IDSN 540: Processes and Perspectives

Units: 4.0
Term:
Location:

Instructor:
Office / Office Hours: Virtual or In-person / By appointment
Contact Info:

IT Help: https://uscedu.sharepoint.com/sites/IYAStudent/SitePages/IT-Resources.aspx
Hours of Service: 8:30 a.m. – 6:30 p.m.
Contact Info: iyahelp@usc.edu

Course Description

The recommended preparation module for all courses to follow in the MSIDBT program, Processes and Perspectives provides students with instruction in domain-specific, cross disciplinary, and shared approaches to the creation and implementation of products, services, projects, systems, solutions, and/or organizational development.

What are the standard methodologies used to take a creative idea of a technological, business, and/or artistic endeavor to fruition? What are the philosophical and practical underpinnings of those methodologies? What are the implications of those methodologies when built out?

The course is designed to address these and similar questions through an active dialectic approach—motivating students to adopt different perspectives, manage the methodology-based tensions generated by different perspectives and domain areas, in order to seek bespoke integrative solutions. Topics include creative and user-focused elements and perspectives (design), feasibility analytics (technology), and lean start-up techniques (business).

Course Highlights:
- **Deep Dive into Creative Problem Solving (CPS)**:
  - Learn the structured 7-stage creative problem-solving process through hands-on, project-based learning.
  - Gain thorough understanding of each stage: from problem framing, research, ideation, prototyping, to validation.
- **Practical Methods and Techniques**:
  - Master diverse methods and tools for idea generation, synthesis, and validation.
  - Develop skills to choose and apply the right techniques depending on context and constraints.
- **AI-Enhanced Innovation**:
  - Explore how to integrate AI tools into each stage of CPS to amplify creativity and productivity.
  - Critically assess capabilities and limitations of AI in creative and strategic contexts.
- **Emerging Technologies & Cross-Pollination (case-study)**:
  - Engage in forward-looking exercises to discuss new tech trends.
  - Practice cross-disciplinary thinking and idea synthesis for breakthrough innovation.
- **Case Studies & Real-world Application** (to be included in next version of the course):
  - Analyze real-world cases demonstrating the impact of AI in design, technology, and business.

Why Take This Course?
- Essential foundational knowledge on structured creative problem-solving rarely taught in depth elsewhere.
- Practical, hands-on application to build a strong skill set for industry-ready problem solving.
- Preparation for advanced MSIDBT coursework, which expects fluency in CPS methodologies.
- Competitive edge through integration of AI tools into strategic thinking and CPS.

Who Should Take This Course?
- Students who aspire to become strategic designers, innovation consultants, or design strategists.
- Students who do not have strategic design background, and those looking to deeply understand and master structured methods for solving complex, ambiguous problems.
- Students from design, business, and engineering backgrounds who aim to effectively lead interdisciplinary teams, and wants to develop a common problem solving process.

Learning Objectives

Students in this course will gain early fluency in the approaches shared by and distinct to those in design, business, and/or engineering. Upon completing this course, students will be able to:

- Have mastery of the steps involved in various data-driven and creative processes (e.g., design methodologies, lean start-up).
- Apply creative and strategic processes to the development of varied prototypes.
- Evaluate the effectiveness and utility of these processes in varied organizational settings, with particular focus on those settings most supportive of or interested in innovation.
- Build and communicate effectively within integrated multidisciplinary, multi-perspective teams.

Prerequisite(s): none
Co-Requisite(s): none
Concurrent Enrollment: N/A
Recommended Preparation: none

Course Notes
This course is a for credit only course with an alpha numeric grade. Course materials are distributed via Brightspace and may be supported by a google drive for class access to working files for team projects. Lecture slides will be posted after each class, unless designated by OSAS needs for the learner. A combination of synchronous and asynchronous methods will be employed in distributing course materials.

The course will be conducted either online or in person, depending on the section of the course. Please be aware that modality is not interchangeable and is firmly designated by the class section for IDSN 540. Students will be asked to maintain their modality throughout the semester as designated by the course section.

Due to the changing needs of the course engagements such as collaborative sessions, guests, instructor illness, and the like, modality may change at the discretion of the instructor and will be shared in advance with the students for limited dates.

Technological Proficiency and Hardware/Software Required
Students must provide their own laptop. The laptop specifications take into consideration that students will be creating, streaming, and downloading audio and video; communicating using video conferencing applications; and creating and storing large multimedia files.

USC Technology Support Links:
USC Computing Center Laptop Loaner Program
Zoom information for students,
Brightspace help for students
Software available to USC Campus

HOW TO PURCHASE SOFTWARE AT THE DISCOUNTED ACADEMY RATE
The following software may be helpful for developing creative solutions and projects throughout the course. NONE are mandatory for purchase; however, Adobe Creative Cloud suite is highly encouraged for creation of visual assets.

For reference, listed below is all software available for purchase online at the Iovine and Young Academy discounted student rate:

Software	IYA Short-Term License at USC Bookstore

Adobe Creative Cloud	$75 2024–2025 annual license (active through July 2025)
Apple Logic Pro	$35 semester licenses
SolidWorks	$35 semester license
Apple Final Cut Pro	$35 semester license

To purchase:
- Visit: https://commerce.cashnet.com/IOVINE
- Select the software license(s) you would like to purchase by clicking "View Details" or the software title, and make your purchase.
- You will receive an order confirmation receipt at the email address you provided.
- You will be notified by email when the software license has been activated.

If you have any questions about this process, please do not hesitate to contact Academy IT Support at iyahelp@usc.edu.

Required Readings and Supplementary Materials
- Carreyrou, John. *Bad Blood: Secrets and Lies in a Silicon Valley Startup*. 2018.
- Hoffman, Steven S. The Five Forces That Change Everything, 2021

Required readings will be drawn from textbooks, articles, papers, cases, and online publications (e.g., articles, op-ed essays) available through a host of outlets; in most instances, the material will be delivered via Brightspace, apart from the two books listed above that are required for purchase.

Students will also be required to view online videos; complete web-based, interactive exercises; and respond to peer and faculty comments (within an online discussion forum or group discussion). Lectures, readings, and viewings will be supplemented with current articles and audio/video content.

Description and Assessment of Assignments
All assignments, and their corresponding rubrics are distributed via Brightspace in detail. Each assignment, the corresponding rubric, and timeline for deliverable will be reviewed in class by the instructor when introducing an assignment. Students are encouraged to check in with their instructor to confirm deliverables and any additional questions they may have in advance of the deliverable due dates.

Participation
Participation grades are determined by a student's interaction with course material as async materials in Brightspace, in-class lecture content and discussion, and practice activities and projects. Students will also be evaluated on their ability to create and sustain provocative, insightful, and relevant discussion of the course material with their peers and the instructor. If a student is absent, there is no opportunity to be evaluated on participation for that day's work.

Students are expected to actively participate in this course both live during in-class session and in the online forums and discussion postings. In an online forum, participation includes:
- Careful reading and viewing of assigned materials by the date due
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance and full attention in synchronous sessions
- Significant collaboration with classmates and teammates

Course grades will be affected for students who do not contribute to the course through active participation. Students should notify the instructor in advance if they are unable to attend class. Those unable to attend will be required to review the online recording for the session missed and submit thoughtful feedback to the instructor in order to supplement their participation grade.

Grading Breakdown

Assignment	Points	% Of Grade
Participation	100 pts	10%
Reflection (Discussion Posts)	150 pts	15%
Practice Assignments	350 pts	35%
Final Presentation and Associated Deliverables	400 pts	40%
TOTAL	1000 pts	100%

Grading Scale
Course final grades will be determined using the following scale:

A: (95-100%) A-: (90-94%)
EXCELLENT – Means that your work is excellent. You have a thorough understanding of the course content, theories and the ideas presented in lectures and readings. Your grades on all your assignments, attendance and participation are consistently excellent. You are engaged and actively participate in discussions and with the assignments. All of your assignments are thoroughly researched and turned in on time. You consistently demonstrate a high level of comprehension in your discussions and through your assignments.

B+: (87-89%) B: (83-86%) B-: (80-83%)
GOOD – Means that your work is good, and you demonstrate an above average understanding of the course content. Your grades on all your assignments, attendance and participation are consistently good or excellent. Ideas presented in class are understood and is reflected in your assignments. Your concepts are good, if not excellent, and you are usually able to bring them to life visually as needed.

C+: (77-79%) C: (73-76%) C-: (70-73%)
AVERAGE – Means that your work, attendance, and participation are fair (average). You understand some of the ideas, themes and concepts presented in class. Your attendance and participation are average. Your performance in critiques is average.

D+: (67-69%) D: (60-66%)
BELOW AVERAGE – Means that your work was below average. You did not understand most of the ideas presented in class and did not adequately demonstrate comprehension in your assignments. Assignments were routinely not turned in or turned in on time. Your assignments are mediocre or poor and you were not able to communicate comprehension. Your attendance and participation were poor.

F: (0-59%)
FAILING – Means that your work was poor or missing. You didn't understand the majority of the ideas presented in class and it is reflected in your work. Your concepts and ideas were poor or lacking and/or your work was not turned in. You did not attend and participate enough to pass.

A   95-100
A-   90-94
B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-62
F   59 and below

Assignment Submission Policy & Evaluation Information

All assignments will be provided in detail both in Brightspace and in-class lecture materials by the instructor with their corresponding rubrics and timeline. Be sure to adhere to all assignment and submission details, as distributed, when each assignment is launched as these will impact the evaluation of your work.

Student work will be assessed based on the following criteria:
- Level of execution on assignments.
- Degree of complexity of the assignment goal.
- Innovative application of tools and concepts.
- Knowledgeable integration of relevant course material used to create design solution.
- Thorough display of student's strategy in creating and executing their solutions.

Students are encouraged to seek clarification and check in regarding their solutions prior to imminent deadlines.

Assignments must be submitted to Brightspace by 5:35 pm on the deliverable due date.
Assignments submitted late will be accepted but will incur the following grade penalties:
- 24 hours after deadline is a 10% deduction
- 24-48 hours after the deadline is a 20% deduction
- 48 hours to 3 days late is a 50% deduction.
- Submissions more than 3 days late will receive NO CREDIT, unless approved in advance by the instructor.

Please note deliverable criteria as sighted on each assignment rubric (as shared in class and course materials), as deductions will be incurred by inaccurate submission processes.

Grading Timeline

Grades for each assignment to be shared within 2-3 weeks of submission. Grading notifications will go out via Brightspace system in RESPONSE to submissions in Brightspace.

Students are welcomed, and encouraged, to check in at any time regarding their standing in the class.

Correcting a Grading Error or Disputing a Grade
In the event you feel strongly that there is an error in your grade, please inform the instructor of missing or incorrect grades within a week of the grades being posted for the assignment and request a re-evaluation of your submission. Do not wait until the semester's end to check or appeal any grades, as any grades submitted and not discussed during a two-week time period will no longer be viable for re-evaluation.

If you feel a grade merits re-evaluation, you are encouraged to send the instructor a memo in which you request reconsideration and demonstrate clear need for re-evaluation, within one week of the instructor providing a grade and initial feedback. The memo should include a thoughtful and professional explanation of your concerns and showcase how the work effectively meets rubric designation and submission criteria.

Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative upon re-evaluation. Please wait at least one full day after receiving evaluation before submitting a request for re-evaluation.

Attendance

The Academy maintains rigorous academic standards for its students and **on-time attendance** at all class meetings is expected. Each student will be allowed <u>two</u> absences over the course of the semester for which no explanation is required. Students are admonished to not waste these two excused absences on non-critical issues, and encouraged to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other serious issue (see below), no additional absences will be excused.

After these two absences are utilized, each subsequent absence will result in the lowering of the final grade by ⅓ of a grade (e.g., an A will be lowered to A-, and A- will be lowered to a B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence.

An established pattern of tardy and/or disruptive behavior may result in being asked to leave the class for the day, incurring a full absence.

Attendance will be taken live at the beginning of each class. <u>It is your responsibility</u> to ensure your attendance is recorded at the start of each class.

In the event of online classes, you are required to submit a chat text entry (or similar) to record your attendance in class.

If you are more than 15 mins late for a class–without prior permission from the instructor–it will be counted as an absence.

Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam or presentation days. Using an excused absence for a quiz, exam or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation in advance of the class (as possible). Accommodation may also be made for essential professional or career-related events or opportunities at the discretion of the instructor. Additionally, students who require accommodations for religious observations, and student athletes should provide Travel Request Letters should provide advanced notice to instructors.

All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

Unless students provide an accommodation letter from USC's Office of Student Accessibility Services (OSAS) or a letter from IYA Student Services detailing visa or travel restrictions, attendance and active participation is expected in the classroom. Any student with such accommodations should submit their accommodation document to the instructor as soon as possible to discuss appropriate accommodations.

Students who are experiencing illness should not attend class in person. Please inform the instructor **in advance** of any class sessions that you can't attend for medical reasons, and accommodations will be arranged to view recorded lectures and submit alternatives to any missed class participation. Students will not be penalized for not attending class in person under these circumstances should they provide clear documentation supporting illness in advance of the class.

Iovine and Young Hall Cleanout
The Academy is unable to store student projects and materials beyond the end of the semester. Students must remove all projects and personal materials from the Creators Studio, lockers/locker room, and other classrooms by the end of each semester. **All projects and materials left in Iovine and Young Hall will be discarded the day after final exams end. No exceptions.**

Classroom norms
Course and classroom agreements will be shared and collaborated on at the first course meeting.

Zoom etiquette
Should the course need to move to zoom, cameras on should remain on during classroom discussions and collaborative work. **Please treat these online interactions with the same courtesy as considered for in-class room attendance and community engagement.**

Should you have need to move to off-camera modality, please inform the instructor and inform them of your need. This does not include supporting in-transit commuting or similar. Once class begins, it is expected that you are available for full participation and that your attention is solely focused on the course and its participants. Lack of camera usage and active engagement will be reflected in your participation grade.

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. You 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.

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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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 your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Policy on the use of AI Generators

In this course, you are encouraged to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, incomplete analyses, and potential "hallucinations;" thus they are not yet prepared to produce text that meets the standards of this course.

To adhere to our university values, **you must cite** any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

In this course, you are encouraged to use AI as a supportive tool for inspiration and ideation as cited, but not to use it as a means to create and craft a solution. Do not let the tool dictate your solution outcomes or supersede your ability to discern and implement strategic work.

Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:
- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results and what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.]

Please ask your instructor if you are unsure about what constitutes unauthorized assistance on an assignment, or what information requires citation and/or attribution in advance of submitting an assignment for evaluation.

Course Content Distribution and Synchronous Session Recordings Policies
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. 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. 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 relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

Course Evaluations

All students enrolled in the course are asked to complete the summary evaluation of the course. Feedback is welcomed and encouraged.

Course Schedule & Deliverables Outline

Deliverables Breakdown:

100	**Participation**	
150	**Reflection (Discussion Posts)**	
	Process Reflection (Total 8x10)	80
	Reading Reflection (Five Forces, 4x5)	35
	Reading Reflection (Theranos, 2x10)	35
350	**P1-3 Practice Assignments**	
100	**Project 1 - Creative Process (total 100 points)**	
	- Project 1A (mindmap)	30
	- Project 1B (interview + visualizations)	70
100	**Project 2 – Theranos (total 100 points)**	
	- Project 2A: Organization Chart / Coulda Woulda Shoulda	50
	- Project 2B: Organization Culture Revamp	50
150	**Project 3 - Intersectional Innovation (total 150 points)**	
	- P3A: Exploring Intersections	75
	- P3B: Communicating Innovations	75
400	**Project 4 - CPS Project (total 400 points)**	
	- 4A: Team Norms Documentation	10
	- 4B: Topic Selection and Background Research Analysis	50
	- 4C: Problem Statement and Design Brief	20
	- 4D: Brainstorming Documentation	50
	- 4E: Selection Documentation and BMC	40
	- 4F: Prototype Documentation	30
	- 4G: Team Evaluation Rubric	20
	- 4H: Final Presentation	100
	- 4I: Evaluation of other team presentations	30
	- 4J: Final Process Documentation	50
1000	**Total points**	

P&P_PROCESSES & PERSPECTIVES:

<u>Weekly Schedule:</u>
subject to change as needed, will be reflected in Brightspace materials

Wk	Date	In-Class	Deliverables Due to Brightspace & In-Class	Homework: Assignment
		Module 1: Creative Problem Solving Process		
1	8/28	**Processes and Perspectives** Introductions & Course overview Interdisciplinary Focus Various work environments **Launch Project 1 - Visualizing Process**	***Please engage in week 1 async Brightspace module materials PRIOR to class 1***	Below assignments all due wk_2, 9/4 **P1A:** My "Mind Map"_50 pts DUE 9/4 *All async materials as supplied in Brightspace
2	9/4	**Exploring Creativity** Introduction to Exploring Creativity Defining Creativity Attributes of a Creative Individual Thinking About Creativity Overcoming Obstacles **CPS Models** Introduction to Creative Problem-Solving Methods and Models A Universal Creative Problem-Solving Model	**P1a_Share Outs**	Below assignments all due wk_3, 9/11 **P1B:** Interview Mapping & Findings_100 pts DUE 9/11 *All async materials as supplied in Brightspace
3	9/11	NO CLASS due to IPR **ASYNC ONLY: Creative Problem-Solving (CPS) Methods and Models** *IPR is 9/12-15*	**P1b_ DUE to Brightspace only**	Below assignments all due wk_4, 9/18 **READ: Bad Blood Ch. 1-12, DUE 9/18** **REFLECTION:** Bad Blood 1, DUE 9/18 (individual) *All async materials as supplied in Brightspace
		Module 2: Case Studies – Design Ethics and Technology Futures		
4	9/18	**Case Study 1_Theranos Part 1** Introduction to the Case Study Leadership qualities and integrity Discuss interview videos - Ana Ariola **Introduce Project 2A: Org Chart - Visual mapping**	**P1a+b_ Share Outs**	Below assignments all due wk_5, 9/25 **READ:** Bad Blood Ch. 13-24, DUE wk 5_9/25 **REFLECTION:** Bad Blood 2, DUE 9/25 **P2A:** Org. Chart (Group) *All async materials as supplied in Brightspace

5	9/25	**Case Study 1_Theranos Part 2** Discuss: Fake it till you make it? Discuss interview video - Erika Cheung **Introduce Project 2B: Revamp**	**P2a: Share Out**	Below assignments all due wk_6, 10/2 **READ: Five Forces Intro through Force 3,** DUE wk 6_10/2 **REFLECTION:** Five Forces 1, DUE 10/2 Post to discussion board (individual) - Prompt 1: The Five Forces That Change Everything, Part 1 Takeaways - Prompt 2: Why Are Humans So Bad at Seeing the Future **P2B: Organization Culture Revamp** (group) *All async materials as supplied in Brightspace
6	10/2	**Case Study 2_The Five Forces That Change Everything, Part 1** Discuss: The three forces (Mass Connectivity, Bio-convergence, Human Expansionism) Discuss: Why are humans so bad at seeing the future? Lecture: Futures Thinking frameworks **Introduce P3A - Exploring Intersections**	**P2a+b: Presentations**	Below assignments all due wk_7, 10/9 **READ:** The Five Forces That Change Everything (Force 4 to end) **REFLECTION:** Post to discussion board - reflections on below 2 prompts (individual) - Prompt 1:The Five Forces That Change Everything, Part 2 - Prompt 2:Questions for Captain Hoff **P3A:** Intersectional Innovation V1. Submit PDF to Brightspace. (individual) *All async materials as supplied in Brightspace
7	10/9	**Introduce P3B - Communicating Innovation**	**P3a: Share Out**	Below assignments all due wk_8, 10/16 **P3B: Communicating Innovation.** Submit PDF/image of advertisement (print media, lifestyle magazine) to Brightspace.

				*All async materials as supplied in Brightspace

6:30pm - 7:30 pm
Q&A and discussion with the author, Steven Hoffman

7:30 - 7:50pm
Class sections: Debrief | | |
| | | **Module 3: CPS in Action** | | |
| **8** | 10/16 | HYBRID: COMBO of TWO sections of IDSN 540

Overview of remaining weeks ahead, Introduce final project, Project 4 (all parts). Team formation

Seven Stages of Creative Problem Solving_Acceptance and Analysis
- Discuss: Role of Generative AI in CPS? (use it to your benefit!)
- Introduction to **Acceptance & Analysis**
- **Secondary Research** | **P3a+b: Presentations** | Below assignments all due wk_9, 10/23

P4A: Team Norms Documentation (group)
P4B: Topic Selection and Analysis:
(morphological analysis) (group)

REFLECTION P4-1: Acceptance & Analysis (individual)

*All async materials as supplied in Brightspace |
| **9** | 10/23 | **Seven Stages of Creative Problem Solving_Definition**
- Introduction to Definition
- What is a problem statement and a design brief?
- Designing for people
- What is a Persona?
- Empathy Mapping | **P4A+B: Share Outs** | Below assignments all due wk_10, 10/30

P4C: Problem Statement and Design Brief (should include target audience, exercise from the persona mapping), group submission

REFLECTION P4-2: Definition (individual) / Where Good Ideas Come From)
In addition to the reflection post, write your top 2 takeaways from the video.

READ/WATCH: Where Good Ideas Come From
https://www.ted.com/talks/steven_johnson_where_good_ideas_come_from/transcript?language=en

*All async materials as supplied in Brightspace |

10	10/30	*Halloween* **Seven Stages of Creative Problem Solving_Ideation** - Introduction to Ideation	**P4C: Design Brief**	Below assignments all due wk_11, 11/6 **P4D: Seed Concept Brainstorming Documentation** (group) **REFLECTION P4-3:** Ideation (individual) & Reflections (top 2 key takeaways) on DesignInTech Report **READ:** https://designintech.report/ *All async materials as supplied in Brightspace
11	11/6	**Seven Stages of Creative Problem Solving_Selection** Introduction to Selection	**P4D: Seed Concepts**	Below assignments all due wk_12, 11/13 **P4E: Selection Documentation** - select one final idea and present your selection criteria/process/ visualizations and BMC (group) **REFLECTION P4-4** Selection (individual) & Reading Response **READ:** https://www2.deloitte.com/us/en/insights/focus/tech-trends.html *All async materials as supplied in Brightspace
12	11/13	**Seven Stages of Creative Problem Solving_Implementation** - Introduction to Implementation - Lecture: prototyping	**P4E: Selection criteria**	Below assignments all due wk_13, 11/20 **P4F:** Implementation Documentation - create ecosystem map of your concept, discuss plans for prototyping, and bring back your first iteration of your prototype for evaluation. **REFLECTION P4-5:** Implementation (individual) & Reading Reflection **READ:** https://www.braineet.com/blog

				/implementing-innovation *All async materials as supplied in Brightspace
13	11/20	**Seven Stages of Creative Problem Solving_Evaluation** Introduction to Evaluation **Redefining Your Own Process** Adapting and Individualizing the Creative Problem-Solving Model Building a Culture of Sensitivity	**P4F:** Rapid prototype results	Below assignments all due wk_15, 12/4 **P4G:** Team Evaluation rubric and findings (group) **P4H:** Presentation **REFLECTION P4-6:** Evaluation (individual) & Reading Response **REFLECTION P4-7:** Redefining Your Process **READ:** https://www.cambridge.org/core/journals/design-science/article/idea-evaluation-as-a-design-process-understanding-how-experts-develop-ideas-and-manage-fixations/25D1373257E4CCD170DEF081DFB2BA00 *All async materials as supplied in Brightspace
14	11/27	*NO CLASS - Thanksgiving Break*		
15	12/4		**P4H:** Project 4 final presentations	Below assignments all due wk_16, 12/11 **P4I:** Evaluation of other team presentations (group), DUE Friday 12/6, midnight. **REFLECTION P4-8**: Self and Team Evaluation (Individual submission as PRIVATE - upload PDF to designated Brightspace assignment) *All async materials as supplied in Brightspace
	12/11	**Final Exam - Dec 11th, 4:30 pm (Deliverables due, no live session)**	**P4J:** Final Project Process Documentation, DUE Final exam date	See USC Final Exam schedule for more info

Statement on University Academic and Support Systems

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. 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. The LOA must be given to each course 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. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems:
Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

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 consists 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.

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) 740-2500*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title 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.

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.