Keck School

of Medicine

of USC

PM508: Health Service Delivery in the United States

Units: 4
Location: Online

Course Description

This course is a core class for the MPH degree. The goal is to provide students with information and skills to participate in efforts to improve the health care system. The health care delivery system will be examined broadly to understand the contemporary issues affecting the health of the American public and the institutions that provide health services. The course will include the historical development of the American health care system, determinants of health and health disparities, health care utilization, the role of health care providers, health policy formation and implementation, health politics, health care financing, public health, mental health, and the interactions among these system components. The course content will emphasize the policy implication of key public health problems in the United States and the issues related to the recent enactment of health reform in the United States.

Learning Objectives

- Consider the major trends of the history of medicine and public health and evaluate how they affect current events.
- Identify the basic elements of health policy and politics in the United States including the roles of various levels of government and interest groups, health policy formulation and implementation of laws affecting health.
- Discuss and debate the principle elements of ethical considerations in the health care field.
- Identify the function of major institutions and provider groups including physicians, hospitals, nurses, and mental health, long-term care and pharmaceuticals industries.
- Identify the basic components of health care financing including the different payment structures and the role of incentives or disincentives in influencing the behavior of providers and payers.
- Discuss and debate the basic concepts and issues in efforts to reform health care insurance/coverage.

- Identify strategies to improve quality of care and ensure consumer protection.

- Critique the effectiveness of health care delivery models including the role of managed care, accountable care organizations, patient-centered medical home, and coordinated care.
- Describe the key components of the pharmaceutical industry, policies governing the development and financing of prescription drugs, and coverage.
- Describe the use of health information technology, related laws to promote its use, including telemedicine and digital health interventions.
- Interpret an existing public health problem and propose an improvement in policy or new policy to remedy the problem.
- Compare and contrast the U.S. healthcare system to various health care systems throughout the world.

Course Competencies

By the end of this course, you will be able to:
1. Identify and prioritize the key dimensions of a public health problem by critically assessing health services literature – both quantitative and qualitative sources.
2. Function as collaborators on public health projects with the ability to assume leadership roles in the development, implementation, and/or evaluation of programs.
3. In planning community-based programs and/or program changes, demonstrate an appreciation of the interactive nature of the political, organizational and economic context of public health programs, funding patterns and priorities, and the possibility of multiple agendas and conflicting goals.
4. Articulate the relationship between health care delivery and financing, public health systems and public policy.
5. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the United States.
6. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.

Course Notes

Sessions and Days of the Week
The course is divided into fifteen weeks. Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session.

Class Day	Corresponding Day of the Week
Day 1	Wednesday
Day 2	Thursday
Day 3	Friday
Day 4	Saturday
Day 5	Sunday
Day 6	Monday
Day 7	Tuesday

Assignments are due no later than 11:55 p.m. in the Pacific Time zone on the day that is stated in the assignment page.

Communication

Your instructor will hold weekly office hours. They will post their office hours, contact information and days/times to the Instructor Announcements discussion board.

Technological Proficiency and Hardware/Software Required

Canvas is where content, grades, and communication will reside for this course.
- https://uscpublichealth.instructure.com/

For issues with Canvas, contact the technical support hotline:
- 1 (866) 452-2178
- https://community.canvaslms.com/t5/Guides/ct-p/guides

USC Technology Support Links

Zoom information for students
Blackboard help for students
Software available to USC Campus

MPH Program Technology Support Link

In the "Getting Started" section of Canvas, there is a *Technical Support Form* where students can report any problems they are experiencing with navigation, materials, and links for this course. Please use this form to provide a description of the problem. Our MPH Online IT team will address it as soon as possible.

Required Materials

- **Books:**
    - o Knickman, J. R. & Elbel B. (Eds.). (2019). *Jonas & Kovner's health care delivery in the United States* (12th ed.). New York, NY: Springer Publishing Company.
- **Articles:**
    - o Please refer to the weekly reading table at the end of this syllabus for a complete list of articles or other readings.
    - o All course articles can be accessed on Canvas.
    - o Other readings will be distributed by the instructor as needed.
- **Other Materials:**
    - o Zoom: Each student must use their USC Zoom account.

Description of Assessments and Alignment Grid

Assignments (45% of total grade)

- **Health Insurance Paper (10%)**
  Examine your own health insurance plan. Describe how the benefits and financing work for you and your family.

  Your analysis should include:
    1. Type of insurance (PPO, HMO, and so on)
    2. Cost sharing (copayments, co-insurance, deductibles)
    3. Benefits covered and not covered
    4. Waiting periods or restrictions, if any
    5. Choice of doctor or hospital and pharmacy
    6. Your (or some other family member's) experience in using your benefits

Part II of this assignment is to examine the Affordable Care Act for different case scenarios. Develop a summary of the strengths and weaknesses of the ACA for these families.

Your paper should not exceed 3 pages, double-spaced.

Grading: This assignment will be based on completeness of items 1-6 and the quality of the report for Part I and II.

- **Community Assessment Project (20%)**
  The purpose of the assignment is to help students understand the community context of the patients served by a community-based primary care clinic and its feeder or referral hospital. The assignment is an environmental scan designed to develop a better understanding of the problems of access to care and good health from the perspective of people living in a specific target community.

  The Community Assessment Project consists of 2 parts:
    1. Week 12 Community Assessment Project Presentation
    2. Week 13 Community Assessment Project Peer Review

  Please refer to the course website for a detailed description of this project. Students are encouraged to work as a group, with 2-3 members for this project. After completing the project, students are to post a video-narrated PowerPoint presentation. Upon submission, each student is to view and react to two other student reports (students will be assigned which presentations to review) and provide a critical analysis of the uploaded file.

  Grading: Your Community Assessment Project will be assessed based on the quality of the presentation. Your grade will be based on:
    1. Description of the clinic (define its function in the community, location, services provided, staffing etc.)
    2. Data scan: use of local data, health of the community, demographics, etc.
    3. Neighborhood scan: description of the community, data, pictures, etc.
    4. Policy scan: local policies that affect the community and population
    5. Information from site visit/interviews
    6. SWOT analysis of the organization: examine its strengths, weaknesses, opportunities, and threats
    7. Recommendations for the clinic
    8. Overall quality of the presentation (clarity, effective use of visuals, etc.)
    9. Peer assessment

- **Policy Paper (20%)**
  Over the past few years, several health policy issues have been debated in Congress or in-state legislature. The purpose of this assignment is to write a research paper that focuses on a policy addressing a current issue (that has been the subject of legislation or regulatory change or court action).

  Your assignment is to investigate your chosen topic and associated legislation/policy (e.g. related bill, statute, regulation, or court case) and write a 7-page (maximum) analysis paper. The purpose is to gain experience in examining a complex health policy issue and write a paper outlining the problem and the various policy options for solving the problem.

  The Policy Project consists of 5 parts:
  1. Week 3 Choose a Topic
  2. Week 5 Paper Outline and Annotated Bibliography
  3. Week 9 Final Policy Paper
  4. Week 10 Policy Paper Peer Review
  5. Week 12 Policy Advocacy

  Grading: Grade will be assessed on the following criteria.

  Paper outline and bibliography
  1. Description of the problem, public health implication, and related policy action
  2. Complete a 1-page annotated bibliography with 5-10 references.

  Final Policy Paper
  1. Literature Review: Describe the problem and the public health implications for the health care delivery system.
  2. Briefly describe the relevant policy action(s) to your topic area. Discuss current policies or lack of action.
  3. Background: review of the debates on the topic, related statutes/legislation, stakeholders and interest groups
  4. Analysis. Propose a potential solution or new policy and describe how it should be implemented. What would be the new policy proposal and what are the alternatives to the policy action that address this problem.
  5. Use of data. All papers must use some data to support your position. A good example of using data is developing a table or chart, but they must relate to the topic and support your point of view.

Policy Advocacy: Upon completion of the policy brief, think about how the new policy should be implemented. Maximum 500 words (about 2 pages double-spaced).
1. Describe how one should advocate for a newly proposed policy
2. Craft an effective advocacy message that describes why the new policy should be implemented.

Exams (45% of total grade)

- **Midterm Exam (20%)**
  A 90-minute midterm quiz will be held during the 8th week of class.

- **Final Exam (20%)**
  A 2-hour final examination will be scheduled during the last week of class.

Discussions/Live Sessions (10% of total grade)

The success of this course depends on students' preparation and involvement in all aspects of the class. Thus, the course will include regular discussion components in which students are expected to participate thoroughly and knowledgeably. General class discussions require that you participate in discussions with the entire class. Be sure to complete all assigned readings so that you can participate in meaningful discussions about the topics assigned. Most weeks will include questions about the readings and topic areas for discussion. Be sure to respond to these thoughtfully and review the discussion boards frequently to read and reply to classmates' posts. Discussions will be graded as complete or not complete based on the level of thought, analysis, relevance, and insight evident in the posts.

Each student will choose to be a discussion leader for one week. As a discussion leader, you will monitor the discussion posts for that week, post replies, and at the end of the week, submit a 1-page (max) double-spaced summary of the week's discussion, highlighting most important aspects of the discussion.

Grading Breakdown

Grades will be recorded in the **CANVAS** gradebook.

Component	% of Grade
Assignments ● Health Insurance Paper 10% ● Community Assessment Project 20% ● Policy Paper 20%	50
Midterm	20
Final Exam	20
Other Coursework/Discussion	10
Total	100

Grading Scale

Course final grades will be determined using the following scale.

Grade	Range
A	94.0% or higher
A-	90.0%-93.9%
B+	87.0%-89.9%
B	83.0%-86.9%
B-	80.0%-82.9%
C+	77.0%-79.9%
C	73.0%-76.9%
C-	70.0%-72.9%
D	60.0%-69.9%
F	59.9% or lower

Course-specific Policies (Assignment Submission, Grading

Timeline, Late work, and Technology)

Live (Synchronous) Sessions

This course will include frequent Live Sessions designed to provide an opportunity for you to interact with the professor and fellow students, as well as further your understanding of course content. Attendance at all Live Sessions is strongly encouraged for your successful completion of the course.

Formatting Guidelines for All Written Work

- All documents should be in Microsoft Word format.
- Papers must be typewritten, or word processed, double-spaced, with 12-point font.
- Make sure you keep a copy of all submitted papers.
- Please ensure that each paper is written in APA style. Refer to the APA manual (6th Edition).
- Typos and spelling errors are unacceptable at this level and reflect poorly on you.
- All page length requirements are for double-spaced pages, with 1-inch margins, in 12-point Times New Roman font.

Assignment Submission

All assignments (in-class work and presentation components) should be submitted through CANVAS.

Grading Timeline
You will receive a grade for your assignments within two weeks of submission.

Late work

Items that are submitted late will receive 10% off the grade per day unless the student has already talked with the professor and pre-arranged that they will be absent.

Working in Pairs and Groups

Please ensure that you are responsive to your partner/group members and complete your tasks on time. If someone in your group is unreachable or unresponsive, please email your instructor(s) as soon as possible so that they can follow-up and resolve the issues quickly.

Netiquette

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette at 15 Rules of Netiquette for Online Discussion Boards.

Zoom Etiquette

This course includes "live" (synchronous) sessions, which are designed to encourage active student participation and engagement with the course material. Students should come to class prepared to discuss course readings and other instructional materials. During live sessions, you are expected to respectfully, actively listen to your peers and thoughtfully contribute your own ideas to our discussions. We encourage students to keep their cameras on for the duration of our synchronous class sessions, to the extent possible. Virtual backgrounds can be used to remove any distractions that may be present in your physical environment from the view of your peers.

Synchronous Section Recording Notice

Live sessions for this class will be recorded. Links to the live sessions will be posted on Canvas.

Course Evaluation

Two surveys will gather student opinions about the course: the mid-semester evaluation and the standard USC course evaluation survey at the end of the semester. Your opinion is valued and can make a difference in how this course is conducted; please give your honest and constructive recommendations.

Technical Skill Requirements

1. Must have a basic working knowledge of computers and Internet use.
2. Must have a working knowledge of Canvas terms, such as Modules, Groups, and Collaborations. View Canvas Basics Guide.
3. Must have a working knowledge of using Canvas tools, such as how to submit an assignment and how to post in a discussion. View Canvas Student Guide.

FAQs

- [How do I view my grades?](#)
- [How do I take a quiz?](#)
- [How do I reply to a discussion?](#)
- [How do I submit an assignment?](#)
- [How do I submit an assignment on behalf of a group?](#)
- [How do I view my Canvas groups?](#)
- How do I get more "how-to" help? View the [Canvas Student Guide](#).

TECHNICAL HELP

Canvas Help

Use the "Help" link on the left-side of the screen to find (1) Canvas Support Hotline, (2) Chat with Canvas Support, and (3) the Canvas Student Guide.

USC Information Technology Services (ITS)

USC ITS can assist you with connecting to the USC Network and using supported applications.

Website: [https://itservices.usc.edu/contact/ (Links to an external site.)](https://itservices.usc.edu/contact/)

Support Hours

Telephone: 24 hours per day, 7 days per week
Email: Monday – Friday, 8:00 a.m. – 6:00 p.m. (not available on holidays)

Contact Information

E-Mail: consult@usc.edu
Phone: 213-740-5555

Course Schedule: A Weekly Breakdown

Week/ Module #	Topic	Readings	Assignments/ Assessments Due
1	Overview Introduction	Required ● Knickman, J. R. & Elbel B. (Eds.). (2019).Jonas & Kovner's health care delivery in the United States (12th ed.). New York, NY: Springer Publishing Company. ● Chapter 1 ● Faria, M. A. (1999). Is there a right to health care? Medical Sentinel, (4), 125–127.	● Week 01 Discussion 01: Introduce Yourself ● Week 01 Discussion 02: Health care rights ● Week 01 Checkpoint 01: Course Projects
2	The Structure of the American Health Care System	Required ● Knickman, J. R. & Elbel B. (Eds.). (2019). .Jonas & Kovner's health care delivery in the United States (12th ed.). Springer Publishing Company, Chapter 2. ● Berwick, D., Nolan, T., & Whittington, J. (2008). The triple aim: Care health and cost. Health Affairs, 27(3): 759–769; 10.1377.	● Week 02 Assignment 01: Determinants of Health Discussion
3	Health Policy and the Role of Government in Health Care	**Required** ● Knickman, J. R. & Elbel B. (Eds.). (2019). *Jonas & Kovner's health care delivery in the United States* (12th ed.). Springer Publishing Company, Chapter 3.	● Week 03 Discussion 01: Public Health Policy ● Week 03 Checkpoint: Policy Project Topic Selection
4	Health Insurance	**Required** ● Andrews, M. (2014, August 19). HMO, PPO, EPO: How's a consumer to know what health plan is best? *Kaiser Health News*. ● Blumenthal, D., Davis, K., & Guterman, S. Medicare at 50 — Moving Forward. N *Engl J Med*, 372(7), 671–677 ● Brook, R. H., Keeler, E. B., Lohr, K. N., Newhouse, J. P., Ware, J. E., Rogers, W. H., … Reboussin, D. (2006). The health insurance experiment: A classic RAND study speaks to the current health care reform debate. RAND Corporation. Retrieved from http://www.rand.org/pubs/research_briefs/RB9174.html. **Additional Resources/Supplemental Readings** ● Cousineau, M. (2010). What we mean by risk. Unpublished manuscript.	● Week 04 Discussion 01: Moral Hazard and Adverse Selection ● Week 04 Discussion 02: Risk Pools ● Week 04 Assignment 01: Topic Selection for Community Assessment Project

5	The Cost of Care	**Required** ● Knickman, J. R. & Elbel B. (Eds.). (2019). *Jonas & Kovner's health care delivery in the United States* (12th ed.). Springer Publishing Company, Chapter 11. ● Gawande, A. (2009, June 1). The cost conundrum: What a Texas town can teach us about health care. *The New Yorker*. ● Fuchs, VR. Health care is different--that's why expenditures matter. JAMA 2010; 303(18): 1859-60.	● Week 05 Discussion 01: Health Care System and Financing ● Week 05 Assignment 01: Concept Paper and Bibliography
6	Health Care Reform: Models and Solutions	**Required** ● Knickman, J. R. & Elbel B. (Eds.). (2019). *Jonas & Kovner's health care delivery in the United States* (12th ed.). Springer Publishing Company, Appendix: Major Provisions of the Patient Protection and Affordable Care Act of 2010. ● Gabel, J. R., Whitmore, H., Stromberg S., & Green, M. (2018). Why are the health insurance marketplaces thriving in some states but struggling in others? *Issue Brief - The Commonwealth Fund* Nov 1, 2018: 1-13.	● Week 06 Discussion 01: Health Reform ● Week 06 Assignment 01: Health Insurance Paper
7	Health Care Delivery System Models and Innovation	**Required** ● Rittenhouse, D. R., Shortell, S. M., & Fisher, E. S. (2009). Primary care and accountable care — Two essential elements of delivery-system reform. *N England J Med*, *361*(24), 2301–2303. ● Gawande, A. (2011, January 24). The hot spotters: Can we lower medical costs by giving the neediest patients better care? *The Atlantic*. ● Gold, J. (2011). Accountable care organizations explained. Kaiser Health News. **Additional Resources/Supplemental Readings** ● Emanuel, E. J. (2012). Why accountable care organizations are not 1990s managed care redux. *JAMA, 307*(21), 2263-2264.	● Week 07 Assignment 01 Survey: Choose a Population ● Week 07 Assignment 02: Designing a PCMH Discussion
8	Midterm and Session on International Comparison	**Required** ● Knickman, J. R. & Elbel B. (Eds.). (2019). *Jonas & Kovner's health care delivery in the United States* (12th ed.). Springer Publishing Company, Chapter 4. Schneider, EC., Shah, A., Doty, MM., Tikkanen, R., et al. Mirror, Mirror 2021: Reflecting Poorly Health Care in the U.S. Compared to Other High-Income Countries, AUGUST 4, 2021.	● Week 08 Discussion 01: International Comparison ● Week 08 Assignment 01: Midterm Exam

9	Quality and Health Care	**Required** ● Knickman, J. R. & Elbel B. (Eds.). (2019). *Jonas & Kovner's health care delivery in the United States* (12th ed.). *Springer Publishing Company*, Chapter 12. ● U.S. Department of Health and Human Services. (2017). 2017 National healthcare quality and disparities report: Executive summary. Agency for Healthcare Research and Quality.	● Week 09 Assignment 01: Exploring Quality ● Week 09 Assignment 01: Policy Project
10	Health Disparities & Organizing Health Services for Vulnerable and Special Populations	**Required** ● *Jonas & Kovner's health care delivery in the United States* (12th ed.). Springer Publishing Company, Chapter 8: Vulnerable Populations: Meeting the Health Needs of Populations Facing Health Inequities. **Additional Resources/Supplemental Readings** ● Zallman, L., Woolhandler, S., Himmelstein, D., Bor, D., & McCormick, D. (2013). Immigrants contributed an estimated $115.2 billion more to the Medicare Trust Fund than they took out in 2002-09. *Health Affairs*, *32*(6): 1153-1160	● Week 10 Discussion 01: The Safety Net ● Week 10 Assignment 01: Policy Paper
11	Part 1-The Health Care Workforce. Part 2-Health Information Technology	**Required** ● Knickman, J. R. & Elbel B. (Eds.). (2019).*Jonas & Kovner's health care delivery in the United States* (12th ed.). Springer Publishing Company, Chapters 9 and 14.	● Week 11 Assignment 01: Peer Review of Policy Brief ● Week 11 Discussion 01: The Physician Workforce ● Week 11 Discussion 02: Health IT
12	Mental Health	**Required** ● Alegría M., Falgas-Bague, I., Collazos, F., et al. Evaluation of the integrated intervention for dual problems and early action among Latino immigrants with co-occurring mental health and substance misuse symptoms: A randomized clinical trial. *JAMA Netw Open*. 2019;2(1):e186927. doi:10.1001/jamanetworkopen.2018.6927 ● Frank, R. G., & Epstein, A. M (2014, June). Factors associated with high levels of spending for younger dually eligible beneficiaries with mental disorders. *Health Affairs*, *33*(6), 1006–1013.	● Week 12 Discussion 01: Mental Health ● Week 12 Assignment 01: Policy Advocacy

13	Prescription Drug Coverage and Pharmaceuticals	**Required** ● Hernandez, I., Good, C. B., Cutler, D. M., et al. The contribution of new product entry versus existing product inflation in the rising costs of drugs. *Health Affairs*, *38*(1):76-83. ● Robinson, J. C. (2018, September). Pharmaceutical reference pricing: Does it have a future in the U.S.? *The Commonwealth Fund*. Issue Brief.	● Week 13 Discussion 01: Direct to Consumer Advertising ● Week 13 Assignment 01: Project Presentation Link ● Week 13 Assignment 02: Community Assessment Project Presentations

14	Part 1 - Palliative Care. Part 2 - Public Health & Public Health Departments	**Required**
		● Knickman, J. R. & Elbel B. (Eds.). (2019) *.Jonas & Kovner's health care delivery in the United States* (12th ed.). Springer Publishing Company.
		   o Chapter 6
		   o Chapter 15
		● Boustani, M., Alder, C. A., Solid, C. A., & Reuben, D. An alternative payment model to support widespread use of collaborative dementia care models. *Health Affairs*, *38*(1), 54-59.
		● Bisognano, M., & Goodman, E. (2013). Engaging patients and their loved ones in the ultimate conversation. *Health Affairs*, 32(2), 2203–2206.
		Additional Resources/Supplemental Readings
		● National Hospice and Palliative Care Organization
		● AARP Advance Directive Forms
		● Advance Directives by State
		● Game: Go Wish
			● Week 14 Discussion 01: Palliative Care
			● Week 14 Assignment 01: Community Assessment Project Peer Review

15	Final Week	**Recommended** ● Review the textbook and weekly readings as needed.	● Week 15 Assignment 01: Final Exam

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.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
988lifeline.org
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) - 24/7 on call

studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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) 740-0411
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
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) 442-1200 – 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/patient-care/faculty-practice
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.