**Social Work 724**

**Residency II**

**3 Units**

***Spring 2022***

|  |  |
| --- | --- |
| **Instructor** | Annalisa Enrile, Ph.D., MSW |
| **Email** | enrile@usc.edu |
| **Telephone** | 619.316.0920 |
| **Calendly** | <https://calendly.com/annalisaenrile/dsw-advisory-mtg>  |
| **Course Day(s)** | January 14, 5-6:30pm PST January 31, Feb 1 and Feb 2: 9am to 4pm PST dailyMarch 11, 5-6:30pm PST  |
| **Course Location** | VAC |

**Course Pre-requisites, Co-requisites, and Concurrent Enrollment**

Concurrent enrollment in Capstone 2 (SOWK 722) is mandatory for enrollment in this course. Successful completion of the following prerequisite courses is also required: Financial Management for Social Change (707), Application of Implementation Science (713), Data Driven Decision Making in Social Services (721), and Executive Leadership (714). Students should also have advanced significantly on their final Capstone Project and be ready to present at the culmination of the residency.

**Catalogue Description**

A three-day residency in the sixth semester of the DSW program designed for forward looking, continued development of innovation skills, and presenting their final Capstone and Prototype. Three online prep sessions are included in the residency experience (see course schedule)

This course is intended to provide students with a three-day residency experience during the sixth semester of the DSW program. Residency II will provide students, faculty, and other stakeholders with the opportunity for an in-person presentation of students’ Capstone Projects. During Residency II students will showcase their Capstone Project. The residency is forward-looking for their project and will center around the skills of articulation, networking, advocacy, and sustainability. They will exhibit their solutions to social work Grand Challenges through exercises, speaking engagements, workshops, and key informant meetings. Students will share their ideas, engaging possible funders, innovators, policy makers, and stakeholders. To accomplish this, students will be reexamining and deepening their understanding of the first five semesters’ course material (learning), challenging their knowledge base (reading), and relating their ideas with the goal of leading an innovation (critical thinking). Students will also prepare and present their Capstone Project to their Capstone Assessment Committee.

The key elements of the residency include:

* Learning and practice of the Innovator’s Solution to further their projects.
* Engage in group discussions related to furthering their Capstone Project and impact to macro social work.
* Networking with peers and leaders in the field, social change makers, innovators, and others to enable progress in the important cause of innovation.

**Course Objectives**

During Residency II, students’ skills will move from their ability to understand relationships, contextualize the material, and contribute to the knowledge base to actually building their ideas out in real-world circumstances. They will demonstrate their emergent positions of leadership in the Grand Challenge areas on which their Capstone Projects focus. Through their residency experience, students will demonstrate the following:

1. Appraise innovative processes as they exist within their Grand Challenge area and assignments in the DSW program to date.
2. Synthesize the content of their previous DSW coursework as it relates to their Capstone Project, drawing deeper understanding of their past curriculum.
3. Advocate for their Capstone Project within their Grand Challenge area through an advocacy visit, either individual or group based (as applicable).
4. Prepare and produce a formal presentation of their Capstone Project and present their most current Prototype.

**Course Format / Instructional Methods**

The course format will consist of multi-perspective workshops and will rely on collaboration within curated experiences, such as formal presentations and panel discussions. Confidentiality of material shared in class will be maintained where appropriate. Because exchange of ideas is an integral part of the learning process, students are required to participate in residency and be prepared to discuss current knowledge areas, their peers’ projects, and the progress of their own work. Each day, students will be asked to reflect on their work through a variety of methods in terms of their progress, experience, impact, and leadership.

**Student Learning Outcomes**

The Residency 2 experience will help students practice and refine skills they have learned in the previous five semesters and learn new skills as they further develop as social work leaders. In particular, over the sixth semester students will exhibit the following competencies:

| **Objective Number** | **Objectives** |
| --- | --- |
| 1 | Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions. [DSW 1, 3] |
| 2 | Accurately map the organizational and policy environment affecting options for social change. [DSW 1, 7] |
| 3 | Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences. [DSW 2, 9] |
| 4 | Articulate, communicate, and present their full Capstone Project to a review committee of DSW faculty. [DSW 1-9] |

See **Appendix A** for an expanded table, which details the cmpetencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

**Course Assignments, Due Dates, and Grading**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **% of Final Grade** |
| Assignment 1: Advocacy Experience and Materials | Tuesday, Residency Week  | 10% |
| Assignment 2: Presentation RehearsalPeer Feedback | Week 11 | 10% |
| Assignment 3: Capstone Presentation (Including Slide Deck) and Prototype | Day of Presentation  | 60% |
| Meaningful Class Participation and Design Exercises | Ongoing | 20% |

## Assignment 1: Advocacy Experience and Materials.

## Due: Tuesday, Residency Week

## Students will present to a public official’s office or other stakeholder relevant to their Grand Challenge area and/or innovation focus of their Capstone Project. Advocacy appointments must be supplemented with written materials to leave with the office. Materials should include (but are not limited to) a one-page infographic of the Grand Challenge issue and a one-page call to action. Students will inform their Capstone 2 (SOWK 722) and Residency II (SOWK 724) instructor as to whom they will be meeting with and why. Students will also provide their Residency II instructor with a copy of the materials/packet.

**Assignment 2: Presentation Rehearsal**

**Due: Week 11**

## Presentation Rehearsal. Students will record their presentation using Zoom and upload their video (mp4) to the course wall. Students will view at least one other presentation and comment thoughtfully by Unit 11.

## In order to record the presentation locally, to your computer, go to Zoom. In order to record, students should:

1. Start a meeting
2. Click the Record button in the Zoom toolbar (bottom of screen)
3. Select Record to the Cloud to begin recording.
4. To stop recording, click Pause/Stop Recording or End Meeting. Note: Once the recording has been stopped, it will be processed before viewing.
5. After processing, Zoom will e-mail the recording link to students.

**Assignment 3: Capstone Presentation (Including Slide Deck and Prototype)**

**Due: Day of Capstone Project Defense Presentation**

Students will give a formal presentation of their Capstone Project*.* Presentations will be 20-minutes long followed by questions and comments from the review panel. **Prototype.** Students will include their Capstone Prototype as outlined by the Capstone Project Standards and Guidelines (See Toolbox A.4). Evidence of their Capstone Prototype must be included in their presentation. The Prototype must also demonstrate that it is implementation ready.

**Meaningful Class Participation and Deisgn Exercises.** Daily, during the residency, students will be asked to actively engage in class exercises. Exercises are developed to increase creativity, critical thinking, and challenge current ways of “knowing and doing.” Students should be open to new learning modalities and pedagogies of learning. Active engagement means coming to class prepared (having read assigned readings), contributing to the development of a positive learning environment, and demonstrating their perspectives through meaningful participation. Meaningful participation is dependent on attendance and completion of exercises at a minimum of 85%.

**NOTE:** Students who are late, leave early, or miss a day will have 5% deducted from their TOTAL GRADE .

Class grades will be based on the following:

|  |  |
| --- | --- |
| **Grade Points** | **Letter Grades** |
| 3.85 – 4.00 | A | 93 – 100 | A |
| 3.60 – 3.84 | A- | 90 – 92 | A- |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ |
| 2.90 – 3.24 | B | 83 – 86 | B |
| 2.60 – 2.89 | B- | 80 – 82 | B- |
| 2.25 – 2.59 | C+ | 77 – 79 | C+ |
| 1.90 – 2.24 | C | 73 – 76 | C |
|  |  | 70 – 72 | C- |

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

**Attendance and Participation**

Students’ active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

**Class participation will be assessed according to the following criteria:**

“A” grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

“B” grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“C+” or “C”: Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

“C-” or “D”: Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

“F”: Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

**Required Instructional Materials and Resources**

***Required Textbooks***

Christensen, C., & Raynor, M. (2013). *The innovator’s solution: Creating and sustaining successful growth*. Boston, MA: Harvard Business Review Press.

***Notes:***

* Additional required and recommended readings may be assigned by the instructor throughout the course.
* See **Appendix C** for recommended instructional materials and resources

**PRE-MEETING: RESIDENCY 2 CO-CREATION LABS: Friday, January 14, 5-6:30PM PST**

**POST-RESIDENCY 2 WORKSHOP: Friday, March 11, 5-6:30PM PST**

**RESIDENCY 2 [DRAFT] SCHEDULE WILL BE PROVIDED BY WEEK 2 OF THE COURSE.**

***Note: Schedule details subject to change based on availability and ongoing policy recommendations by the USC Public Safety Leadership Team (PSLT) and the Centers for Disease Control (CDC). Resident participants must adhere to policies of agencies, organizations or sites we will be in collaboration with as well as USC policies. Currently, all students are required to show vaccine compliance prior to Residency 2. For the duration of the residency, masks will be required. At the beginning of each class day, students will have to show their Daily Pass from*** [***Trojan Check***](https://trojancheck.usc.edu/)

***An in-depth Residency 2 packet will be provided by Week 2 of the course.***

**JANUARY 31, 2022**

**FEBRUARY 1, 2022**

**FEBRUARY 2, 2022**

**List of Appendices**

1. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
2. Definitions of Grades and Standards Established by Faculty of the School
3. Recommended Instructional Materials and Resources
4. Suzanne Dworak-Peck School of Social Work DEI Statement
5. University Policies and Guidelines
6. Support Systems and Additional Resources

**Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course**

***Goals***

1.   The foundation for the DSW curriculum and student academic products rests on three pillars: (1) problem definition within the Grand Challenges for Social Work; (2) innovative design; and (3) executive leadership in human service organizations and community contexts.

2.   Student academic work will culminate in a substantive advance in practice or policy related to one of the Grand Challenges for Social Work.

3.    Aligned with the goals for a science of social work, curricula will be multi- and interdisciplinary and reflect diverse public and private sector perspectives on social innovation and organizational problem-solving in complex systems.

4.    Courses will emphasize bold action leading to scaling of programs, disruption, or other changes that promote social justice and human potential.

5.    Graduates will emerge as effective leaders in social work or allied fields, prepared to excel in executive management roles.

6.    Graduates will emerge as capable public intellectuals who exemplify the core values, ethical principles, and standards of the NASW Code of Ethics.

***Program Competencies/Student Learning Outcome Objectives***

1.     Confront, evaluate, and use large ideas grounded in the Grand Challenges for Social Workas defined by the American Academy of Social Work and Social Welfare (AASWSW).

2.     Leverage evidence from secondary sources in addition to primary data collection strategies to assess the existing social and practice landscape as a basis for designing new responses to complex social problems.

3.     Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.

4.     Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions.

5.     Effectively lead others in future efforts to brainstorm, refine, and implement forward-thinking solutions to complex social problems across organizational boundaries.

6.     Accurately map the organizational and policy environment affecting options for social change.

7.     Use logic models to carefully plan for and maximize impact with proposed interventions.

8.     Organize financial and program data for decision-making, communication, and evaluation to improve program and policy outcomes in human service organizations.

9.     Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences.

10.  Create positive social impact in complex systems and at scale.

**Appendix B: Definitions of Grades and Standards Established by Faculty of the School**

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1. Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
2. A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

**Appendix C: Recommended Instructional Materials and Resources**

***Recommended Guidebook for APA Style Formatting***

APA formatting and style guide. (2009). The OWL at Purdue. Retrieved from

<http://owl.english.purdue.edu/owl/resource/560/01/>

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**USC Guide to Avoiding Plagiarism**

See [www.usc.edu/student affairs/student-conduct/ug\_plag.htm](http://www.usc.edu/student%20affairs/student-conduct/ug_plag.htm)

***Recommended Websites***

The American Accounting Association: [www.aaahg.org](http://www.aaahg.org)

American Public Human Services Association: [www.asphsa.org](http://www.asphsa.org)

The Peter F. Drucker Foundation for Non-Profit Management: [www.fpdf.org](http://www.fpdf.org)

FinanceNet: [www.financenet.gov](http://www.financenet.gov)

The Foundation Center: [www.fdncenter.org](http://www.fdncenter.org)

Free Management Library: [www.fdncenter.org](http://www.fdncenter.org)

Stanford Social Innovation Review: [www.ssireview.org](http://www.ssireview.org)

National Association of Nonprofit Accountants: [www.nonprofitcpas.com](http://www.nonprofitcpas.com)

National Council of Nonprofits: [www.councilofnonprofits](http://www.councilofnonprofits)

The Wallace Foundation Knowledge Center: [www.wallacefoundation.org](http://www.wallacefoundation.org)

The Nonprofit Quarterly: [www.npgmag.org](http://www.npgmag.org)

Public Risk Management Association: [www.primacentral.org](http://www.primacentral.org)

**Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English), abide by the [CSWE Educational Policy and Accreditation Standards](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.](https://grandchallengesforsocialwork.org/)

**Appendix E: University Policies and Guidelines**

**Attendance Policy**

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to [SCampus](https://policy.usc.edu/scampus/) and to the [USC School of Social Work Policies and Procedures](https://dworakpeck.usc.edu/student-life/student-resources) for additional information on attendance policies.

**Statement on Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, “Behavior Violating University Standards,” as well as information in SCampus and in the university policies on scientific misconduct.

**Statement about Incompletes**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

**Policy on Late or Make-up Work**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

**Policy on Changes to the Syllabus and/or Course Requirements**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

**Code of Ethics of the National Association of Social Workers (Optional)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly* [*https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English*](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)

**Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

* Service
* Social justice
* Dignity and worth of the person
* Importance of human relationships
* Integrity
* Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**Academic Dishonesty Sanction Guidelines**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

**Complaints**

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student’s advisor and/or the Chair of your program.

**Tips for Maximizing Your Learning Experience in this Course (Optional)**

* Be mindful of getting proper nutrition, exercise, rest and sleep!
* Come to class.
* Complete required readings and assignments BEFORE coming to class.
* BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
* Come to class prepared to ask any questions you might have.
* Participate in class discussions.
* AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
* If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
* Keep up with the assigned readings.

**Appendix F: Support Systems and Additional Resources**

**Counseling and Mental Health**

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

**National Suicide Prevention Lifeline**

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

**Relationship and Sexual Violence Prevention Services (RSVP)**

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

**USC Office of Equity, Equal Opportunity, and Title IX**

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

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**

<https://usc-advocate.symplicity.com/care_report/index.php/pid422659>?

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

**The Office of Disability Services and Programs**

<https://dsp.usc.edu/>

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

**USC Campus Support and Intervention**

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity at USC**

<https://diversity.usc.edu/>

Phone number (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**

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

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**

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

**Additional Resources**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.