

# USC Iovine and Young Academy

*Arts, Technology and the Business  
of Innovation*

## IDSN 546 Integrative Studio

Units: 2.0

Spring 2023—Tuesdays—7:30pm-9:20pm PT

Location: Online

Instructor(s): Scott Armanini & Lisa Krohn

Office / Office Hours: Virtual / By Appointment

Contact Info: [sarminin@usc.edu](mailto:sarminin@usc.edu), [lkrohn@usc.edu](mailto:lkrohn@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](mailto:iyahelp@usc.edu)

### USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

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## Course Description

IDSN-546 Integrative Studio is a project-based course that uses human-centered design research and methodologies to identify and explore a specific problem space or context as an individual or in small, diverse teams. The course is faculty-mentored and requires students to apply learning and discovery from IDSN 545 Integrative Project Lab and other core courses in the program. Through successful completion of this course, students will deliver a tangible project concept that has desirability, feasibility, and viability while simultaneously securing deeper conceptual and practical understanding of industry/domain exploration.

The project will require research, exploration, experimentation, ideation, testing, iteration, and communication of the concept. Students will need to work rigorously within the timeline and schedule that is required to achieve the stated goals. The course meets formally once a week in a synchronous live session. The class will be supported by in-class formative and summative critiques designed in conjunction with members of the class, mentoring faculty, and industry experts.

A general framework of major milestones, objectives and key results will be adapted to individual projects. Students will be required to present their final project solutions to a team of faculty and industry experts at the end of the semester. Students are allowed to complete multiple studio projects during the degree program.

## Learning Objectives and Outcomes

Students will demonstrate a progressive aptitude in deploying the concepts, techniques, tools, and approaches of their prior scholarly work in the program. Upon completing this course, students will:

- Apply primary and secondary research methods to unlock opportunities and insights toward the project concept.
- Identify markets and competition related to the project concept.
- Generate unique ideas and iterate upon a variety of solutions to be tested.
- Develop products, services, and plans to launch projects, articulating processes with depth.

- Communicate and present ideas concisely using any and all effective modalities to potential stakeholders, faculty, and industry experts.
- Develop proficiency through practice, in challenges of increasing scope and complexity.

**Prerequisite(s):**

IDSN-545 Integrative Project

**Recommended Preparation**

In order to maximize the time and collaborative work dedicated to Studio projects, it is recommended students get organized prior to the start of the semester and begin preparing to submit a studio project plan proposal, which is due before the first synchronous live session. Students are allowed to work on studio projects or in self-identified teams. Instructors will not assign teams for this course. Detailed studio project plan proposal instructions are outlined below. Instructor(s) will evaluate each project proposal based on merit and potential, through the lenses of desirability, feasibility, and viability.

**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 2022–2023 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](mailto:iyahelp@usc.edu).

## Technological Proficiency and Hardware/Software Required

Students must provide their own laptop. The laptop specifications take into consideration that students will be creating, streaming, and downloading audio and video; communicating using video conferencing applications; and creating and storing large multimedia files.

	Apple	Windows PC
<b>Laptop (Minimum standards)</b>	<ul style="list-style-type: none"> <li>• 2.6 GHz dual-core Intel Core i5 or 2.0 GHz quad-core Intel Core i7</li> <li>• Minimum 13" display</li> <li>• 250 GB SSD or larger</li> <li>• 16 GB memory</li> </ul>	<ul style="list-style-type: none"> <li>• Intel Core i5 or Intel Core i7</li> <li>• Minimum 14" display</li> <li>• 250 GB SSD or larger</li> <li>• 16 GB memory</li> </ul>
<b>Warranty</b>	<ul style="list-style-type: none"> <li>• Manufacturer warranty or extended warranty coverage (AppleCare)</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacturer warranty or extended warranty coverage</li> </ul>
<b>Operating System</b>	<ul style="list-style-type: none"> <li>• Mac OS X 10.13 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• Windows 7, 10 operating system or higher</li> </ul>
<b>Peripherals</b>	<ul style="list-style-type: none"> <li>• HD webcam, speakers and microphone (Most newer laptops have built-in webcam, speakers and microphone)</li> <li>• Headset</li> <li>• Digital camera (Cameras on newer smartphones are acceptable)</li> <li>• External drive for cloud account for backup and storage</li> </ul>	
<b>Software</b>	<ul style="list-style-type: none"> <li>• Adobe Creative Cloud (Photoshop, Illustrator, and InDesign)</li> <li>• Adobe Acrobat Reader</li> <li>• Microsoft Office Suite</li> <li>• Sophos Endpoint Security (antivirus)</li> <li>• Browser: Most recent version of Firefox, Chrome, Safari, or Internet Explorer</li> </ul>	
<b>Network</b>	<ul style="list-style-type: none"> <li>• Cable modem, DSL, T1/T3 or higher</li> </ul>	

## Required Readings and Supplementary Materials

For IDSN 546 Integrative Studio, all students are required to identify readings relating to their project and scope of research, and listed in the Project Plan Proposal for review by faculty. In addition, required content and readings may be assigned by faculty and will be drawn from textbooks, articles, papers, cases, and online publications (e.g., articles, op-ed essays) available through a host of available outlets; in all instances, the material will be delivered via computer. Students will also be required to view online videos; complete web-based, interactive exercises; and respond to peer and faculty comments (within an online discussion forum or group discussion).

## Description and Assessment of Assignments

Below are brief overviews of each assignment and deliverable.

### Studio Project Plan Proposal

Each student will provide an initial studio project plan proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to faculty for review in the first week of class. Proposals must be written using the template provided (in Google Document format) and submitted via email to instructor(s) prior to the first live session. Instructor(s) will work with the students to set

deadlines, process, and any additional deliverables for the semester. The studio project plan proposal should address the following as they apply to the project:

- Names of all team members (students may work solo or enter the course as a team)
- What is the project name (or working title)?
- What are its goals and why is it important?
- Whose problem is this and how do you know?
- What is the pain and what is the gain?
- What is the scale of the problem?
- What is the potential for innovation and/or meaningful impact?
- What does the design component require? How is it desirable?
- What does the technology component require? How is it feasible?
- What does the business component require? How is the project viable?
- Can this project be completed this semester?
- Will this project be submitted for Capstone consideration?

### **Executive Summary Presentation**

Each student or team will present an introductory overview of the studio project in which one or more ideas for further pursuit are proposed (with accompanying rationale) to peers and faculty. You may utilize any mediums/media you see fit to best explain your idea, but visuals are required (like a deck or video, etcetera), and address each of the following:

- Goal of the project (subject area you are focusing on, symptom or pain points you are addressing, opportunity identified)
- Current or Possible solution(s). It is not expected to show refined solutions, but it is important to show possibilities to inspire interest in the project.
- Resources/knowledge you have available (technical, conceptual, human, financial)
- What do you not know about the project area? What activities will the team undertake this semester to fill in the gaps (i.e. research methods, development tactics, etc.)?
- Notes about roles/duties for the project (if a team has been assembled)

### **Weekly Check-Ins**

Progress update. Students must submit weekly check-ins for the weeks noted in the course schedule so as to provide regular updates of progress, challenges, and requests for feedback and help from instructor(s). A formatted template for the weekly check-ins will be provided.

### **Studio Project Milestone Demo I**

Demonstration and discussion of the defined problem statement, proposed solution, core features, and research relating to your project. Make sure you are addressing the target audience and that you are engaging the needs and interests of your potential audience. Include project recommendations and next steps based on results from all research and testing to date.

### **Studio Project Milestone Demo II**

Demonstration and discussion of the defined problem statement, proposed solution, core features, and research relating to your project. Make sure you are addressing the target audience and that you

are engaging the needs and interests of your potential audience. Include project recommendations and next steps based on results from all research and testing to date.

**Final Project Presentation**

Presentation of the semester’s work and current status of the project. In your final presentation, consider the future implications and grand vision of your initiative, informed by research and development throughout the Integrative Studio course.

**Handoff Document and Archive (team):**

The Project Handoff document is a statement of intent on behalf of the student and/or team that will be archived by the program. The deliverable is a collaborative effort from the team and includes the following format:

- Project name and date
- Abstract: One-to-four sentence summary description
- List of team members and areas of responsibility
- Summary of semester work: Revisit the Project Plan Proposal document and provide an update on where the project started, the progress and outcome of the semester's work, and general thoughts on next steps beyond the semester.
- Reserve the project: Yes/No. If yes, please describe the intent and parameters (i.e. members A, B, and C plan on launching a business and seek funding, member D has decided not to continue on with the project/team, etcetera). Include whether or not this project is being submitted for Capstone review and potential project.
- Include a accessible link to the project archive: Every student/team will keep all deliverables on a shared team drive (Google Drive) in which all documents relating to the project should reside

**Grading Breakdown**

Assignment	Points	% of Grade
Participation	150	15%
Studio Project Plan Proposal	50	5%
Executive Summary Presentation	100	10%
Studio Project Milestone Demo I	180	18%
Studio Project Milestone Demo II	180	18%
Weekly Check-Ins (9)	90	9%
Final Project Presentation	200	20%
Handoff Document and Archive	50	5%

<b>Total</b>	1000	100%
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### Grading Scale

Final course grades will be determined using the following scale:

Letter Grade	Numerical Score
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

### Assignment Rubrics

Detailed assignment rubrics will be made available by the course instructor(s) in the first week of class.

### Assignment Submission Policy

All assignments must be delivered by the date and time (**Pacific Time**) that deliverable is listed as due per instructor guidelines. The instructor(s) will provide due dates for all assignments and deliverables during the first week of the Capstone. Late assignments will be subject to the late submission policy indicated below. **All assignments must be completed in order to pass this class.**

### Late Submissions

Assignments will be accepted after the deadline with the following grade penalties. Do not ask for extensions; the below are the extensions.

Submission in the 24 hours after the deadline	10% deduction
Submission between 24 and 48 hours after the deadline	20% deduction
Submission between 48 hours and 3 days after the deadline	50% deduction
Submission more than 3 days after the deadline	100% deduction

*Keep copies of all your files and emails until the end of the semester.*

### Grading Timeline

Instructors will provide feedback and grading on all deliverables in a timely manner, usually within 48-72 hours following an on-time submission.

### **Correcting a Grading Error or Disputing a Grade**

If you don't inform the instructor of missing or incorrect grades within two weeks of those grades being posted, the grades will be assumed correct. Do not wait until the semester's end to check or appeal any grades. If you feel a grade merits re-evaluation, you are encouraged, within one week of the instructor providing a grade and initial feedback, to send the instructor a memo in which you request reconsideration. The memo should include a thoughtful and professional explanation of your concerns. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative. (Note: Complaints on the date of a graded assignment's return to you will not be addressed; it is essential to wait one full day prior to raising a concern.)

### **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  $\frac{1}{2}$  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.

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.

- 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**

**Class notes policy:** Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated, or in any way displayed for use in relation to the class, whether obtained in class, via e-mail or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings. Again, it is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor.

**No recording and copyright notice:** No student may record any lecture, class discussion or meeting with the instructor without his/her prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated, or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The instructor reserves all rights, including copyright, to his/her lectures, course syllabi and related materials, including summaries, slides (e.g., Keynote, PowerPoint), prior exams, answer keys, and all supplementary course materials available to the students enrolled in the class whether posted to the LMS or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with The USC Office of Disability Services and Programs and the instructor.

#### SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

**Participation:** Students are expected to actively participate in this course. In an online forum, participation includes:

- Careful reading and viewing of assigned materials by the date due
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance and full attention (with camera on) in synchronous sessions
- Significant collaboration with classmates and teammates

Course grades may be affected for students who do not contribute to the course through active participation. Students should notify the instructor in advance if they are unable to attend class. Those unable to attend will be required to review the online recording for the session missed, and submit thoughtful feedback to the Instructor.



**Contact Hours**

This 2-unit course requires 1500 minutes (25 hours) of instructional time per semester, which equals 100 minutes (1.666 hours) of instructional time each week. In addition, it is expected that students will work, on average, an additional 200 minutes (3.333 hours) per week outside of class — on readings/viewings, homework assignments, field experiences, and individual or team projects.

## Course Schedule: A Weekly Breakdown

<https://bit.ly/546-integrative-studio-course-schedule-Spring23>

Week	Modules and Topics	Tasks	Deliverables
0 Jan 1	Pre-Course Assignment	<a href="https://bit.ly/546-integrated-studio-spring23-project-plan-instructions">https://bit.ly/546-integrated-studio-spring23-project-plan-instructions</a>	Rough Draft Studio Project Plan Proposal
1 Jan 10	Module 1: Research and Development	Introductions, syllabus, expectations, review of project proposals and plans	Studio Project Plan Proposal
2 Jan 17	Module 1: Research and Development	Introduce Projects and Goals	Executive Summary Presentation
3 Jan 24	Module 1: Research and Development	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 1
4 Jan 31	Module 1: Research and Development	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 2
5 Feb 7	Module 1: Research and Development	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 3
6 Feb 14	Module 1: Research and Development	Demo of Project Progress, Milestones, and Next Steps	Studio Project Milestone Demo I
7 Feb 21	Module 2: Stress Testing Your Ideas	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 4
8 Feb 28	Module 2: Stress Testing Your Ideas	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 5
9 Mar 7	Module 2: Stress Testing Your Ideas	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 6
Mar 12-19	Spring Recess		

10 Mar 21	Module 2: Stress Testing Your Ideas	Demo of Project Progress, Milestones, and Next Steps	Studio Project Milestone Demo II
11 Mar 28	Module 2: Stress Testing Your Ideas	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 7
12 Apr 4	Module 3: Pivot or Persevere	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 8
13 Apr 11	Module 3: Pivot or Persevere	Cross-Share of Project Work, Team Meetings and Consultations	Weekly Check-In 9
14 Apr 18	Module 3: Pivot or Persevere	Final Meetings and Consultations	Handoff Document Capstone Proposal Deadline
15 Apr 25	Module 3: Pivot or Persevere	Presentation of Project Findings and Results; Followed by Q&A	Final Project Presentation

## 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](https://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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### Support Systems:

**Counseling and Mental Health** - (213) 740-9355 – 24/7 on call  
[studenthealth.usc.edu/counseling](https://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](https://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](https://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](https://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](https://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](http://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](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu)

Non-emergency assistance or information.

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

[ombuds.usc.edu](http://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](mailto:otfp@med.usc.edu)***

[chan.usc.edu/otfp](http://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.