Grand Challenges Impact Lab Seattle
DGH 490A/CEE 498A
Spring 2021 (March 29 - June 4)
5 credits

Course Instructors:

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* please communicate with instructors using the message application in the course Canvas site *

Teaching Assistants: TBA

Overview

Through the Grand Challenges Impact Lab (GCIL), students learn about grand challenges in our society and are invited to propose and test solutions. GCIL-Seattle is a one quarter-long (10-week) program offered during the Spring Quarter and jointly supported by the School of Public Health and the College of Engineering. The program provides an active, hands-on learning laboratory. This class can fulfill capstone/practicum requirements. Each year of the course, student groups will focus on distinct projects that are all related to the same overarching theme. The instructors will determine the theme in advance and it may evolve over multiple years, in order to build a network of collaborating partners and develop relationships with these partners that will foster supportive and productive experiences for the students and the organizations.

Learning objectives

1) Identify and apply foundational principles of design thinking.
2) Contribute to a diverse, interdisciplinary team, to actively engage in social innovation

3) Apply critical-thinking and empathy skills to innovate solutions that are novel and grounded in reality

Land Acknowledgment

We acknowledge the land we occupy today is the traditional home of the Duwamish, Tulalip, Muckleshoot, and Suquamish tribal nations. We thank the original caretakers of this land, who are still here. As learners, we encourage you to learn how genocide, colonization, and oppression have perpetuated inequities in indigenous communities.

Grand Challenges

Grand Challenges are the tough, seemingly unsolvable problems facing humanity. Examples include climate change, global poverty, clean air, clean water, gender empowerment, and racial inequality. They are sometimes also called "wicked problems" or "sticky problems". GCs are too big for any one discipline; interdisciplinary and multidisciplinary teams are required to design real solutions.

Course theme for 2021: Homelessness

Homelessness is a known challenge for Seattle with no easy solution. In the 2021 course, we will educate ourselves about homelessness, including factors that lead people to experience housing insecurity and the various lenses that can be used to identify solutions (public health, policy, economic, engineering). We will identify our personal biases and preconceived notions about homelessness and people experiencing homelessness and work to release these modes of thought so that we can design usable, successful, and sustainable solutions. We will meet people with lived experience as a homeless individual and hear from experts working to address homelessness. Student groups will work with a Seattle organization providing services to people who are living homeless, with the goal of innovating an impactful and sustainable solution to one challenge faced by the organization and/or the people it serves.

Teaching methods

1. In-class presentations by local experts, including people who have lived experience as a homeless   person, researchers, and practitioners from non-profit organizations, businesses, entrepreneurial groups, government, and academia.
2. Readings, podcasts, short videos, and movies done outside of class in preparation for in-class discussions
3. In-class discussions and student presentations to peers, experts, and community members.
4. A team-based project where students   act as a consultant to an organization, taking steps to understand deeply a priority problem and   develop a realistic solution
5. Immersion in a local organization

Course Components

Part I: Cultural immersion, study of partner organizations, learn core "tools"

Students learn about the identified grand challenge theme. Local professionals will visit the class and will share insights into how communities in Seattle experience this challenge, the approaches and policies that have succeeded and failed to address it. Students will also learn tools that can be used to work effectively in this arena, including interviewing, empathy, sources of key data, and familiarity with governmental policies.

Part II: Placements with partner organizations, team work to focus and achieve final project deliverables
Students work in interdisciplinary teams to understand and address a challenge related to the course overarching topic. Teams will be paired with a Seattle-based organization that is working on the overarching topic and will work with identified mentors from that organization as well as UW faculty members.

COVID Considerations
Under normal circumstances, this course would include fieldtrips and visits to different organizations. However, this is not a normal year. Class meetings will be held remotely over zoom. Meetings with organizations can also be held remotely over zoom. However, there might be opportunities for students to have in-person meetings or activities associated with activities undertaken with their organization. Any in-person activities are completely voluntary and if they do occur must follow strict COVID protocols: masks and social distancing at a minimum.

Prerequisites
This class seeks to engage motivated students who are passionate about having lasting, positive social impact. The class has no prerequisites and is open to undergraduate seniors from any department. Graduate students may also participate with instructor permission. Juniors may participate but are not eligible to receive credit for their degree capstone requirements.

How much time a week should you plan for this class? According to the [Office of the Registrar](#), each in-class credit should approximate 3 hours of coursework, in class or out of class. As a 5 credit class, you should plan to devote about 15 hours a week to this course. The following should help you estimate the amount of time needed outside of our formal gatherings **each week:**

Total in class time: ~4 hours
- Monday lecture/class time (110 minutes)
- Wednesday lecture/class time (110 minutes)

Total out of class time: Up to 11 hours:
- Videos, readings, podcasts
- Meeting with your mentor at your non-profit assignment, conducting interviews and observations around Seattle
- Meetings with your classmates to work on your project

Grading
Detailed descriptions of each grading component can be found below.

Class Projects: **60%**
During the course, teams will focus on a project that addresses a problem identified by the partner organization. Components of this project include:
- Written report (20%) — assessed by course instructors
- Group Oral presentation (20%) — assessed by peers and course instructors
- Group member participation (10%) — assessed by group members
- Interaction with organization (10%) — assessed by organization

In-Class Activities: **20%**
GCIL requires engaging fully in the resources and opportunities offered by this class. Multiple in-class activities are planned. Participation in these activities as well as production of products associated with the activities will be assessed by the instructors. Therefore, non-attendance will affect this grade. However, we understand challenges presented by COVID could impact people's ability to attend lecture. Reach out to instructors ahead of time if you will miss a class.

Homework Assignments: **20%**
There will be individual and group assignments during the 10 weeks, including presentations, posting to social media (Twitter), and blog assignments.

Each student must turn in all assignments to receive the full credit for the class. Late assignments will be penalized 5% per day late. However, we understand that extenuating circumstances can occur and are willing to accommodate those circumstances given the student reaches out to the instructors with sufficient time to develop a mutually agreed upon plan.

Team Assignments

1. **Social media -** Due weekly
These should reflect your activities, and what you are seeing and experiencing. Your thoughts and experiences are professional and personal; they reflect you, your teammates, your classmates, GCIL, your university, and others. They also need to be respectful of individuals, organizations, and culture. During the first week of class, we will spend time discussing respectful and appropriate use of photos on social media. **Twitter** - 2 tweets/week/team. Tweet about current events that are relevant to the class, and focus on local organizations that are doing things that are interesting or noteworthy. These tweets are not about you. They should be about events and organizations in Seattle. They do not have to be related to the class activities. Providing links to relevant newspaper, magazine or online sourced articles, or to an organization / program / activity is an excellent way to focus the tweet and to allow readers to get more information if they want it.

2. **Story in seven sentences** - Due #/##/2021 by midnight
Present your idea in the seven-sentence format, from the point of view of your customer.

3. **Empathy Map -** Due #/##/2021 by midnight
Construct a map to represent experiences of your project customer and demonstrate understanding of circumstances leading to their challenge.

4. **Final report to partner organization and to GCIL -** Due #/##/2021 by midnight
The report for the GCIL class project is your team's approach to evaluating a GC around homelessness and solving it. It will be graded by the following:
   a) Complete content including Introduction, Responses to all rubric questions (provided in class),
   b) Clear, organized, clean, professional
   c) Quality of writing
   d) Appendix: Include Story in Seven Sentences and Empathy Map

5. **Ten-minute public presentation -** Due #/##/2021
At the end of the class, teams will share their project via a formal presentation. Audience participants may include students in the course, community stakeholders, partner organizations, and UW faculty. Powerpoint or other media are invited. This presentation will be graded by the following:
   a) Stays within time constraints
   b) Does it answer the rubric questions?
   c) Is it clear?
   d) Robust use of visual display
   e) Is it engaging?
   f) Q&A session further demonstrates depth of knowledge

<u>Individual Assignments</u>

6. **Blog**
Each student will blog 2 times during the quarter according to dates assigned at the start of class. Note that these will be potentially edited for UW public consumption. Be respectful and be kind but write about what you are experiencing and learning both professionally and personally. Blogs will be posted to the GCIL website, which is in the public domain.

7. **Homelessness Sector Presentation -** Due #/##/2021
1-2 person teams present about a specific sector that experiences homelessness. Challenges, special needs, approaches to working with them, current opportunities in Seattle: children, college students, LGBTQIA, Disabled, Veterans, Individuals with medical and/or mental health concerns, individuals who have been incarcerated, temporary/emergent homelessness, substance abuse, domestic violence, working poor, [etc.]

Diversity Requirement
This course fulfills the University of Washington Diversity Requirement. The University requires all undergraduates to take a minimum of 3 credits, approved by the appropriate school or college, that focus on the sociocultural, political, and/or economic diversity of the human experience at local, regional, or global levels. This requirement is intended to help students develop an understanding of the complexities of living in increasingly diverse and interconnected societies. Courses that fulfill the diversity requirement focus on cross-cultural analysis and communication, and historical and contemporary inequities such as those

associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, creed, age, and socioeconomic status. Course activities should encourage thinking critically about topics such as power, inequality, marginality, and social movements, and support effective cross-cultural communication skills.

These three credits will simultaneously satisfy other Areas of Knowledge requirements and do not add to the total number of credits you need to graduate.

Writing Requirement
Students who wish to receive "W" (writing) credit through this course can discuss with the course instructors and complete an extra assignment that will fulfill the university requirement.

Religious Accommodations
Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/)."

Disability Accommodations

The University of Washington is committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students, 206-543-8924/ Voice, 206-543-8925/ TTY, or uwdss@u.washington.edu. If you have a letter from the office of Disability Resources for Students indicating you have a disability that requires academic accommodations, please present the letter to instructors so we can discuss the accommodations you might need for this class.

Classroom Conduct
Disruptive behavior is prohibited and if it occurs will require a followup conversation with the course instructors and development of a plan for moving forward with positive class participation. "Disruptive behavior" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University

We are committed to creating a safe and effective classroom climate

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In the School of Public Health and the College of Engineering, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage their peers with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or Equity, Diversity, and Inclusion Committee, the Assistant Dean for EDI, or the program's director. We encourage you to report any incidents of bias to someone you feel comfortable with, including instructors, advisers or department staff. The SPH has a system for reporting incidents of bias and you can do this by sending email to dcinfo@uw.edu for immediate follow up. In the college of engineering, you can anonymously and confidentially report bias or talk with an engineering advocate using links on the following page: https://www.engr.washington.edu/bias. Alternatively, bias concerns can be anonymously and confidentially reported at this link https://sph.washington.edu/about/diversity/bias-concerns. Data reported through this link are collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

In this course that focuses on homelessness and the lived experiences of people experiencing homelessness, respect and commitment to understand these experiences is paramount to our classroom climate. Please do not hesitate to call-out instances where the classroom climate falters to meet this goal.

Syllabus Revisions

Students are responsible for all materials, updates and announcements covered during class sessions. The course calendar will likely change over time for multiple reasons including unforeseen circumstances; please be sure you are using the most recent version. All up-to-date materials and schedules will be available on the course Canvas site. Check the site regularly. All course communication will occur through Canvas.

Academic Integrity

Engineering and public health are both professions demanding a high level of personal honesty, integrity and responsibility. It is essential that students adhere to the University of Washington's Student Code of Conduct as they fulfillment of their academic requirements and prepare to enter their profession.

See http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct for crucial information regarding academic integrity. You are responsible for knowing what constitutes a violation of the University of Washington Student Code. You will be held responsible for violations whether they were intentional or not.

Any student suspected of academic misconduct (e.g. cheating, plagiarism, or falsification) will be reported to the College of Engineering Dean's Office and the University's Office of

			ROAD MAP 2021	
	Topic	Speaker	Assignments you will receive during class	Goals for moving towards final project with group work
Week 1				
3/29	Welcome Housing, part #1: Introduction to Homelessness and people living housing insecure Introductions, syllabus, problem statement ranking	Becca & Renee Becca & Renee	1. Begin ranking the problem statements; submit on Canvas by 11:59pm on 3/31 Required reading/watching/listening; complete prior to class on 3/31: 2. Taproot theater Conversations – Raised Voices: Homelessness 3. https://www.youtube.com/watch?v=9bVOlbPJiuM 4. Brene Brown on Empathy: (https://www.youtube.com/watch?v=1Evwgu369Jw) 5. Want to help someone? Shut up and listen (17 min) (https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen)	
3/31	Design theory, part #1: Introduction to design thinking Empathy building, part #1: Interviewing skills Introduction to Twitter and tweeting Housing, part #2: one person's experience	Becca Graham Pruss, UCSF Becca/Renee Jennifer Adams, The Bridge Care Center	1. Conduct 2 interviews; due prior to class on 4/5 2. $5 challenge; due prior to class on 4/7 3. Look out for communication with course instructors with your group and organization assignment by Friday, 4/1 Required reading/watching/listening: 4. Trickle Down Town (1 hr 52 min) (https://www.youtube.com/watch?v=xmOl_KCzP-o) 5. Fyall, R., Stevens, C., and Manzo, L. (May 2019). Understanding Housing and Food Insecurity Among University of Washington Students: An Internal Report. Seattle, WA. Available at: https://evans.uw.edu/wp-content/uploads/files//student_housing_and_food_insecurity_report_may2019.pdf. Focus on the findings that are presented on pages 10-19	

			6. Personal essay: There's never a good time to be homeless in Seattle. Now it's even harder: Available at: https://www.seattletimes.com/seattle-news/homeless/personal-essay-theres-never-a-good-time-to-be-homeless-in-seattle-now-its-even-harder/	
Week 2				
4/5	Housing, part #3: Homelessness in Seattle and at UW, discussion about what was learned from the video and reading materials in week 1

Professionalism

Feedback from interviewing assignment

Introductions to organizations and time with mentors in small groups | Becca/Renee

Becca/Renee

All (paired discussion)

All (in organization groups) | 1. $5 challenge with group; due prior to class on 4/7
2. Tweet (if on schedule)

Required reading/watching/listening:
3. How Poor People Survive in the USA (43 min) (https://www.youtube.com/watch?v=JHDkALRz5Rk
4. Housing First reading/Waiting to hear from Gregg and Rachel re: reading to prepare for their lecture | 1. Finalize weekly meeting schedule
2. List of initial priorities
3. Complete any organization required trainings |
| 4/7 | Results from the $5 challenge

Introduction to blogging

Housing, part #4: The Housing First Policy | All

Becca/Renee

Rachel Fyall & Gregg Colburn | 1. Create a weekly meeting schedule with your organization mentor and a schedule with your team for additional meetings; due prior to class on 4/14

Required reading/watching/listening:
2. Reading to prepare for Amy's lecture – familiarize with Seattle Housing Authority | |
| **Week 3** | | | | |
| 4/12 | Description of final project, Strength of a problem rubric | Renee

Amy Hagopian | 1. Create a systems map of your organization; due prior to class on 4/19
2. Continue refining weekly meeting schedule with organization mentor and a schedule with team for additional meetings; due prior to class on 4/14 | Activities permitting you to dig deep into understanding your problem: |

	Housing, part #5: Self-governed homeless advocacy and relief organizations in Seattle Design theory, part #2: Systems thinking/mapping	Becca	3. Tweet (if on schedule) 4. Blog (if on schedule) Required reading/watching/listening to prepare for talk by Seema Clifasefi: 5. Collins, S., Clifasefi, S., Logan, D. Samples, L. Somers, J. & Marlatt, G.A (2012). Current status, historical highlights, and basic principles of harm reduction. Harm Reduction: Pragmatic Strategies for Managing High-risk Behaviors. 3-35. 6. Larimer ME, Malone DK, Garner MD, Atkins DC, Burlingham B, Lonczak HS, Tanzer K, Ginzler J, Clifasefi SL, Hobson WG, Marlatt GA. Health care and public service use and costs before and after provision of housing for chronically homeless persons with severe alcohol problems. JAMA. 2009 Apr 1;301(13):1349-57. doi: 10.1001/jama.2009.414. PMID: 19336710. 7.	1. Conduct interviews with people inside and outside organization 2. Systems mapping assignment
4/14	Housing, part #6: Housing, mental health, and substance use Assignment on "sector presentations" Quick check-in on plans for meeting with organization mentors and group meetings Group time to work on systems map with input from Becca/Renee	Seema Clifasefi Becca/Renee/ All All	1. Create a systems map of your organization; due prior to class on 4/19 2. Select a sector to research and present about – presentation slide deck due 4/21 prior to class 3. Tweet (if on schedule) 4. Blog (if on schedule) Required reading/watching/listening: None	
Week 4				
4/19	"Lightning checks" on work with organizations (3 minutes/group)	All	1. Tweet (if on schedule) 2. Blog (if on schedule)	Brainstorm as a group and with people at your

				organization and stakeholders numerous possible solutions to your problem
	Discussion of organization system mapping Panel discussion: Title Design theory, part #3: Social innovation	All/Small groups Members of The Doorway Project	Required reading/watching/listening: 1. Social Innovation to Combat Homelessness in Europe (https://www.feantsa.org/download/2012_06_12_social_innovation_guide_final_en7227157711425662646.pdf) 2. Eight brilliant innovations (https://mashable.com/2017/01/24/homeless-innovations/)	
4/21	Discuss blogs Housing, part #7: Sector presentations		1. Find social innovation for homelessness and be prepared to present it on 4/28 2. Tweet (if on schedule) 3. Blog (if on schedule) Required reading/watching/listening: None	
Week 5				
4/26	"Lightning checks" on work with organizations (3 minutes/group) Design theory, part #4: Theory of change, empathy mapping Cross-cultural communication	All Julian Marshall Renee	1. Empathy map of the customer for your solution, due Monday, 5/3 2. Tweet (if on schedule) 3. Blog (if on schedule) 4. Prepare materials to bring to class on 4/28 for Wallet exercise Required reading/watching/listening: None	1. Choose initial solution and begin talking with people to gather feedback 2. Gather feedback on empathy map of customer
4/28	Discuss blogs Presentations of social innovations for homelessness that have been researched	All All/Small groups	1. Empathy map of the customer for your solution, due Monday, 5/3 2. Begin to gather information about COVID-19/SARS-CoV-2 and homelessness in preparation for discussion on 5/3 3. Tweet (if on schedule)	

			4. Blog (if on schedule) Required reading/watching/listening: Articles and publications about homelessness and COVID-19/SARS-CoV-2	
	Design theory, part #5: Wallet exercise	All		
Week 6				
5/3	"Lightning checks" on work with organizations (3 minutes/group) Housing, part #8: Covid and homelessness discussion Introduction to the Story in 7 Sentences Share empathy maps in paired groups	All All Renee All	1. First draft of Story in 7 Sentences about your problem, customer and solution – due 5/10 2. Tweet (if on schedule) 3. Blog (if on schedule) Required reading/watching/listening: https://static1.squarespace.com/static/5f07a92f21d34b403c788e05/t/5f751297fcfe7968a6a957a8/1601507995038/2020_09_30_FSC_Statement_of_Impact_w_Expansion.pdf	Develop a prototype of your solution
5/5	Discuss blogs Presentations on researched social innovations for homelessness Design theory, part #5: Research designs and robustness In-class time to share prototype progress	All All Renee All/Paired groups	1. First draft of Story in 7 Sentences about your problem, customer and solution – due 5/10 2. Tweet (if on schedule) 3. Blog (if on schedule) Required reading/watching/listening: None	
Week 7				
5/10	"Lightning checks" on work with organizations (3 minutes/group)	All All	1. Final draft of Story in 7 Sentences about your problem, customer and solution – due 5/17 2. Tweet (if on schedule) 3. Blog (if on schedule)	Gather feedback on your prototype: Organization mentors Customers and beneficiaries

	Group meetings with instructors/group work time Peer sharing of Story in 7 sentence drafts Design theory, part #6: Creating sustainability	All/Paired individuals	Required reading/watching/listening: None	
5/12	Discuss blogs Policing/criminalization and homelessness In-class time to share prototype progress	All Lisa Daugaard All/Paired groups	1. Final draft of Story in 7 Sentences about your problem, customer and solution – due 5/17 2. Tweet (if on schedule) 3. Blog (if on schedule) Required reading/watching/listening: None	
Week 8				
5/17	"Lightning checks" on work with organizations (3 minutes/group) Share final story in 7 sentences Group meetings with instructors/group work time	All All/Paired groups All	1. Tweet (if on schedule) 2. Blog (if on schedule) Required reading/watching/listening: None	1. Iterate changes to your prototype and collect more feedback 2. Develop sustainability plan with organization 3. Write final report 4. Prepare presentation of final report
5/19	Discuss blogs In-class time to share prototype progress Group meetings with instructors/group work time	All All/Paired groups All	1. Tweet (if on schedule) 2. Blog (if on schedule) Required reading/watching/listening: None	

Week 9				
5/24	"Lightning checks" on work with organizations (3 minutes/group) Discussion about what was learned through the prototype process Group meetings with instructors/group work time	All All All	1. Tweet (if on schedule) 2. Blog (if on schedule) Required reading/watching/listening: 3. "Natives were never homeless before 1942": https://chiefseattleclub.org/listen 4. https://www.seattletimes.com/seattle-news/homeless/did-you-miss-this-weeks-panel-on-racism-and-homelessness-here-are-some-highlights/	1. Gather more feedback on prototype and sustainability plan 2. Iterate additional changes 3. Create a plan to test your prototype 4. Write final report 5. Prepare presentation of final report
5/26	Discuss blogs Housing, part #10: Racism and homelessness In-class time to share prototype progress	All Derrick Belgarde All/Paired groups	1. Tweet (if on schedule) 2. Blog (if on schedule) Required reading/watching/listening:	
Week 10				
5/31	HOLIDAY, NO CLASS			Finish final report and presentation slides/materials Practice presentation
6/2	Discuss blogs "Lightning checks" on work with organizations (3 minutes/group) Group meetings with instructors/group work time	All All All	1. Tweet (if on schedule) 2. Blog (if on schedule)	
Finals week				
6/8 at 2:30-4:20pm	Public presentation of your project	All		

6/11	Submit final report through Canvas	All		

Course faculty 2021	
Renee Heffron, PhD MPH Associate Professor, Global Health, Epidemiology University of Washington *Course Director*	Rebecca Neumann, PhD Associate Professor, Civil and Environmental Engineering University of Washington *Course Director*
Jennifer Adams Manager, The Bridge Care Center	Rachel Fyall, PhD MPA Associate Professor, Evans School of Public Policy & Governance University of Washington
Derrick Belgarde Deputy Director, Chief Seattle Club	Amy Hagopian, PhD MHA Professor, Health Services, Global Health Director, Community Oriented Public Health Practice University of Washington
Seema Clifasefi, PhD MSW Associate Professor, Department of Psychiatry and Behavioral Sciences University of Washington	Courtney Jackson, MPH Program Manager, Doorway Project University of Washington
Gregg Colburn, PhD MSW Assistant Professor, Real Estate University of Washington	Julian Marshall, PhD MS Professor, Civil and Environmental Engineering Director, Grand Challenges Impact Lab University of Washington
Lisa Daugaard, MA JD Executive Director Public Defender Association	Graham Pruss, PhD Postdoctoral Scholar, Medicine University of California San Francisco