To lead in the 21st century, human services professionals must possess interdisciplinary skills and innovative thinking to help transform public/nonprofit service networks so that they deliver better services and results. This course is the gateway offering in the University’s Certificate in Human Services Leadership. It also may be of interest to others planning to lead and manage in health and human services in the years ahead.

The course focuses upon the significance of human-centered design to improve service provision and outcomes. It explores how public, nonprofit, and philanthropic structures create unique operational realities and cultures that must be navigated to lead change across institutional boundaries. It also investigates some social contributors to disparities in human services delivery – particularly race and ethnicity. The use of analytical frameworks such as design thinking, human services value curve, and an equity lens will help us on our exploration.

Human-centered design is defined by an acceptance of competing constraints – feasibility (what is functionally possible within the foreseeable future); viability (what is likely to become part of a sustainable model); and desirability (what makes sense to achieve publicly valuable outcomes). Application of this approach yields results that are both sustainable and adaptable to the changing needs within a particular context. In Human Services, family and community challenges are complex, long-term, and constantly evolving. Assistance is currently delivered through structures historically managed through command and control hierarchies and contracted out for specialized services. While it is important to understand the historical and institutional context that give rise to this regulatory approach, the challenge of a new era require leaders to question and think deeply about these institutions. It requires practices that produce novel ideas and the ability to make them tangible to others.

In this course, we are focused upon three core competencies of human services leadership:

• Design of integrated service delivery; and
• Systematic consultation of data and relevant research to inform decision-making

This course is a required for all enrolled in the new University of Minnesota’s Human Services Leadership Certificate; it complements the mid-career Master’s in Public Affairs degree as an elective offering. It will require you to listen intently, experiment, indulge in creativity, and challenge your own boundaries of knowing and doing. You will spend this semester learning the principles behind the practice, and applying these skills to your existing
knowledge and know-how from public and non-profit agencies. Through project-based and case-based learning approach, you will gain experience using design to develop more innovative solutions. This course is a pre-requisite for the PAS161 Public Service Redesign Workshop offered during the spring semester (second required course in the Human Services Leadership Certificate).

**Key Learning Outcomes & Pedagogy:**

At the end of this semester, you will:

- Analyze current trends and opportunities for service integration and system improvements.
- Understand how human-centered design serves as a complementary practice to science-based analytical problem solving.
- Use the human services value curve as a blueprint to help orient change activities and improve public value.
- Apply human-centered design to address challenges in the current human services system.
- Explore how racism influences the operations and outcomes of the human services system.
- Understand and practice user-perspective, iteration, prototyping, and feedback as core principles to the work that you do.

We will draw upon various learning materials to achieve these outcomes: readings; multimedia cases; virtual lectures, panels of human services leaders, podcasts, and your application of it all to a potential Redesign Project. Each person will receive and use a **Change Journal** to enable them to make hand-written documentation, jottings, and catalog resources during the development of their Redesign Project.

This course structured in a ‘hybrid’ format that takes advantage of technology to maximize what we can learn together when we are face to face. Hybrid courses are suited to active, self-directed learning. The online delivery of parts of this course allows you the flexibility to complete activities at your own pace; and it means that we meet less often face-to-face. However, that flexibility demands that you also plan and manage their time efficiently. Students must take responsibility to actively use the online learning material and manage their time to complete assigned reading and online activities before deadlines.

Depending on your experience and skill level, the online course environment may be unfamiliar to you, and utilizing the online material may take longer than expected. Students must be willing to spend extra time initially to familiarize themselves with the online course environment. Information will be provided on-line at the beginning of the semester. Additionally, the Humphrey School’s Technology Enhanced Learning team has assembled a toolbox of online resources (see the big ‘red’ button on the left of the Moodle site). Current practice and research suggests students are successful in these types of technology-enriched classes when they are:

- Open minded about sharing work, life, and educational experiences as part of the learning process;
- Able to communicate through writing;
- Willing to communicate with instructors if problems arise;
- Accept critical thinking and decision making as part of the learning process;
- Able to think ideas through before responding;
- Self-motivated and self-disciplined;
- Able to establish and maintain boundaries with on-line media (and manage your own expectations of either your or the instructors as always being ‘wired’).
Each student will be assigned to a **Study Group** to help you thrive in the virtual parts of the course. There will be some assignments where you will interact with this smaller group and deepen your analysis of course materials.

Success in the course is dependent on you mastering course content while simultaneously dealing with all of life’s other responsibilities. You will need to keep yourself on track because our face-to-face times will focus on application of key concepts and tools rather than merely description of them. Although this is a course that leverages technology, this does not mean that communication with the teaching team should be more limited. **If you have questions, concerns, recommendations, or emerging ideas about the course, let us know!** The sooner, the better. We welcome face-to-face or virtual video conversations about the course.

**For Technical Support:**

- Contact the University’s IT department
  - email help@umn.edu
  - phone 612.301.4357 or text 612.548.1191
  - chat online at [it.umn.edu/chat](http://it.umn.edu/chat)
- Contact Moodle Support via email to moodle@umn.edu
  - Include the URL of course Moodle site plus details about your concern
- Post a question to “Ask the Tech Support Lady” on course Moodle site

**Course Prerequisites**

Must be enrolled in the Human Services Leadership Certificate, Master’s in Public Affairs (MPA) degree or have instructor’s consent.

**Required Materials and Location**

All course materials will be accessed through the course Moodle site. You should check the website regularly to attain the necessary readings, assignments, announcements, and other information. If you are not familiar with Moodle, a good way to get started is to watch the “student orientation resources” at [http://it.umn.edu/course-management-system-moodle-related/students](http://it.umn.edu/course-management-system-moodle-related/students).

Moodle sites can be accessed on any computer that has an internet connection and a web browser. The UMN Moodle support team recommends using Chrome or Mozilla Firefox, which you can download free at [www.google.com/chrome](http://www.google.com/chrome) or [http://firefox.com](http://firefox.com).

To access the Moodle course website, go to [https://moodle.umn.edu](https://moodle.umn.edu) and sign in with your University of Minnesota internet ID and password. For questions, you may contact moodle@umn.edu.

**Course Schedule**

This course design has face-to-face and virtual content throughout the semester. The virtual content between sessions will have you deepening your understanding of content introduced, as well as previewing ideas/frameworks/cases that will be further elaborated in the subsequent face-to-face sessions.
<table>
<thead>
<tr>
<th>Module</th>
<th>Materials to read/review</th>
<th>What is Due</th>
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</table>
| **M1: Preparation** | To provide you context to a new way of learning and working by building excitement, and an understanding of innovation and equity. | 1. Review introductory video by professors  
2. Video on course structure and syllabus  
3. Review materials from the Welcome Letter (e.g. send photo, exhibit, movie).  
5. Reading(s): Bason (2017) |
| **M2: Introduction & Definition of Scope** | **Session 1 & 2**  
Friday September 15  
8:30 to noon  
To introduce the course, and to provide an introduction to the design process through experiencing what it might be like. To stress the importance of institutional history and understanding equity and race in approaching innovation in the human services sector. | **Materials to Review Before Class**  
2. Hassett and Austin (1997)  
3. McIntosh (2009)  
4. E-case Preparation: Health & Human Services Value Curve [https://www.hubertproject.org/hubert-material/432/](https://www.hubertproject.org/hubert-material/432/)  
**Afternoon Viewing on own:**  
1. Chimimanda Adichie Ngozi’s – TED Talk: Danger of a Single Story  
2. Virtual lecture on implicit bias  
**What’s due?**  
- Identity cards  
- Change Journal reflection  
- Change Journal Submission #1 (Due in class)  
**Critical Analysis Post #1 (Due 9/20)** |
| **M3: Understanding Context & Opportunities** | **Exploring the Problem Space**  
(to be completed by 10/2)  
To provide more historical context of | **Materials to Review**  
1. Smith & Lipsky, Chapters 1-2  
**Critical Analysis Post #2 (Due 10/2)** |
in institutional realities and show new possibilities.

7. Virtual Lecture: History of Redesign & Reform
8. Virtual Lecture: Constructing and Producing with target groups
9. Virtual Lecture: Dual orientation and Decision Making
10. Virtual Lecture on Design Thinking – a deeper dive

**Written Statement: Redesign Project**
*(Due 10/4)*

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**M4: Starting to Design**

**Session 3**  
**Friday October 6**  
8.30am to 12.00pm  
To deepen understanding of our approach to design and how this fits into innovating from a human-centered perspective.

**Materials to Review:**
1. E-Case Preparation: Applying Design thinking to the Social Sector.

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**Deepening Skills**  
*(to be completed by 10/23)*

To deepen your understanding of history of management, including new focus upon complex and emergent systems  
Apply concepts from the empathy stage to your work.  
Ground your emerging knowledge in themselves and larger ‘common good.’

**Materials to Review**
2. Reading: Snowden & Boone (2007)
4. Reading: Johnson (2010)
5. Review: Exploring the Problem Space Tool Kit
6. Virtual Lecture: Organizational Management history
7. Virtual Lecture: Complexity – probing and documenting
8. Virtual Lecture: Creating public value

**Redesign Project**
- Develop user Journey map and/or persona  
- Examine what’s in social science research  
- Draft problem definition

**Critical Analysis Post #3 (Due 10/23)**

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**M5: Exploring What is and What Could Be**

**Session 4**  
**Friday October 27**  
8.30am to 12.00pm  
Explore the leadership needed to make human-centered design in public systems

**Deepening Skills**  
*(to be completed by 11/13)*

**Materials to Prepare**

**Change Journal submission #2**

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**Critical Analysis Post #4 (Due 11/1)**

**Redesign Project**
Continue to go deep in your projects. Develop an appreciation for the courage needed to change and to lead change.

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<tr>
<td>4.</td>
<td>Reading: Bason (2017): Chapter 7</td>
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<td>6.</td>
<td>Review: Generating Alternatives Tool Kit</td>
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<td>7.</td>
<td>e-Case Preparation: Olmsted Case. Building Equity and Addressing Structural Racism is Public Service Provision</td>
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<td>8.</td>
<td>e-Case Preparation: Culture Change at Life’s WORC</td>
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<td>9.</td>
<td>Virtual lecture: Creating Space for Innovation</td>
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<td>10.</td>
<td>Virtual lecture: Ideation, Brainstorming, and Implementation</td>
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Assignment.

Change journal assignment: reflect upon how are you creating space for innovation?

Critical Analysis Posts #5 (Due 11/15)

**M6: Exploring Change Options & Making the Future Concrete**

**Session 5 & 6**  
**Friday November 17**  
8:30 – 12:00

Continue to inspire courage, boldness & thoughtfulness. Move ideas to action.

**Saturday November 18**  
8.30am – 4.30pm  
Leverage the power of the collective in ideating and beginning to set the foundation for second semester

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<td>1.</td>
<td>Reading: Grant (2016)</td>
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**M7: Enacting New Practices**

**Deepening Skills**  
*(to be completed by 12/4)*

Think more about the context within which the design idea will be introduced.

**Materials to Review**

1. Reading: Bason (2017), Chapter 8  
2. Reading: Crosby & Bryson (2005)  
4. Virtual Lecture: Mobilizing internal and External Resources.  
5. Virtual Lecture: Defining criteria of assessment and evaluation  
6. Virtual Lecture: Communicating Value  
7. Virtual Lecture: Action Planning in Practice

**Critical Analysis Post #6 (Due 12/6)**

**Session 7**  
**Friday December 8**

Change Journal Submitted
8.30am to 12.00pm

Make work visible to external stakeholders and celebrate what’s been imagined and your personal commitment to doing what is necessary.

<table>
<thead>
<tr>
<th>Redesign Project: Full project proposal draft</th>
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**Redesign Project Proposal Due December 15**

Projects will be considered by panel of Advisors to determine which will be used in the Spring Semester’s PA 5162 Public Service Redesign Workshop

**Bibliography of Course Materials in Order**

**In addition, there are fourteen virtual lectures.**


eReserves

You can access course written materials on eReserves right on the course Moodle site. Alternately, you can log in to the Reserves Direct website with your internet ID and password. (This is the same information you would use to log in to your U of M email.) Or, choose the course from the Library Course Page and click on the Course Reserves tab.

Assignments

The assignments for this course focus on moving you toward achieving the learning outcomes, and assure you are applying the ideas to your own organizational context, in a method that is called “project based learning.” More information about each assignment is available on the course Moodle site; all assignments are due at 9:00 am on the date that is noted in the Course Schedule and Moodle site.

- To assure you focus sufficient attention on course material, there are required Critical Analysis posts about the readings, virtual lectures, and case materials. You will post and reply (at least once) to members of your assigned study groups. You will receive categorical grades – excellent, satisfactory, fair, or poor – from the instructors based upon the quality of your analysis or reply to your colleague. 25%

- Throughout the semester, you will develop a Redesign Project. There will be four interim assignments that will apply the content of the semester iteratively to the topic you choose. The final project plan is presented to senior field leaders on December 8th through a Pecha 55%
Kucha process. The final Redesign Project Proposal is due on December 15th and will provide content material for the PA5162 Public Service Redesign Workshop in which a small team will work to implement selected Redesign Projects in sponsoring organizations.

- To encourage ongoing application of course ideas to your project and encourage the development of a practice of reflection, we will be providing you a Change Journal and ask you to use it to both capture the emerging issues in your project and, sometimes, reflect yourself about particular issues. This will be submitted to the Instructors at multiple times during the course.

- Engagement with the course is essential to your learning. It will be assessed through attendance (face-to-face meetings) and virtual engagement (posting and responding to your colleagues online).

Policy for Attendance and Grading Late Work

This course is interactive and has lots of hands-on activities. We expect students to attend all face-to-face sessions and engage virtually. If something inhibits you from doing so, please be in touch with the Instructors to learn what was missed and/or negotiate ways to successfully complete the course requirements. Assignments submitted after the due date will be penalized 5 points for each 24-hour period that they are late. Unless otherwise noted, the assignments will be due at 11 pm on the date noted below.

University of Minnesota Policy Statements

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)
If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/education/instructorresp.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.


**Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

**Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

For other University policies go to: http://policy.umn.edu/education/syllabusrequirements-appa