

SOWK 725B: DSW Preparatory Scholarship for Capstone

Section #67715D

2 Units

Summer 2025, Monday, 5pm-7pm PST

Location: VAC

SYLLABUS

(Subject to change)

“Developing a prototype early is the number one goal for our designers, or anyone else who has an idea, for that matter. We don’t trust it until we can see it and feel it.”

~Win Ng (Chinese American artist, designer, and writer)

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I. Course Prerequisites and/or Co-Requisites

Successful completion of the following prerequisite courses is required: Strategic Innovations for Grand Challenges (704), Design Laboratory for Social Innovation 1 (711), Leading and Managing Large Complex Systems (706), Data Driven Decision Making in Social Services (721), Design Laboratory for Social Innovation 2 (723), Leading Public Discourse (705), Communication and Influence for Social Good (720), Application of Implementation Science (713), Financial Management for Social Change (707), Executive Leadership (714), and Preparatory Scholarship for Capstone (725A).

II. Catalogue Description

Design and develop an innovative, feasible, and defensible Capstone Project focusing on a selected Grand Challenge for Social Work. **Course credit will be granted on acceptance of a Mid to High-Fidelity Prototype.**

III. Course Description

The USC Suzanne Dworak-Peck School of Social Work's DSW program prepares students to lead large-scale social change. Students in the DSW program complete a capstone project that demonstrates their abilities and results in a medium to high fidelity proof of concept ready for public communication and implementation. Preparatory Scholarship for Capstone is a 3-course series that creates the conditions for students to develop their Capstone Project. This includes development of an accepted capstone proposal (725a), continued capstone project work (725b), and completion and defense of capstone work (725c). Since the DSW program is designed to teach students to think, act, and conduct themselves as professionals who lead and manage efforts to improve social good related to the Grand Challenges for Social Work, the DSW capstone project requires students to demonstrate and apply social innovation in the context of the diverse knowledge and skills they have acquired throughout the program.

IV. Course Objectives

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

1. Co-create a community design team for design thinking, collaborative problem-solving, prototyping, prototype testing, feedback, and group discussions.
2. Establish an understanding that good writing and problem solving are iterative processes that require continuous reflection and revision.
3. Practice refining a theoretical/conceptual framework, theory of change, and logic model that connect the capstone project design to specific outcomes.
4. Demonstrate how the capstone project is applying design thinking to address a social problem in an organizational context.

V. Course Format & Instructional Methods

Online (VAC), grade type- CR/NC, LMS -Canvas

Instructional Methods: The capstone courses (725a/b/c) represent a **mentoring support structure** designed to facilitate independent capstone work from development of a proposal through until completion. The mentoring support structure is somewhat different from a typical class. It is similar in that it involves weekly involvement. It differs because, depending upon the week, you will either participate in an **integrative seminar** or a meeting with your **capstone peer mentoring team (CPMT)**. The integrative seminar and capstone mentoring team meetings complement one another but have different composition and functions. Both are important to supporting your capstone work and progress.

During the Capstone Peer Mentoring Team (CPMT) meetings, students will present a brief overview of their project and facilitate a dialogue that highlights its various components, challenges, and limitations. The CPMT meetings are designed to enable critical and constructive discussion that can advance the development of a proposal that addresses a social problem or problem of practice. They are not meant to be formal defense of your project's proposal. The more focused your inquiry and discussion, the better. Think of the CPMT meetings as the opportunity to receive dedicated feedback.

Across the integrative seminar and mentoring components, this course will largely operate in a seminar format that also includes collaborative support centered around the capstone work. Weekly activities may include other social innovation efforts, review and support of one another's work, presentation of capstone plans to foster group discussion / feedback / brainstorming, and other activities to support capstone development and progress.

Throughout the semester, the process of synthesizing the solution will occur in a collaborative environment that involves sharing and discussing ideas and written materials, even at stages when those ideas and materials may not yet be in their final form. This is a norm that we highlight because many individuals prefer to share polished final work. This course will ask all members to stretch in sharing and learning in a collaborative environment. The class environment is structured to model an essential aspect of working and learning in diverse team contexts. Instructors expect all participants to commit to supporting the advancement of other group members, even when feedback may result in re-thinking or challenging of current ideas. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss materials for the week, as appropriate.

This course aims to be student-centered. This means that the contents of sessions may vary somewhat from the syllabus based on ongoing progress and discussion among students and faculty. Therefore, some syllabus and reading adjustments may occur to fit the needs of the students.

Capstone Project Review Committee. This is your "official" review committee for the capstone project. It is chaired by the 725 instructor and includes a Faculty Reviewer and an External Design Partner. The Faculty Reviewer and External Design Partner should be willing to review and support ongoing capstone project work. Your 725 instructor (the chair for your Capstone Project) must approve the External Design Partner and Faculty Reviewer, so this aspect of your capstone work should be discussed in advance.

Community Design Team. This is a group of stakeholders, end users, experts, resource specialists, and/or mentors that are convened and facilitated by the student. The goal of the community design team is to co-design a plausible, feasible, and doable solution to a problem of practice described in the capstone proposal and to provide feedback on the project's prototype.

The 725 instructor will provide more details on the role and responsibilities of these two essential components of a student's capstone work.

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.

VI. Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office 365 (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be helpful: [Zoom information for students](#), [Brightspace help for students](#), [USC Online Canvas guide for students](#), [Software available to USC Campus](#). Students should contact SDP Learning Technical Support (LTS) for assistance with online platforms at sdp.lts@usc.edu.

VII. Course Deliverables, Due Dates & Percent of Final Grade

The table below presents all course deliverables, due dates, and the final grade for each deliverable.

Deliverables	Week Due ^[1]	Grade
Deliverable 1 Theory of Change & Low Fidelity Prototype	Week 3 – June 2, 2025	CR/NC
Deliverable 2 Progress Report and Revised Action Plans	Week 5 – June 16, 2025	CR/NC
Deliverable 3 Revised Theory of Change, Mid to High Fidelity Prototype & Prototype Testing Analysis	Week 8 – July 7, 2025	CR/NC
Deliverable 4 Prototype Showcase	Weeks 9, 10, or 11 – July 14, 2025 July 21, 2025 July 28, 2025	CR/NC

[1] Please note that in some instances a deliverable due date 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 Deliverables

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

Deliverable 1 – Theory of Change and Low Fidelity Prototype (CR/NC) Due: Week 3

This assignment has two components: Theory of Change & Prototype

1. **Prototyping** (Step 12 in Designing for Growth pp 28-29) is the creation of a visual representations of concepts (Step 9 in Designing for Growth pp 34-35). It allows for testing and validation of design concepts, functionality, and user interactions before committing to full-scale development. Low fidelity prototyping involves the use of basic models or examples of the capstone's solution (i.e., product or service) being tested. Students will apply Discovery Skills such as associating, questioning, observing, experimenting, and networking (**Read: C. Christensen, H. Gregersen and J. Dyer. (2009). *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators*. Harvard Business Review Press.**) to create an overarching vision for their product. It may involve sketches but can also work as a description of the product. The student should identify the design criteria and key features for the proposed capstone project. In addition to seeking input from your Capstone Peer Mentoring Team, please identified an external design partner and other stakeholders who can provide feedback on the prototype. Examples of templates for low fidelity prototypes are:

- Storyboarding
- Sketching
- Mockup
- Journey Map

To complete this assignment read the required readings, review all the resource materials on prototyping, and search for prototype templates and examples appropriate for the project.

2. **Theory of Change (ToC)** is a visual model and narrative that outlines the actions, conditions, resources, and strategies that are needed to achieve a desired outcome. It explains why certain actions are expected to lead to specific outcomes. Students should draw on the principles from the selected theoretical framework for their Capstone Project to 1) develop a graphic

illustration of the project's ToC and 2) articulate the vision of change and the steps need to achieve the outcomes **in 500 words or less**.

Required Reading: Brown, M. (Fall 2020). Unpacking the theory of change. Stanford Social Innovation Review, pp. 45-50. <https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve>

Deliverable 2 – Progress Report and Revised Action Plan (CR/NC) Due: Week 5

Project update including a 1-2 page narrative summary and project management action plan must be uploaded.

Deliverable 3 – Mid to High Fidelity Prototype and Prototype Testing Analysis (CR/NC) Due: Week 8

Mid to High Fidelity Prototype: Students will create a Mid to High-Fidelity Prototype as relevant to their Capstone Project. The Capstone Prototype must demonstrate proof of concept of your project design (whether it be technology, product, program/service, policy, etc.). It must take a tangible, functional form that is tested to further refine project design and can be piloted and/or implemented upon graduation. Prototypes should be **mid to high fidelity user prototypes**. Acceptable forms of high-fidelity prototypes are included in the following (partial) list.

- Technology:
 - Click through wireframes
 - Website design (unpublished is fine)
 - Algorithm feasibility, including logic
- Products:
 - Physical mock-up of product
 - Working model (limited or proxy materials are acceptable)
 - Blueprints
- Program or Service:
 - Curriculum modules (e.g., trainings) with learning objectives, learning activities, and assessment
 - Detailed UX Journey Map of the teaching and learning process (interactive preferred)
 - Detailed manual (e.g., service offerings, processes, standards, and guidelines)
- Media:
 - Media samples (e.g., podcasts, videos, scripts)
 - Campaign deck with social media assets
 - Influencer marketing plan with examples and feasibility
- Policy:
 - Written policy change (e.g., legislation)

- Digital platform to test policy ideas/feedback
- Implementation/adoption of journey map

Mid to High Fidelity Prototype Testing

Once students have developed their mid to high-fidelity prototype, they must test it to determine its viability and clarity of proof of concept. Students are encouraged to test with at least two stakeholder groups, with at least one that includes intended users (or proxy). They may use the Design Lab format that they learned in SOWK 723 or other formats for prototype testing that may be more relevant to their project. If students have not been able to test their mid to high fidelity prototype by the due date of this deliverable, they should include a detailed prototype testing plan and a timeline for when testing will occur.

Prototype Testing Analysis

Students will write up a 3–5-page narrative (not including citations, bibliography, or title page). The narrative should include:

- Description of Mid to High-Fidelity Prototype including how the prototype works.
- Objectives of Mid to High-Fidelity Prototype: What is being tested?
- Description of the testing process including:
 - What methods were used to test the prototype?
 - How did the testing occur?
 - Who participated in the testing? Why?
 - What worked? What challenges did you face in the testing process?
- Analysis: Unexpected outcomes? What insights were gained in the prototyping and testing process? How will you incorporate lessons learned into the design process and proposed capstone project?
- Identified challenges face in the due to testing results and how you plan to address them. Pay special attention to any design justice issues that may come up during the testing and analysis process.

NOTE: If students have not had the opportunity to test, this section should be a description of their plan for testing that addresses the above items (excluding the discussion on results).

This assignment should be written in the 3rd person, double spaced, 12-point Times New Roman font, 1-inch margins. Refer to APA Formatting and Style Guide 7th edition for more details.

Deliverable 4 – Prototype Showcase with Capstone Project Review Committee (CR/NC) Due: Week 9, 10, or 11

Each student will give a 20-minute presentation to their Capstone Project Review Committee (including external design partner, faculty reviewer, and chair) highlighting the attributes of their prototype and share what has been learned from the prototyping process and testing (including the strengths and limitations associated with approaches/methods employed in the prototyping process).

Assignment and course grades will be based on the following:

This course is Credit/No Credit. Credit is the passing mark for non-letter-graded courses. Equivalent to B quality or better for graduate courses. There is no effect on a student's GPA.

A No Credit grade for graduate course work, is work that is less than the equivalent of B quality work. There is no effect on GPA. However, if students receive a No Credit, they may not continue to the next part of the series (for example: if a student receives incomplete and/or no credit on the SOWK 725B assignments, then they cannot continue onto SOWK 725C). If students receive a No Credit in 725B, they must retake the course.

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.

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.

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 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 Contract Completion Form."

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

Students on zoom should have cameras on, unless there are extenuating circumstances shared with the instructor. As much as possible, students are requested to be mindful of appropriate classroom behavior and professionalism (for example, students are encouraged to refrain from smoking, drinking alcohol, or multi-tasking). Also, as much as possible, students should have a dedicated workspace where they can attend synchronous sessions where they will not be disturbed by other people.

The use of laptops, tablets, smart phones during class generally is recommended to contribute to their learning and engagement in class activities. The use of technology should not be distracting to student engagement in the learning process.

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 contrasts with 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 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

Grand Challenge and Problem of Practice Specific Bibliographies. Students are encouraged to continue building an active bibliography related to their Capstone Project. This is expected to be a diversity of content including peer reviewed books and articles, professional reports, policy analysis, podcasts, reputable blogs, institutional websites, periodicals, etc.

Students may also reference books and articles used in previous coursework, especially as it relates to design thinking, design justice, and the Grand Challenges of Social Work.

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. Required Readings and Recommended Resources

Required Readings

Costanza-Chock, S. (2020). *Design justice: Community-led practices to build the worlds we need*. The MIT Press.

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.

Chapters 4-12, pp 61-167

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide*.

Steps 6-15, pp. 22–41

The Tools, pp. 44-89

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Prototyping Resources

<https://www.interaction-design.org/literature/topics/prototyping>

Explore the Cooper Hewitt, Smithsonian Design

Museum's website: <https://www.cooperhewitt.org/Links to an external site.>

Join the newsletter, and if you're in NYC, visit the museum. Checkout the publications, collection, and learning activities.

Watch

Abstract: The Art of Design on Netflix (Seasons, 1, 2, and/or 3)

Getting acquainted with a multitude of different techniques for prototyping is always useful. To learn more about different types of prototyping, cool tricks, and tips, watch the following videos:

Desktop Walkthrough prototype (1:55 minutes):

<https://youtu.be/x702HnQjZP8?si=ouU3zT6DUqVGGL46>

Role-playing the interaction (7:27 minutes):

<https://youtu.be/hkAFdIrTR00?si=BqmqNhpNuO5UryST>

Service prototyping (2:47 minutes): https://youtu.be/3xzh_nLmnBQ?si=z5-ERuv27jZdqY61

Service Design Show: Experience Prototyping (35:11minutes)
minutes) https://youtu.be/wfEUgJum_Yo?si=b3NW-t9XLR4YRC78

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/>

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	Milestone	Deliverable Due Dates
1 5/19/25	Introduction to 725B Theory of Change Revising Design Criteria Rapid Prototyping as Proof of Concept Prototyping & Testing Using Design Thinking Visualization Tools for Prototyping Role of the External Design Partner & Design Team Review of Action Plan	Review and revise proposal based on feedback and new insights.	
2 5/26/25	University Holiday – Memorial Day	Review design thinking & design justice principles	
3 6/2/25	<ul style="list-style-type: none">• Prototyping• Applying Design Thinking Principles (Steps 1-15)• Using the Design Thinking Visualization Tools for Prototyping• Revising Design Criteria	Make Prototypes	Deliverable 1 due
4 6/9/25	<ul style="list-style-type: none">• Prototyping Process• Applying Design Justice Principles• Using “How Might We” Statements to Generate Creative Solutions	Engage Community Design Team	
5 6/16/25	Independent Work (no class) Revise Prototype, Theory of Change, Logic Model, Design Criteria, and Theoretical/Conceptual Framework Prototype Testing Plan Advising Session: Week of June 16th	Revise Prototype & Prototype Testing Plan	Deliverable 2 due
6 6/23/25	Prototyping & Testing Week of June 23rd		

Unit	Topic	Milestone	Deliverable Due Dates
7 6/30/25	Prototyping & Testing Week of June 30th		
8 7/7/25	Preparing for the Prototype Showcase (in-class session) Prototyping & Testing Week of July 7th		Deliverable 3 due
9 7/14/25	Prototype Showcase with Capstone Project Review Committee (Schedule TBD) Week of July 14th		Deliverable 4
10 7/21/25	Prototype Showcase with Capstone Project Review Committee (Schedule TBD) Week of July 21st		Deliverable 4
11 7/28/25	Prototype Showcase with Capstone Project Review Committee (Schedule TBD) Week of July 28th		Deliverable 4
12 8/4/25	Preparing for SOWK 725C		

SOWK 725B Recommended Course Schedule

Overview

The capstone mentorship structure involves integrative seminar weeks and capstone mentorship team meetings. During integrative seminar weeks, live sessions will typically focus key features that you want to include in your work that derive from previous courses. You will be working from your action plan to develop your low fidelity and high-fidelity prototype. You will be asked to reflect on your transparently on the process, including feedback from stakeholders and peers. These weeks will generally involve large group discussion time, breakout time to discuss and apply principles to one's own capstone project thinking and plans, and then time for final integrative discussion and questions Capstone mentoring team meeting weeks will largely focus on presentation and facilitated discussion of developing capstone work plans in a dynamic team context.

Week 1: Course Overview – May 19, 2025

Topics

- Theory of Change
- Revising Design Criteria
- Prototyping as a Proof of Concept
- Using Design Thinking Visualization Tools for Prototyping
- Prototype Testing
- Role of the External Design Partner & Design Team
- Action Plan

Recommended Reading

- Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.
Chapter 1: Why Design?
Chapter 2: Four Questions, 10 Tools
Chapter 3: Visualization
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide*.
Step 1: Identify an Opportunity, pp. 0-5, 8-9, 62-63, 80-81, 92-93, 97, 100, 110-115, 118-119, 127-128
- https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Week 2: University Holiday – Memorial Day – May 26, 2025 Prototyping NO CLASS

Topics

- Prototyping
- Using the Design Thinking Visualization Tools for Prototyping
- Revising Design Criteria

Recommended Readings

- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide*.

Step 2: Scope Your Project, pp. 10-11

Step 3: Draft Your Design Brief, pp. 12-13

Step 4: Make Your Plans, pp. 14-19, 94-96, 120-123

Step 5: Do Your Research, 20-21, 44-55, 64-65, 124-126

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

- Coursera—Design Thinking for the Greater Good: Innovation in the Social Sector
Week 3: A Mindset for Innovation, And Asking “What If?”
Week 4: Asking “What Wows?” and “What Works?”
https://www.coursera.org/learn/uva-darden-design-thinking-social-sector?utm_medium=email&utm_source=other&utm_campaign=opencourse.opC1cU3SEeWeiwqPB940Pw.announcements~opencourse.opC1cU3SEeWeiwqPB940Pw.lNePLJyeEeeDARL5O9cnxg
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide*.
Step 7: Establish Design Criteria, pp. 20-21, 132
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731
- Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*, pp. 96-100.
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Week 3: Prototyping – June 2, 2025

Topics

- Prototyping
- Applying Design Thinking Principles (Steps 1-15)
- Using the Design Thinking Visualization Tools for Prototyping
- Revising Design Criteria

Required Readings

- Brown, M. (Fall 2020). Unpacking the theory of change. *Stanford Social Innovation Review*, pp. 45-50.
- Berkovich I. (2014). A socio-ecological framework of social justice leadership in education. *Journal of educational administration*. 52(3):282-309.
doi:10.1108/JEA-12-2012-013

- Gutiérrez KD & Jurow A. (2016) Social Design Experiments: Toward Equity by Design. *The Journal of the learning sciences*. 25(4):565-598. doi:10.1080/10508406.2016.1204548

Week 4: Prototyping Process & Applying the Design Justice Principles – June 9, 2025

Topics

- Prototyping Process
- Design Justice Principles
- Using “How Might We” Statements to Generate Creative Solutions

Required Readings

- Grant, C. & Osanloo, A. (2014) Understanding, selecting, and integrating a theoretical framework in dissertation. *Administrative Issues Journal: Connecting, Education, Practice and Research*, 4(2),12-26.
- Brown, M. (Fall 2020). Unpacking the theory of change. *Stanford Social Innovation Review*, pp. 45-50. <https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve>
- Logic Model Development Guide. (2004) W.K. Kellogg Foundation, pp.1-12.

Week 5: June 16, 2025 Revising Proposal, Theory of Change, Logic Model, Prototype and Theoretical/Conceptual Framework

Prototype Testing Plan Advising Session: Week of June 16th

Topics

- Consultation meetings and facilitated discussions of the prototyping process and testing
- Revising Proposal, Prototype, Theory of Change, Logic Model, Design Criteria, Theoretical/Conceptual Framework, and Prototype Testing Plan

Recommended Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.
Chapter 4: Journey Mapping
Chapter 6: Mind Mapping
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide*.
Step 6: Identify Insights, pp. 22–23
Journey Mapping, pp. 58-61, 98-99, 130-131

- https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731.

Week 6: Prototyping & Testing – June 23, 2025

Topic

- Consultation meetings and facilitated discussions of the prototyping process and testing

Recommended Readings

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.
Chapter 4: Journey Mapping
Chapter 6: Mind Mapping
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The designing for growth field book: A step-by-step project guide*.
Step 6: Identify Insights, pp. 22–23
Journey Mapping, pp. 58-61, 98-99, 130-131

- https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731.

Week 7: Prototyping & Testing – June 30, 2025

Topic

- Consultation meetings and facilitated discussions of the prototyping process and testing

Week 8: July, 2025

**Preparing for Prototype Showcase (in-class session)
Prototyping & Testing - Week of July 7th**

Topic

- Consultation meetings and facilitated discussions of the prototyping process and testing

**Week 9: Prototype Showcase with Capstone Project Review
Committee – July 14, 2025**

Topic

- Presentation and facilitated discussion focusing on the design features of the prototype and insights from prototyping testing.

**Week 10: Prototype Showcase with Capstone Project Review
Committee – July 21, 2025**

Topic

- Presentation and facilitated discussion focusing on the design features of the prototype and insights from prototyping testing.

**Week 11: Prototype Showcase with Capstone Project Review
Committee – July 28, 2025**

Topic

- Presentation and facilitated discussion focusing on the design features of the prototype and insights from prototyping testing.

Week 12: Preparing for SOWK 725C – July 30, 2025

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 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/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).

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!