

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

IDSN 599: Special Topics: Inclusive Design and Design Allyship

Units: (2 units/15 weeks)

Fall 2022 — Thursdays — 5:30pm-7:20pm

Location: Online

Instructor: Davina Wolter

Office: HSH 101A / via Zoom appointment

Office Hours: By appointment, and standing hours posted weekly via course Slack channel.

Contact Info: dwolter@usc.edu

IT Help:

<https://uscedu.sharepoint.com/sites/IYASStudent/SitePages/IT-Resources.aspx>

Hours of Service: 9 a.m. – 6 p.m.

Contact Info: iyahelp@usc.edu

USC Technology Support Links

[Zoom information for students](#)

*All live course sessions will be recorded and available via zoom recordings

[Blackboard help for students](#)

[Software available to USC Campus](#)

Course Description

Together, we will explore the critical role that inclusive practices play in creating equitable and sustainable outcomes. We will look at how thoughtful design processes can work to define inclusive products, services, systems and policies, and why designing for diverse audiences results in more effective solutions for everyone. We will explore and define opportunities for design to facilitate and create allyship amongst audience groups, and how we can move intention to action.

Learning Objectives and Outcomes

Humans should be at the center of human-centered design

As individuals, we have a tendency to solve problems using our own abilities, cultural context, and needs as a baseline, to create from what we consider “average” or “normal.” While this may seem intuitive and a good place to initiate problem solving efforts, these tendencies can have harmful and widespread effects on the types of users, participants, and/or audience members our final design decisions include or exclude. As designers, whose needs should you be designing for, and when? As humans, we have all experienced interactions where we felt included or excluded, whether in using a product, services, or systems.

Together we will strive to include the rich tapestry of diversity of age, gender, race, language, culture, body types, physical and mental ability into our solutions, and explore when and how to create space for previously excluded participants in the design process.

In this course, we will participate in complex, rich discourse around inclusive design and the ongoing practice of design allyship. Including how to identify our own awareness and sensitivity to inclusive design practices, initiating inclusive practices in working groups while creating buy-in with stakeholders, and how to generate actionable outcomes to create design allyship.

As a class, we will co-create a toolkit to critically support human-centered design methodology, research techniques, and development of product. We will examine the myths and misconceptions around the “average user” and what is often overlooked as exceptions or edge cases.

Come with an open mind, ready to learn how to design for individuality to unlock innovation and potential.

Key learning outcomes include:

- A rich understanding of previous case studies in design history to support inclusive design and design allyship
- Gain awareness of the landscape of human variation and user diversity: from physical and mental ability, culture, gender, age, identity, and beyond
- Explore a range of inclusive design contexts including systems, products, services, experiences
- Recognize and role-play dilemmas one will likely encounter when applying inclusive design
- An understanding of how to synthesize key insights and observations into actionable design challenges and briefs for product development.
- Be able to identify and diagnose “mismatched” interactions that are symptomatic of exclusionary practices

Prerequisite(s): IDSN 540 as recommended preparation only

Co-Requisite(s): None

Concurrent Enrollment: None

Recommended Preparation: None

Course Notes

The course will cover a range of deliverable types. Some are graded, according to a supplied assignment rubric; others are credit/no credit. All assignments will be shared ahead of time in class, and will be discussed to address outstanding questions. Canvas and Slack will be implemented for notifications, posted weekly office hours, group messaging, submission urls, and grading. Google Drive will house all relevant resources and be the repository for assignment work product.

Students are responsible for all readings, and assignments; to include: homework, in-class work, lectures, discussion, presentations, and participation. This course is a lecture, discussion, and making class.

Required Readings and Supplementary Materials

- Regular access to computer, color printer, and copier
- Powerpoint, Keynote and/or Google Slides will be necessary for deliverables that include presentations.
- Adobe CC is suggested, though not required for visual rendering of ideas.
- Notebook/Sketchbook
- Project materials to be purchased at the Student's selection on a per project basis.
- USB Portable storage device/flash drive or other digital storage devices (cellphones, external storage devices, CD).

It is the student's responsibility to BACK EVERYTHING UP, losing work is not an acceptable excuse for missing work. It cannot be emphasized enough that you should have a reliable backup arrangement, and process material to outline your work.

Required Readings and Content Materials:

- Mismatched; Kat Holmes
- Design Justice; Sasha Costanza-Chock

USC Technology Rental Program

The university realizes that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an [USC Technology Rental Program Application](#).

HOW TO PURCHASE SOFTWARE AT THE DISCOUNTED ACADEMY RATE

For classes that require them, the following software are available for purchase **online** through the USC Iovine and Young software catalog at the Academy discounted rate:

Software	IYA Short-Term License at USC Bookstore
Adobe Creative Cloud	\$70 2019–2020 annual license
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.

Grading Breakdown

The following is a breakdown of grading policies. The course will consist of a range of individual and team-based assignments in order to provide hands-on experience in *Inclusive Design and Design Allyship*.

Assignment	Points	% of Grade
Participation	(15) = 100	10%
Quizzes (2)	(2) = 150	15%
Individual Assignment 01: Identifying Mismatch	(1) = 100	10%
Team Assignment 01: Bandaid Challenge	(1) = 250	25%
Team Assignment 02: Final Presentation and Deliverables; Co-Creation	(1) = 400	40%
TOTAL	1000	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 are 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 participated 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.

Assignment Rubrics

Assignment Rubrics vary per assignment, and will be provided as the start of each assignment.

Please check with the instructor to ensure you have a clear understanding of what is expected of you for each assignment.

Assignment Submission Policy

Assignments must be submitted to the google drive, AND as a URL submission to Canvas, in advance of the class due. 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 Canvas system in RESONSE to url submissions on Canvas.

Students will be notified of their standing in detail after the midterm mark of the semester, approx. week 9.

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

Academy Attendance Policy

The Academy maintains rigorous academic standards for its students and **on-time attendance** at all class meetings is expected. Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are admonished to not waste excused absences on non-critical issues, and 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. Each unexcused absence will result in the lowering of the final grade by 1/3 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 that day, generating a full absence.

Attendance will be taken at the beginning of each class. It is your responsibility 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. Accommodation may also be made for essential professional or career-related events or opportunities. Additionally, students who need accommodations for religious observations should provide advanced notice to instructors and student athletes should provide Travel Request Letters. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

Fall 2022 addendum:

- 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. Either classroom recordings or live remote access to the class via Zoom will be provided.
- 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.
- In the event that you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19.

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 two days after final exams end. No exceptions.**

Additional Policies

Throughout the course, we will be using a variety of tools to create practice work. Please be prepared with laptop, cellphone, and sketch pad as each of these items may be employed at any given time. It is understood that technology is key to the contemporary learning environment, but it should not hinder communication and comprehension between instructor and student, nor be a detractor to others around you.

Please stay present in class or group discussions, as this will be reflected in your participation grade.

Contact Hours

This 2-unit course requires 1500 minutes of instructional time per semester, which equals 100 minutes of instructional time each week. In addition, it is expected that students will work, on average, an additional 200 minutes per week outside of class — on readings/viewings, homework assignments, field experiences, and individual or team projects.

IDX_INCLUSIVE DESIGN AND DESIGN ALLYSHIP:

Weekly Schedule

(subject to change as needed)

1: Introduction

Thursday, August 25

Discuss: Introduction to the Course

Lecture: The Myth of Average
Identity Mapping

Read: Selection 01 from *Mismatch*

Do: Identifying Mismatch_Work

2: Foundations of IDX

Thursday, September 1

Lecture: Terminology, Landscape, and Movement

Read: Selection 02 from *Mismatch*

Do: Identifying Mismatch_Work

3: IDX in Practice

Thursday, September 8

Identifying Mismatch_DUE

Read: Selection 03 from *Mismatch*

Do: Bandaaid Challenge_Work

4: IDX in Spaces + Places

Thursday, September 15

Lecture: Reconsidering Accessibility

Read: Selection 01 from *Design Justice*

Do: Bandaaid Challenge_Work
Prepare for Quiz#1

5: IDX in Product

Thursday, September 22

Quiz #1 – Mismatch

Discuss: Product Design_Emotional & Social Impact

Read: Selection 02 from *Design Justice*

Do: Bandaaid Challenge_Work

6: IDX in Media & Culture

Thursday, September 29

Lecture: Representation & Authenticity
*Guest Speaker, TBD

Read: Selection 03 from *Design Justice*

Do: Bandaaid Challenge_Work

7: IDX & Bias

Thursday, October 6

Bandaaid Challenge_DUE

- Lecture: Social Equity
Co-Design
Check-ins and in-class worktime
- Read: Selection 04 from *Design Justice*
- Do: Building Together_Work, Proposal
Prepare for Quiz#2

8: Midway

Thursday, October 13

- Lecture: *Workshop
*Guest Speaker, TBD
- Read: Excerpt from *Building for Everyone*
- Do: Building Together_Work, Proposal

9: IDX & Technology

Thursday, October 20

Quiz #2 – Design Justice

- Lecture: The Power of ISM
- Read: Excerpt from *Building for Everyone*
- Do: Building Together_Work, Proposal

10: Accessibility Guidelines

Thursday, October 27

Building Together: Proposal DUE

- Lecture: Accessibility Resources
Research practices
- Read: Excerpt from *Demystifying Disability*
- Do: Building Together_Work, Toolkit

11: IDX & Design Research

Thursday, November 3

- Read: Excerpt from *Invisible Women*
- Do: Building Together_Work, Toolkit

12: Integrating IDX

Thursday, November 10

- Lecture: Turning Insights into Actions
- Read: Excerpt from *Demystifying Disability*
- Do: Building Together_Work, Toolkit

13: Co-Creation

Thursday, November 17

Building Together: Toolkit DUE (Check in)

Read: Excerpt from *The End of Average*

Do: Building Together_Work, Artifact

Thursday, November 24 - No Class

14: Evaluation & Refinement

Thursday, December 1

Building Together: Toolkit & Artifact DUE (Check in)

Do: Building Together_Work, Final Deliverables

15: Final Project Presentations

Thursday, December 8

> Final Group Presentations + Final Individual Deliverables <

Final Presentations, Documentation and Team/Self Evaluations **DUE**

All final materials, including team and self evaluation updates due to IDX Google Drive by EOD. **Post final URL of drive materials to Canvas.*

All final Project submissions ***due on the Final Presentation date.***

**Course Eval time tbd*

Deliverables Outline

(subject to change as needed)

****All project and grading criteria are shared in class. They are documented and distributed as part of the in-class lecture pdfs, and assignment pdfs via Canvas and Google Drive.***

*****Each assignment requires submission to google drive AND a corresponding URL submission to Canvas. Grades and feedback to be received via Canvas.***

Participation – 100 pts

Students are expected to participate actively in class and in team assignments regardless of online or in-person status.

Assignment 01 – 100 pts

Identifying Mismatch:

Students will work individually to create documentation of identity mapping and source examples of relevant mismatch in action, then develop their own unique approach to breaking through opportunities for exclusion by synthesizing research and the diagnosis of a single mismatch case study.

Assignment 02 – 250 pts

Bandaïd Challenge:

Students will work in teams to create an inclusive human-centered design based on audience profiles and high-level goals provided.

Final Presentation & Final Project Deliverable – 400 pts

Co-Creation:

For the final project, students will work in teams in order to develop and design a human-centered solution for a their selected user group. The team will work in stages to draft proposal, toolkit, and final deliverable materials. The goal of the work will be to instill key insights and inclusive practices in order to have significant creative or functional implications on a product, service or solution.

Project Timeline:

- Week 11: Project Proposal
- Week 14: Toolkit & Artifact
- Week 15: Final Presentation

Project Grading:

- Project Proposal: 20%; 80 pts
- Toolkit & Artifact: 40%; 160 pts
- Final Presentation: 40%; 160 pts

Recommended Readings and Resources

(some digital versions are available)

The History, Theory and Practice of Product Design by Bernhard Burdek, Birkhauser
Designing Interactions, Bill Moggridge, MIT Press
A Primer of Visual Literacy by Donis A. Donis, MIT Press
Design in Context by Penny Sparke, Chartwell Books, Inc.
Design History: Understanding Theory and Method by Kjetil Fallan, Berg Publishers
The Geometry of Design by Kimberly Elam, Princeton Architectural Press
The Art of Innovation: Lessons in Creativity by Tom Kelley, by Crown Business
The Power of Limits: Proportional Harmonies in Nature, Art & Architecture by Gyorgy Doczi, Shambhala Boulder & London
Bauhaus by Frank Whitford, Thames & Hudson
Industrial Design, John Heskett, Thames & Hudson
Principles of two-Dimensional Design and three-Dimensional Design by Wucius Wong, Van Nostrand Reinhold
Art Deco Complete: The Definitive Guide to the Decorative Arts of the 1920s and 1930s, by Alastair Duncan, Harry N. Abrams
Human-Centered Design Toolkit: An Open-Source Toolkit to Inspire New Solutions in the Developing World by IDEO, IDEO Press
Graphic Design Theory: Readings from the Field edited by Helen Armstrong, foreword by Ellen Lupton
Design Paradigms: A Sourcebook for Creative Visualization by Warren K. Wake, John Wiley & Sons, Inc.

HCD Toolkit by IDEO: <https://www.ideo.com/post/design-kit>
Stanford d.School Bootcamp (previously Hasso Platner Institute of Design): <https://dschool.stanford.edu/>
HABI Education Labs Framework: <http://habieducationlab.org/design/>
Design Thinking Handbook: Chapter 1 – Why we need design thinking.
<https://www.designbetter.co/design-thinking/why-we-need-design-thinking>
IDEO Shopping Cart Project. <https://www.youtube.com/watch?v=M66ZU2PClCM>
Innovation Management articles: <http://www.innovationmanagement.se/latest-articles/>
Jeremy Alexis: What is Problem Framing in Design? <https://vimeo.com/6180364>
<https://vimeo.com/groups/iitdesigncommunity/videos/21770257>
What fuels great design (and why most startups don't do it),
<https://library.gv.com/what-fuels-great-design-and-why-most-startups-don-t-do-it-a8dd2c4f5cb4>
Getting People to Talk: An Ethnography & Interviewing Primer: <https://vimeo.com/1269848>
Going Deeper, Seeing Further: Enhancing ethnographic interpretations.
http://5a5f89b8e10a225a44ac-ccbcd124c38c4f7a3066210c073e7d55.r9.cf1.rackcdn.com/files/pdfs/news/jar_2006.pdf
Complete Beginner's Guide to UX Research,
<http://www.uxbooth.com/articles/complete-beginners-guide-to-design-research/>
Needfinding: The why and how of uncovering people's needs. Dev Patnaik.
<http://www.paulos.net/teaching/2011/BID/readings/needfinding.pdf>
A Beginner's Guide to Finding User Needs. Jan Dittrich. Read the 'Analysis' section only. <https://jdittrich.github.io/userNeedResearchBook/#toc53>
Design Research: From Interview to Insight Part 1 Summarizing the Interview:
<https://medium.com/design-research-methods/design-research-from-interview-to-insight-part-one-summarising-the-interview-dceee9ba0969>
Design Research: From Interview to Insight Part 2, Synthesizing Insight:
<https://medium.com/design-research-methods/design-research-from-interview-to-insight-f6957b37c698>
Case Study: How to use empathy to create products people love. Start at 25m20s through end. <https://vimeo.com/126976733#t=1520s>
"The Importance of Synthesis during the design process." Jon Kolko

<http://www.jonkolko.com/writingInfoArchDesignStrategy.php>

Mental Models: Digging beyond user preferences:

<https://www.youtube.com/watch?v=M4AsxNg9nNU>

Abductive Thinking and Sensemaking: The Drivers of Design Synthesis. Jon Kolko

<http://www.jonkolko.com/writingAbductiveThinking.php>

Additional Internet Resources

Adobe TV tv.adobe.com

The Designers Accord designeraccord.org

John Maeda lawsofsimplicity.com

Lynda lynda.com (USC students have free access through Blackboard)

TED Talks ted.com/talks – edited list supplied

Product Timeline rsub.com/typographic/timeline/

Wired Magazine wired.com

Statement on Academic Conduct and Support Systems

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. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

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.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

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) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

Studenthealth.usc.edu/sexual-assault

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

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

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.usc.edu

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) 821-4710

campussupport.usc.edu

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

diversity.usc.edu

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

dps.usc.edu, emergency.usc.edu

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) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

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) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.