

## **SOWK 790b Research**

### **Section #67711**

3 Units

Fall 2023, Thursday, 5pm PT

Location: VAC

### **SYLLABUS**

(Subject to change)

“We believe the one who has the power. He is the one who gets to write the story. So when you study history, you must always ask yourself, Whose story am I missing? Whose voice was suppressed so that this voice could come forth?” Author Yaa Gyasi

|                                |                                       |   |
|--------------------------------|---------------------------------------|---|
| <b><i>Instructor Photo</i></b> | <b>Instructor:</b>                    | Cassandra Fatouros, MBA, LCSW   |
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|                                | <b>Office Location:</b>               | VAC   |
|                                | <b>Office Hours Days &amp; Times:</b> | Thursdays, 7 – 7:30pm PT<br>By appointment: <a href="https://calendly.com/usc_fatouros">calendly.com/usc_fatouros</a>   |
|                                | <b>Zoom Meeting Link:</b>             | <a href="https://usc-2u-com.zoom.us/j/92216928357">https://usc-2u-com.zoom.us/j/92216928357</a>   |
|                                | <b>Course Lead:</b>                   | Sara Schwartz, PhD  |
|                                | <b>Email:</b>                         | <a href="mailto:saraschw@usc.edu">saraschw@usc.edu</a>  |
|                                | <b>IT Help Hours of Service:</b>      | 24 hours, 7 days/week   |
|                                | <b>IT Help Contact Information:</b>   | UPC: 213-740-5555, <a href="mailto:consult@usc.edu">consult@usc.edu</a><br>VAC: 833-740-1273,<br><a href="mailto:techsupport@digitalcampus.2u.com">techsupport@digitalcampus.2u.com</a> |

## I. Course Prerequisites and/or Co-Requisites

SOWK 790a is a pre-requisite to this course.

Students will enter SOWK 790b having completed SOWK 704, 706, 711, 705, 721, 723, 720, 713 and 790a. Students in the Accelerated Track will have concurrent enrollment with SOWK 707 and 714. Students in the Standard Track will have concurrent enrollment with SOWK 714 and will have completed 707.

## II. Catalogue Description

Research leading to a doctorate.

## III. Course Description

This course will prepare students to complete Part 1 of the DSW Capstone Project Standards and Guidelines (Areas 1 and 2). In this course, students will add to their understanding of existing information (academic and nonacademic) by considering whose voice is missing from what has been written about the problem area of focus. Students will go into the field and collect data in a variety of ways, building their expertise and understanding of the problem and solution landscape for the specific social problem they are interested in solving. In learning pods (teams), students will deeply explore and analyze a social problem and existing solutions within the context of a Grand Challenge area.

## IV. Course Objectives

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

1. Course will provide students with opportunities to apply theoretical frameworks and methodological perspectives to Grand Challenges to increase understanding of the problem and solution landscape.
2. Course will provide students with opportunities to collaborate with other students, using a team approach, to build a knowledge network.
3. Course will encourage students to consider a variety of ways to increase their understanding of the problem and solution landscape, incorporating a transdisciplinary approach and diverse points of view.
4. Course will prepare students to produce products that could be of benefit to a variety of stakeholders within their knowledge network.
5. Course will ask students to consider whose voice is missing from the literature and engage in community-based participatory research and use design thinking methodologies to add to their knowledge base.

## V. Course Format & Instructional Methods

This is a CR/NC graded course offered online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course format will

consist of class discussions derived from readings and asynchronous content, independent and group work, and collaboration. Because the exchange of ideas is an integral part of the learning process, students are required to come to class ready to discuss assigned readings and asynchronous content. Students will do considerable research outside of class, including review of academic research and other sources of information. Students will have opportunities to process and discuss this research during the live sessions.

**\*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.

### **Instructor's Oath**

*"As your instructor, to each of you, I pledge the following:*

- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook.*

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (Sara Schwartz, PhD, [saraschw@usc.edu](mailto:saraschw@usc.edu)). If their concerns remain unresolved, then students can contact the DSW Program Director, Dr. Lewis at [j.lewis@usc.edu](mailto:j.lewis@usc.edu) for further assistance.

### **VI. 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, Excel) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#) and [Software available to USC Campus](#). VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, [techsupport@digitalcampus.2u.com](mailto:techsupport@digitalcampus.2u.com).

### **VII. 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.

| <b>Assignment</b>   | <b>Course Objectives Assessed by Assignment</b> | <b>Unit Due<sup>[1]</sup></b> | <b>% of Grade</b> |
|---|---|-------------------------------|-------------------|
| <b>Assignment 1</b><br>Information Gathering Plan, Interview Schedule and Questions | #5  | Week 3                        | CR/NC             |
| <b>Assignment 2</b><br>Analysis of Key Takeaways from Information Gathering         | #1-3 and #5                                     | Week 10                       | CR/NC             |
| <b>Assignment 3</b><br>Final Assignment (Paper)                                     | #1-5  | Week 14                       | CR/NC             |
| <b>Assignment 4</b><br>Final Assignment (Presentation)                              | #1-5  | Weeks 13 & 15                 | CR/NC             |

<sup>[1]</sup> 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 – Information Gathering Plan, Interview Schedule and Questions Due: 9/7/23 by 11:59pm PT***

Students will develop a plan to collect information from the field. This can include a variety of sources and methods for collecting information. A template will be provided for students and should detail how, where and when they will collect information.

Students will submit individual assignments on the VAC using template provided by faculty.

Assignments must adhere to APA guidelines as needed (7th edition).

#### ***Assignment 2 – Analysis of Key Takeaways Due:10/26/23 by 11:59pm PT***

Students will provide an analysis of information collected and consider what information is still missing, needs to be collected or further explored.

Students will submit individual assignments on the VAC using template provided by faculty for Assignment #1.

### **Assignment 3 – Final Assignment (Paper)**

#### **Capstone: Area Expertise / Problem and Solution Landscape Analysis (Part 1)**

**Due: 11/26/23 by 11:59pm PT**

Students will produce a paper of publishable quality that combines their knowledge of academic and nonacademic literature from 790a with knowledge learned through Information Gathering in 790b. Students will update and expand the draft from 790a to include the sections, detailed below. The primary goal of work in Capstone Part 1 is to develop a deep understanding of issues surrounding a particular social problem, existing solution approaches, and to identify opportunities to enhance or improve upon existing solutions. Students should consider interdisciplinary perspectives of the problem as well as history, relevant theory, and potential policies that have played a role in perpetuating this problem. Sections include:

- Abstract
- Section 1: Grand Challenge
- Section 2: Methods for understanding the problem (i.e. review of the literature and information gathering)
- Section 3: Wicked Problem (with data to demonstrate prevalence)
- Section 4: Problem Analysis (impacts and theories of causation)
- Section 5: Analysis of existing solutions to the problem and their effectiveness (include frameworks and theories)
- Section 6: Stakeholder Analysis
- Section 7: Knowledge gaps
- Section 8: Opportunities for new solutions
- Appendices:
  - Information gathering tools
  - Note-taking matrix (optional)
  - Stakeholder analysis
  - Design Criteria Template
  - Solutions Template
  - Final Visual Depiction of the Problem

Assignments should be no more than 35 pages excluding abstract, title page, reference page and appendices. Papers must comply with APA (7th edition) guidelines.

Faculty will utilize the DSW Capstone Project Standards and Guidelines to assess whether students have met expectations for completion of 790b with a passing grade. In order to receive course credit, students must score a minimum of 83 out of 100 on this paper.

#### **Assignment 4 – Final Assignment (Presentation)**

**Due: During Live Session on 11/16/23 or 11/30/23, as assigned by instruction**

Students will provide a compelling and concise presentation that details their understanding of the problem and solution landscape in one of the live sessions. Students will also introduce their initial ideas for an opportunity for a solution.

Details on presentation length and format will be provided by faculty.

#### **Active and Proactive Learning, & Meaningful Participation**

**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.

### **Grading Scale**

SOWK 790b is graded as a Credit (CR) / No-credit (NC) course. The final grade in this course will either be a Credit (CR) or No-credit (NC). Individual assignments will be based on the following:

- Students will receive credit for work that scores 83 out of 100.
- Students will receive no credit for work that scores 82 or below.

To receive a CR in this course, **students must score a minimum of 83 out of 100 on the Assignment 3**. Students who score 82 or below, will receive a NC in this course.

### **VIII. 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.

## **IX. 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.

## **X. 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."

*[For Practicum courses only]* At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

## **XI. 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.

## **XII. 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.

## **XIII. 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.

#### **XIV. 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](#).

## **XV. 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).

## **XVI. 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 the 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 the instructor.

## **XVII. Required Textbooks**

In addition to the required and recommended readings below, students will be required to do significant research throughout the semester on their problem of interest. Students will be required to read about the problem and solution landscape each week.

- Friedman, B. (2021). *Community-Based Participation Action Research: It's all about the community*. Cognella Academic Publishing
- <https://grandchallengesforsocialwork.org/>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. (7th ed.). American Psychological Association.
- DSW Capstone Project Standards and Guidelines

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: <https://reserves.usc.edu/ares/ares.dll>. Use the search bar to locate the course by School, course number or Lead Instructor's last name.

## **XVIII. Recommended Materials & Resources**

None

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

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> 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 7<sup>th</sup> 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/>

## XIX. 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         | Topic  | Readings  | Assignment Due Dates |
|--------------|--|---|----------------------|
| #1<br>Aug 24 | <b>Preparing for CBPR</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus overview, course goals and objectives</li> <li>• Preparing for CBPR</li> <li>• Learning pods re-formed and team interviews</li> <li>• Reconsider problem statement</li> </ul>                                   | <b>Required</b> <ul style="list-style-type: none"> <li>• Flanagan, N. (2020). Considering a participatory approach to social work – service user research. <i>Qualitative Research</i>, 19(5-6), 1078-1094. doi: 10.1177/1473325019894636.</li> <li>• Read syllabus / prepare questions</li> </ul>  |                      |
| #2<br>Aug 31 | <b>Information Gathering Plan Part I</b> <ul style="list-style-type: none"> <li>• Human Centered Design</li> <li>• Incorporating Diverse Perspectives</li> <li>• Users as Experts</li> <li>• Learning pods discuss ways to leverage networks</li> <li>• Develop information gathering plan and get / give</li> </ul> | <b>Required</b> <ul style="list-style-type: none"> <li>• Ciesielska, M., Bostrom, K.W., &amp; Ohlander, M. (2018). Chapter 2: Observation methods in Ciesielska, M. &amp; Jemielniak, D. (eds), <i>Qualitative Methodologies in Organization Studies</i></li> <li>• Driscoll, D.L. Introduction to primary research: Observations, surveys and interviews. <i>Writing Spaces: Readings on Writings</i>, Volume 2</li> <li>• Erete, S., Israni, A., &amp; Dillahunt, T. (2018). An intersectional approach to designing in the margins. <i>Interactions</i> (May-June</li> </ul> |                      |

| Unit         | Topic  | Readings  | Assignment Due Dates       |
|--------------|--|---|----------------------------|
|              | feedback from learning pod   | 2018). Doi: 10.1145/3194349   |                            |
| #3<br>Sept 7 | <b>Information Gathering Plan Part II</b> <ul style="list-style-type: none"> <li>• Human Centered Design, Design Thinking, CBPR</li> <li>• Authentic Community Engagement</li> <li>• The Community Engagement Continuum</li> <li>• Develop Your Digital Persona</li> <li>• Mock Interviews, testing of questions / surveys with Learning Pods</li> </ul> | <b>Required</b> <ul style="list-style-type: none"> <li>• Chen, E., Leos, C., Kowitt, S.D., &amp; Moracco, K.E. (2020). Enhancing community-based participatory research through human-centered design strategies. <i>Health Promotion Practice, 21</i>(1), 37-48. doi: 10.1177/1524839919850557.</li> <li>• Dagenhardt, D.M.R. (2020). Observing gender and race discourses in probation review hearings. <i>Feminist Criminology, 15</i>(4), 492-515. doi: 10.1177/1557085120940383</li> <li>• Stubbs-Richardson, M., Rader, N.E., &amp; Cosby, A.G. (2018). Tweeting rape culture: Examining portrayals of victim blaming in discussions of sexual assault cases on Twitter. <i>Feminism &amp; Psychology, 28</i>(1), 90-108. doi: 10.1177/0959353517715874.</li> <li>• Van der Pijl, M.S.G., et al (2020). Left powerless: A qualitative social media content analysis of the Dutch #breakthesilence campaign on negative and traumatic experiences of labour and birth. <i>Plos One,</i></li> </ul> | Assignment 1<br>Due 9/7/23 |

| Unit                  | Topic   | Readings   | Assignment Due Dates |
|-----------------------|---|--|----------------------|
|                       |   | doi:<br>10.1371/journal.pone.0233114.  |                      |
| <b>#4<br/>Sept 14</b> | <b>Information Gathering I</b> <ul style="list-style-type: none"> <li>Information Gathering</li> <li>How Social Problems Have a Political Frame</li> </ul>  | <b>Required</b> <ul style="list-style-type: none"> <li>Allen, H., Garfinkel, I.G., &amp; Waldfogel, J. (2018). Social policy research in the twenty-first century: The state of scholarship and the profession; What is promising, and what needs to be done. <i>Social Service Review</i></li> <li>Barretti, M.A. (2019). Same problem, different policies: A framework for examining social problem constructions over time. <i>Advances in Social Work, 19(1)</i>, 39-61. doi: 10.18060/22603.</li> <li>Head, B.W. (2019). Forty years of wicked problems literature: forging closer links to policy studies. <i>Policy and Society, 38(2)</i>, 180-197. doi: 10.1080/14494035.2018.1488797.</li> </ul> |                      |
| <b>#5<br/>Sept 21</b> | <b>Information Gathering II</b> <ul style="list-style-type: none"> <li>Information Gathering</li> <li>Consider Alternative Sources for Information Gathering</li> <li>Paper Tigers Screening</li> </ul> | <b>Required</b> <ul style="list-style-type: none"> <li>Burns, V., Kwan, C., &amp; Walsh, C.A. (2020). Co-producing knowledge through documentary film: A community-based participatory study with older adults with homeless histories. <i>Journal of Social Work Education, 56(51)</i>, S119-S130. doi: 10/1080/10437797.2020/1723763.</li> </ul>   |                      |

| Unit  | Topic  | Readings   | Assignment Due Dates |
|---|--|--|----------------------|
|   |  | <ul style="list-style-type: none"> <li>Gorman, A. (2021). The Hill We Climb</li> <li><a href="https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043374911103731">https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043374911103731</a></li> <li><a href="https://osq.ca.gov/aces-and-toxic-stress/">https://osq.ca.gov/aces-and-toxic-stress/</a></li> </ul> |                      |
| <p><b>#6</b><br/><b>Sept 28</b></p>                               | <p><b>Information Gathering III</b></p> <ul style="list-style-type: none"> <li>Information Gathering</li> <li>Troubleshooting</li> <li>What to do when your problem changes</li> </ul> | <p><b>Required</b><br/>None</p>  |                      |
| <p><b>#7</b><br/><b>Oct 5</b></p>                                 | <p><b>Information Gathering IV</b></p> <ul style="list-style-type: none"> <li>Information Gathering</li> <li>Stakeholders: The Funder Perspective</li> </ul>                           | <p><b>Required</b></p> <ul style="list-style-type: none"> <li><a href="https://independentsector.org/">https://independentsector.org/</a></li> <li><a href="https://pacscenter.stanford.edu/">https://pacscenter.stanford.edu/</a></li> <li><a href="https://www.philanthropy.com/">https://www.philanthropy.com/</a></li> </ul>   |                      |
| <p><b>#8</b><br/><b>Oct 12</b><br/>No Class due to Fall Break</p> | <p><b>Information Gathering V</b></p> <ul style="list-style-type: none"> <li>Information Gathering</li> <li>Community Perspectives</li> <li>Person-in-environment</li> </ul>           | <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Frerichs, L., Hassmiller Lich, K., Dave, G., &amp; Corbie-Smith, G. (2016). Integrating systems science and community-based participatory research to achieve health equity. <i>American Journal of Public Health, 106</i>, 215-222. doi: 10.2105/AJPH.2015.302944.</li> </ul>   |                      |

| Unit                                | Topic  | Readings   | Assignment Due Dates                 |
|-------------------------------------|--|--|--------------------------------------|
| <p><b>#9</b><br/><b>Oct 19</b></p>  | <p><b>Analysis of Information Gathered</b></p> <ul style="list-style-type: none"> <li>Analyzing Information</li> <li>Consideration of discrepancies</li> <li>Process barriers in information gathering</li> </ul>                    | <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Maguire, M. &amp; Delahunt, B. (2017). Doing a thematic analysis: A practical step-by-step guide for learning and teaching scholars. <i>All Ireland Journal of Teaching and Learning in Higher Education</i>, 3 (Autumn 2017).</li> <li>Mathias, J., Doering-White, J., Smith, Y., &amp; Hardesty, M. (2021). Situated causality: What ethnography can contribute to causal inquiry in social work. <i>Social Work Research</i>, 45(1), 7-19. doi: 10/1093/swr/svaa027.</li> </ul> |                                      |
| <p><b>#10</b><br/><b>Oct 26</b></p> | <p><b>Literature Review Progress Update</b></p> <ul style="list-style-type: none"> <li>Writing Your Capstone</li> <li>Feedback on writing from learning pods</li> </ul>  | <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Review DSW Capstone Program Standards &amp; Guidelines</li> </ul>  | <p>Assignment 2<br/>Due 10/26/23</p> |
| <p><b>#11</b><br/><b>Nov 2</b></p>  | <p><b>Theoretical Frameworks for Organizing Information</b></p> <ul style="list-style-type: none"> <li>Discussion in learning pods of 3-4 relevant theoretical frameworks</li> <li>Feedback on writing from learning pods</li> </ul> | <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Brooks, J.S., &amp; Watson, T.N. (2018). School leadership and racism: An ecological perspective. <i>Urban Education</i>, 0(00), doi: 10.1177004208591878382 1.</li> <li>Hanna Daftary, A-M. (2020). Critical race theory: An effective framework for social work research. <i>Journal of ethnic &amp; cultural diversity in social work</i>. 29(6), 439-454. doi:</li> </ul>  |                                      |



| Unit                  | Topic  | Readings  | Assignment Due Dates                                |
|-----------------------|--|---|---|
|                       |  | <p>10.1080/15313204.2018.1534223.</p> <ul style="list-style-type: none"> <li>• Hereth, J. &amp; Bouris, A. (2020). Queering smart decarceration: Centering the experiences of LGBTQ+ young people to imagine a world without prisons. <i>Affilia: Journal of Women and Social Work</i>, 35(3), 358-375. doi: 10.1177.0886109919871268.</li> </ul> |   |
| <b>#12<br/>Nov 9</b>  | <b>Individual Consultations</b>  | <b>Required</b><br>None   |   |
| <b>#13<br/>Nov 16</b> | <b>Individual Consultations</b><br>(continue if needed)<br><br><b>Presentations:<br/>Telling the Story</b> | <b>Required</b><br>None   | Assignment 4<br>In-Class<br>Presentations<br>Nov 16 |
| <b>#14<br/>Nov 23</b> | <b>No Class due to<br/>Thanks-giving<br/>Holiday</b>   | <b>Required</b><br>None   | Assignment 3<br>Due 11/26/23                        |
| <b>#15<br/>Nov 30</b> | <b>Presentations:<br/>Telling the Story</b>  | <b>Required</b><br>None   | Assignment 4<br>In-Class<br>Presentations<br>Nov 30 |

## **XX. 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](http://osas.usc.edu). Students may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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/we-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](mailto: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](mailto:kortschakcenter@usc.edu)  
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, [writing@usc.edu](mailto: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](mailto: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!