



BAEP 471: Social Innovation Design Lab Spring 2023
4 units | MW 10:00-11:50 a.m. | JFF 328

Professor: Abby Fifer Mandell
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I am able to respond much more quickly to texts than to emails. You are welcome to text me (310.279.7491) during business hours with quick questions or urgent matters.

Student Support and Office Hours

- 1) **To share feedback with me and for questions about BAEP 471 assignments, Toolkit exercises, fieldwork and team progress:** fifermmandell.as.me (multiple options throughout the week)
- 2) **For entrepreneurial resources:** make an appointment with *USC Blackstone Launchpad*
- 3) **For academic support, including writing, coaching and help managing online learning:**
<https://kortschakcenter.usc.edu/>
- 4) **For safe, confidential, affordable one-on-one counseling and mental health resources:**
<https://studenthealth.usc.edu/counseling/>

I expect our class to serve as a medium for disseminating knowledge, asking important questions, sharing different opinions, and examining ours and others' beliefs and perspectives. If issues arise that impact your learning, psychological safety, and/or sense of belonging, please let me know and I will do my very best to facilitate a way forward. I am committed to fostering a classroom environment in which every student can be safe and academically successful, one in which we learn through feedback and help each other thrive.

Course Description

This course guides multidisciplinary teams in developing innovative and sustainable responses to challenges that face older adults in Los Angeles and user in similar circumstances around the world. Students will learn and apply user-centered design, a systematic approach that starts with deep user empathy and iterates toward more compassionate, effective outcomes. User-centered design can provide a basic unifying framework for people from different disciplines to understand, engage with, and create approaches that respond to complex societal problems. The goal is to treat individuals as customers, not as charity recipients, in order to develop innovative, affordable, just products and services. Students will co-create for-profit products and services with community members and engage their ideas in early-stage market and rapid prototyping.

Success in this course requires a substantial investment of time outside of class, including field work.

At the end of the course, students are encouraged to continue their work with the Brittingham Social Enterprise Lab (BSEL) and the Lloyd Grief Center for Entrepreneurial Studies and will be eligible to apply for support from the USC Incubator at the Greif Center for Entrepreneurial Studies, New Venture Seed Competition (NVSF) Blackstone Launchpad USC, VentureWell, and NSF Innovation Node-Los Angeles.

Learning Objectives

Through experiential exercises and in-class projects, you will be able to:

- I. Demonstrate an understanding of the fundamentals of human-centered design as it relates to social innovation, including how to “frame the problem;”
- II. Display your ability to observe consumers in-context, specific to unique cultures and environments;
- III. Demonstrate deep user empathy in your approach to social innovation;
- IV. Complete a cycle of rapid prototyping and iteration;
- V. Engage in productive collaboration with teammates from multiple disciplines; and
- VI. Produce a prototype of a product that leads to improvement in the lives of older adults.

Required Materials

- Readings and assignments posted on Blackboard
- *User-Centered Design for Social Innovation Toolkit* by Abby Fifer Mandell, Dan Gottlieb, Penny Herscovitch, and Stella Hernandez (11th edition) (available digitally and in hard copy through the USC Bookstore; directions in the “Content” section on Blackboard for this course)
- *Creative Confidence* by Tom Kelley and David Kelley (available in the USC Bookstore and online)

NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE THROUGHOUT THE SEMESTER AT THE DISCRETION OF THE INSTRUCTOR. Please refer to Blackboard for the most up-to-date listing of assignments. **Modifications or additions to assignments may be announced in class based on our progress that day. If you are absent, please verify with a classmate or be sure to watch the class recording.** Many assignments reference specific exercises in the “User-Centered Design for Social Innovation Toolkit.”

Participation Requirements

Your responsibilities are to:

1. Attend each class (or watch the recording if you are unable to attend class due to illness) and engage in field work
2. Complete all readings, activities, exercises, and assignments (individually and in teams)
3. Reflect on what you’ve read and experienced and what you learn from your classmates; stay open
4. Participate actively in classroom discussions and exercises

You add unique value to our classroom community. We miss you and your perspective when you are not there. You are expected to attend each class (and, as appropriate, have your camera on) to the best of your ability. Please do your best to be on time. If your time zone, technology, or the happenings of life prevent you from attending class, you are expected to watch the recording of the class.

In order to effectively participate in class discussions and get the most out of each session, please complete all reading and assignments for the class in advance of each meeting. Thorough class participation consists of analyzing, commenting, questioning, discussing, offering feedback and building on others’ contributions.

Grading Policies

Detailed grading rubrics for all assignments are posted in the “Content” section for this course on Blackboard. Please review the relevant rubric before submitting your assignment.

1) Reflection papers

100 points total (50 points each)

Throughout the semester, you will submit a total of two 2- page papers. You will receive an individual grade for these assignments.

2) Meaningful Conversations (February 22)

150 points total

Using method cards you create, you will complete 30 “Meaningful Conversations” in the field. You will receive an individual grade for this assignment.

3) Midterm insights presentation (March 6) 200 points total

Prior to the due date, a detailed assignment description and grading rubric for midterm insights and presentations will be posted. You will receive a group grade for this assignment.

NOTE: If you are not present the day of the midterm or your team lets me know that you did not contribute to the group’s progress in the weeks leading up to the midterm, I will use my discretion to assign you an appropriate individual grade.

4) Prototype showcase (April 26) 300 points total

Prior to the due date, a detailed assignment description and grading rubric will be posted. You will receive a group grade for this assignment.

NOTE: If you are not present the day of the prototype showcase or your team lets me know that you did not contribute to the group’s progress in the weeks leading up to the showcase, I will use my discretion to assign you an appropriate individual grade.

5) Implementation Plan (May 10) 250 points total

Prior to the due date, a detailed assignment description, grading rubric, and peer assessment will be posted. You will receive an individual grade for this assignment. The peer evaluations are used to inform the instructor which group members contributed to each portion of the Implementation plan, in order to assign individual grades.

MAJOR GRADES	TYPE	PERCENTAGE OF TOTAL GRADE
Reflection #1	Individual	5%
Midterm	Group	15%
30 meaningful conversations	Individual	20%
Prototype presentations and showcase	Group	30%
Reflection #2	Individual	5%
Implementation plan	Individual	25%

PLEASE NOTE: Marshall School of Business policy states that grades for this course must average “around 3.5.” You should be aware that this Marshall policy requires instructors to curve grades accordingly.

Assignment Submission Policy

Assignments and toolkit exercises are due on Google Drive at the beginning of class, unless otherwise instructed. Late assignments will receive a 10% grade penalty per week. I do my best to post grades within two weeks of assignment submission.

Teams

You will be assigned a team of 3-4 people and will work with this team throughout the semester, beginning in the second or third week of class. You should plan to meet with your team at least once per week outside of class for at 1-2 hours. It will help you tremendously if you pick a reoccurring meeting time for your team, outside of class, that you can count on each week. Most, but not all weeks, you will also be given time to meet with your team during class. You and your group may wish to communicate via WhatsApp, GroupMe, Slack or similar. You may wish to use GoogleDocs, Google Jamboard, StoryBoardThat.com, Miro.com, en.linoit.com, and other cloud-based tools of your choice to collaborate with your team and complete assignments.

Course Evaluations

Your course evaluations are valuable and important. This course is continually improved, based on feedback from students, year to year.

Course Calendar

This schedule may change in response to groups' progress and additional deliverables may be assigned throughout the semester as needed. See Blackboard for all assignments and deliverables and the most up-to-date information. In addition to these dates, we will spend time with ONEgeneration on dates that they choose.

DATE	CLASS TOPIC(S)
January 9	Course overview and community expectations
January 11	Examples of UCD
January 18	Immersive design experience Toolkit explained
January 23	Field methods and Method Cards Where do we find older adults?
January 25	ONEgeneration Making good use of method cards
January 27	Scheduled visit to ONEgeneration (10:00 a.m. to 3:30 p.m.)
January 30	Group observations
February 1	The arc of design Visual thinking and drawing tools
February 3	Community Jam at ONEgeneration (11:00 a.m. to 1:00 p.m.)
February 6	Empathy mapping
February 8	Problem definition
February 13	Who is involved in the process? Who is harmed? Who benefits?
February 15	Troubleshooting Meaningful Conversations
February 22	Getting to the root of the problem
February 27	Community assets and abundance
March 1	Mindmapping
March 6	MIDTERM PRESENTATIONS
March 8	Ideation What if? 50 Post-It Notes
March 20	Guest speaker: careers
March 22	Identifying and narrowing criteria Field testing prep
March 27	Matrix benchmarking

March 29	
April 3	All-class crits
April 5	Reviewing feedback If our ideas had a lovechild...
April 10	Storyboarding OR trip to Kaiser Permanente Health Care Innovation Center
April 12	Products vs. companies Features vs. benefits OR trip to Kaiser Permanente Health Care Innovation Center
April 17	Pricing OR trip to Kaiser Permanente Health Care Innovation Center
April 19	Review Final Presentation assignment and Implementation Plan assignment
April 24	Review presentation decks Course debrief Evaluations
April 26	PROTOTYPE PRESENTATIONS AND SHOWCASE
May 10	SCHEDULED FINAL

ADDITIONAL INFORMATION

Add/Drop Process

Marshall can drop you from the class if you don't attend the first meeting of a class that meets once per week. Please visit www.usc.edu/soc and note the final deadlines to add/drop.

Greif Center for Entrepreneurial Studies Confidentiality Policy

Throughout The Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of The Entrepreneur Program that all such information be treated as confidential.

By enrolling in and taking part in The Entrepreneur Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers or faculty, as applicable. Students further agree not to use any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to The Program. Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California "University Governance Policies and Procedures" as outlined in *SCampus* and to any remedies that may be available at law.

The Entrepreneur Program, the Marshall School of Business and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in The Entrepreneur Program classes or events. Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

Retention of Graded Coursework

Graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to you.

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards”

<https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

English Language

Students whose primary language is not English may wish to check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Events, Programs and Training, Task Force (including representatives for each school), Resources for Students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

In case of a declared emergency, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

APPENDIX

Learning Goals

In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

<u>Description</u>	<u>Course Emphasis</u>
Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>	Low
Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace</i>	High
Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>	High
Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i> .	High
Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society	High
Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i> .	High

IMPORTANT! RECEIPT OF THIS SYLLABUS AND REGISTRATION IN THIS COURSE WILL SERVE AS EVIDENCE THAT YOU UNDERSTAND AND ACCEPT THE REQUIREMENTS OF THE COURSE.