business Review</i>, 64-71. 	August 24
2	The Pathway into Consultation/ Coaching <ul style="list-style-type: none"> ▪ The Consultant's Calling ▪ What does it mean to be an authentic consultant? ▪ Who Are You? An examination of values, styles, and competencies ▪ Why Clients Hire You 	Required <ul style="list-style-type: none"> ▪ Block, P. (2011). A consultant by any other name. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 1-11). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Roberts, L., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. <i>Harvard Business Review</i>, 75-80. 	August 31
3	Organization Development <ul style="list-style-type: none"> ▪ Organization Development and Change Management ▪ Life Cycles of an Organization ▪ Organization Development ▪ Levels of Analysis ▪ Consultation Skills 	Required <ul style="list-style-type: none"> ▪ Block, P. (2011). Techniques are not enough. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 13-36). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2011). Flawless consulting. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 37-50). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Baughen, A., Oswick, C., & Oswick, R. (2020). Rethinking “Organizational Effectiveness” as a Core Premise of Organization Development: Beyond Narrow Organizational Interests and Towards Wider Soulful Interventions. 	September 7

Unit	Topics	Readings	Dates
		<p><i>Journal of Change Management</i>, 20(4), 333–341.</p> <ul style="list-style-type: none"> ▪ Gratton, P. C., D.B.A. (2018). Organization Development and Strategic Planning for Non-Profit Organizations. <i>Organization Development Journal</i>, 36(2), 27-38. ▪ Samuel, Y. (2017). A theoretical framework. In <i>Organizational pathology: life and death of organizations</i> (pp. 1-9). Routledge. ▪ Appelbaum, S., Habashy, S., Malo, J., & Shafiq, H. (2012). Back to the future: revisiting Kotter’s 1996 change model. <i>The Journal of Management Development</i>, 31(8), 764–782. 	
4	<p>Consultation Practice I</p> <ul style="list-style-type: none"> ▪ The Consultation Process ▪ Consultation Models ▪ Consultation Roles ▪ Understanding Who the Client Is ▪ Entry & Contracting 	<p>Required</p> <ul style="list-style-type: none"> ▪ Block, P. (2011). Contracting overview. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 51-66). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2011). The contracting meeting. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., 67-106). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2011). The agonies of contracting. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 107-120). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2011). Understanding resistance. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 129-148). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2011). Dealing with resistance. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 149-158). San Francisco, CA: Jossey-Bass/Pfeiffer. 	<p>September 14</p> <p>Assignment 1 due</p>
5	<p>Consultation Practice II</p> <ul style="list-style-type: none"> ▪ Discovery & Dialogue ▪ Analysis and the Decision to Act 	<p>Required</p> <ul style="list-style-type: none"> ▪ Block, P. (2011). From diagnosis to discovery. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 159-174). San Francisco, CA: Jossey-Bass/Pfeiffer. 	<p>September 21</p>

Unit	Topics	Readings	Dates
		<ul style="list-style-type: none"> ▪ Block, P. (2011). Whole-system discovery. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 175-182). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2011). Discovering gifts, capacities, and possibilities. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 183-200). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2011). Get the picture. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 201-216). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2011). Preparing for feedback. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 217-227). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2011). Managing the meeting for action. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 229-247). San Francisco, CA: Jossey-Bass/Pfeiffer. 	
6	<p>The Consultation Process III</p> <ul style="list-style-type: none"> ▪ Engagement and Implementation ▪ Extension, Recycle, or Termination ▪ Ethics and the Shadow Side of Consulting 	<p>Required</p> <ul style="list-style-type: none"> ▪ Block, P. (2011). Implementation. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 249-259). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2010). The elements of engagement. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 261-278). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2010). Teacher as consultant. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 279-297). San Francisco, CA: Jossey-Bass/Pfeiffer. ▪ Block, P. (2010). The heart of the matter. In <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed., pp. 299-315). San Francisco, CA: Jossey-Bass/Pfeiffer. 	September 28

Unit	Topics	Readings	Dates
		<ul style="list-style-type: none"> Stroh, L. K. (2019). Ending the project. In <i>The basic principles of effective consulting</i> (2nd ed., pp. 153-163). Routledge. 	
7	Developing a Business / Practice I <ul style="list-style-type: none"> Starting a Business Establishing Your Fees Developing a Business Plan 	Required <ul style="list-style-type: none"> Butler, I. K., & Tracy, S. (2015). The business behind consulting. In <i>Odyssey-The Business of Consulting: How to Build, Grow, and Transform Your Consulting Business</i> (pp. 97–125). Productivity Press. Edelson, M. (2010). Marketing and practice building. In <i>Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals</i> (pp. 97-128). NASW Press. 	October 5
8	Developing a Business / Practice II <ul style="list-style-type: none"> Getting Started in Business Creating Infrastructure & Marketing Materials Choosing organizations Traits of a Successful Entrepreneur 	Required <ul style="list-style-type: none"> Consulting Fees Guide: https://www.consultingsuccess.com/consulting-fees Opening a Private Practice: https://cdn.ymaws.com/www.naswca.org/resource/resmgr/imported/SettingUpAPrivatePractice.pdf Guide to Private Practice Social Work for Prospective LCSWs: https://www.onlinemswprograms.com/careers/private-practice-social-work/ Introduction to Lean Canvas: https://medium.com/@steve_mullen/an-introduction-to-lean-canvas-5c17c469d3e0 	October 12 No Class - Fall Recess
9	Coaching and Its Growing Practice I <ul style="list-style-type: none"> The Practice of Coaching What Coaching Is Opportunities for Coaching 	Required <ul style="list-style-type: none"> Edelson, M. (2010). The Practice of coaching. In <i>Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals</i> (pp. 5-11). NASW Press Edelson, M. (2010). What coaching is. In <i>Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals</i> (pp. 13-32). NASW Press Edelson, M. (2010). The need and opportunity for coaching. In <i>Values-Based Coaching: A Guide for Social</i> 	October 19 Assignment 2 due

Unit	Topics	Readings	Dates
		<p><i>Workers and Other Human Service Professionals</i> (pp. 33-35). NASW Press</p> <ul style="list-style-type: none"> ▪ Athanasopoulou, A., Dopson, S. (2017). A systematic review of executive coaching outcomes: Is it the journey or the destination that matters most? <i>The Leadership Quarterly</i>, 29 (2018), pp 70-88. 	
10	<p>Coaching and Its Growing Practice II</p> <ul style="list-style-type: none"> ▪ Comparing Coaching to Other Practices ▪ The Coaching Process ▪ Schools of Coaching ▪ Coaching Skills 	<p>Required</p> <ul style="list-style-type: none"> ▪ Edelson, M. (2010). Coaching as an alternative or complement to existing practice. In <i>Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals</i> (pp. 37-50). NASW Press ▪ Edelson, M. (2010). The theory and substance of coaching. In <i>Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals</i> (pp. 51-68). NASW Press ▪ Edelson, M. (2010). Schools of coaching. In <i>Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals</i> (pp. 69-77). NASW Press ▪ Edelson, M. (2010). The coaching process. In <i>Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals</i> (pp. 79-86). NASW Press ▪ Edelson, M. (2010). Skills. In <i>Values-Based Coaching: A Guide for Social Workers and Other Human Service Professionals</i> (pp. 87-90). NASW Press 	October 26
11	<p>Coaching and Its Growing Practice III</p> <ul style="list-style-type: none"> ▪ Team Coaching ▪ Legal and Ethical Issues ▪ Diversity, Equity, and Inclusion 	<p>Required</p> <ul style="list-style-type: none"> ▪ Clutterbuck, D., Gannon, J., Lowe, K., & Hayes, S. (2019). Coaching many: team and group coaching. In <i>The practitioner's handbook of team coaching</i> (pp. 24–35). essay, Routledge is an imprint of the Taylor & Francis Group. ▪ Clutterbuck, D., Gannon, J., Lowe, K., & Hayes, S. (2019). Team coaching: a strengths-based 	November 2

Unit	Topics	Readings	Dates
		<p>approach. In <i>The practitioner's handbook of team coaching</i> (pp. 258–269). essay, Routledge is an imprint of the Taylor & Francis Group.</p> <ul style="list-style-type: none"> ▪ Iordanou, I., Hawley, R., & Iordanou, C. (2017). Developing the coaching relationship. In <i>Values and ethics in coaching</i> (pp. 49-64). SAGE Publications Ltd. ▪ Iordanou, I., Hawley, R., & Iordanou, C. (2017). Developing an evidence-based coaching practice. In <i>Values and ethics in coaching</i> (pp. 79-91). SAGE Publications Ltd. ▪ Ye, R., Wang, X., Wendt, J., Wu, J., & Euwema, M. (2016). Gender and managerial coaching across cultures: female managers are coaching more. <i>International Journal of Human Resource Management</i>, 27(16), 1791–1812. ▪ International Coaching Federation: ICF Code of Ethics: https://coachingfederation.org/ethics/code-of-ethics 	
12	<p>Social Entrepreneurs and Nonprofit Business Development I</p> <ul style="list-style-type: none"> ▪ What is social entrepreneurship? ▪ Social enterprise ventures 	<p>Required</p> <ul style="list-style-type: none"> ▪ Phillips, W., Lee, H., Ghobadian, A., O'Regan, N., & James, P. (2015). Social Innovation and Social Entrepreneurship: A Systematic Review. <i>Group & Organization Management</i>, 40(3), 428–461. ▪ Chandra, Y., & Shang, L. (2021). Social entrepreneurship interventions in the HIV/AIDS sector: A social entrepreneurship–social work perspective. <i>International Social Work</i>, 64(1), 5– 23. ▪ Bacq, S., & Lumpkin, G. T. (2021). Social Entrepreneurship and COVID-19. <i>Journal of Management Studies</i>, 58(1), 283–286. 	November 9
13	<p>Social Entrepreneurs and Nonprofit Business Development II</p> <ul style="list-style-type: none"> ▪ Corporate Social Responsibility (CSR) Programs 	<p>Required</p> <ul style="list-style-type: none"> ▪ Rangan, V.K., Chase, L., & Karim, S. (2015), The truth about CSR, <i>Harvard Business Review</i>, Jan-Feb https://hbr.org/2015/01/the-truth-about-csr. 	November 16

Unit	Topics	Readings	Dates
	<ul style="list-style-type: none"> ▪ Diversity, Equity, and Inclusion in Social Entrepreneurship and CSR ▪ Critique of Social Entrepreneurship and CSR 	<ul style="list-style-type: none"> ▪ Setó-Pamies, D. (2015). The Relationship between Women Directors and Corporate Social Responsibility. <i>Corporate Social Responsibility and Environmental Management</i>, 22(6), 334–345. ▪ Spicer, J., Kay, T., & Ganz, M. (2019). Social entrepreneurship as field encroachment: How a neoliberal social movement constructed a new field. <i>Socio-Economic Review</i>, 17(1), 195– 227. ▪ Chalmers, D. (2021). Social Entrepreneurship’s Solutionism Problem. <i>Journal of Management Studies</i>, 58(5), 1363–1370. ▪ Digital Marketing Institute: 16 Brands Doing Corporate Social Responsibility Successfully: https://digitalmarketinginstitute.com/blog/corporate-16-brands-doing-corporate-social-responsibility-successfully 	
14	<p>Business Concept</p> <ul style="list-style-type: none"> ▪ Students present plans 	<p>Explore</p> <ul style="list-style-type: none"> ▪ Venngage: 20+ Business Pitch Deck Templates to Win New Clients and Investors: https://venngage.com/blog/business-pitch-deck-templates/ ▪ Entrepreneur: 13 Tips on How to Deliver a Pitch Investors Simply Can't Turn Down: https://www.entrepreneur.com/article/251311 ▪ Forbes 13 Investor-Pitching Tips for First-Time Entrepreneurs: https://www.forbes.com/sites/forbesfinancecouncil/2020/01/13/13-investor-pitching-tips-for-first-time-entrepreneurs/?sh=2079fbb86ba6 	<p>November 23</p> <p>No Class - Thanksgiving Holiday</p>
15	<p>Business Concept</p> <ul style="list-style-type: none"> ▪ Students present plans 	<p>Required</p> <ul style="list-style-type: none"> ▪ None 	<p>November 30</p> <p>Assignment 3 due</p>
	<p>Exam Week – NO CLASS</p>		

XXI. University Statement on Academic Conduct and Support Systems Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: <https://dworakpeck.usc.edu/student-life/wellness-care-student-wellness-initiative> or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

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

[VAC Students: Uwill Counseling Services](#)

Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[Kortschak Center for Learning and Creativity](#) - 213-740-7884, kortschakcenter@usc.edu

The Kortschak Center offers academic coaching and resources.

[The Writing Center](#) - 213-740-3691, writing@usc.edu

The Writing Center offers individualized feedback on any kind of writing.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (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](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

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

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

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

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

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices.

The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

XXII. List of Appendices

- A. Suzanne Dworak-Peck School of Social Work ADEI Statement
- B. Preamble to the NASW Code of Ethics
- C. Tips for Maximizing Your Learning Experience

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

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: [National Association of Social Workers Code of Ethics](#)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.

Appendix C: Tips for Maximizing Your Learning Experience in this Course

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!