PPD 600: MANAGEMENT OF MANAGED CARE ORGANIZATIONS
Spring 2023, 2-units, VPD LL101

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The mission of the USC Sol Price School of Public Policy is to improve the quality of life for people and their communities, here and abroad. We achieve this mission through education and research that promote innovative solutions to the most critical issues facing society.

My goal for this class and every class that I teach is to prepare you to get a great job and have a successful career in healthcare. This is not a theoretical class. I have worked in managed care for many years and we will discuss the real-life challenges that I face every day trying to deliver great patient care, while managing costs and keeping my patients out of the hospital.

In Class Dates & Times		
Saturday, January 28, 2023	9:00 a.m. – 3:00 p.m.	VPD LL101
Sunday, January 29, 2023	9:00 a.m. – 3:00 p.m.	VPD LL101
Friday, March 10, 2023	2:00 p.m. – 7:00 p.m.	VPD LL101
Saturday, March 11, 2023	9:00 a.m. – 3:00 p.m.	VPD LL101
Saturday, April 8, 2023	9:00 a.m. – 3:00 p.m.	VPD LL101

COURSE DESCRIPTION

This course presents an overview of major issues related to the management of health insurance and managed care plans. It will include analysis of managed care in the commercial market and in government programs such as Medicaid and Medicare. Key topics include legal and administrative structure(s) of managed care organizations, provider network development and management including provider payment arrangements, population health management, quality and accountability, integrated care, informatics and public policy. This course is relevant for anyone working in healthcare but especially those students interested in management or healthcare policy working with public and private (both for-profit and not-for-profit) health insurance plans and organized delivery systems, such as HMOs and hospital/physician integrated delivery systems. The emphasis is placed on the US system but we will also address aspects of California managed care characteristics.

LEARNING OBJECTIVES

1. Using Bloom's Taxonomy in developing course learning objectives:

Course Learning Objectives	Cognitive / Affective	Level
1. This course will provide students with an overview to assess major issues related to the design, function, management, regulation and evaluation of health insurance programs and managed care organizations. Changes occurring in public policy with the current administration will be integrated into discussions.	Cognitive	Evaluation
2. Access outside speakers in class and through on-line discussions to offer insight into practical issues that senior administrators face in managing in a period of transformative change.	Affective	Valuing
3. Students will be provided opportunities to demonstrate their understanding and functioning as managers dealing with the following health insurance/managed care issues: • Health insurance and risk • Administration and governance • Network structure and management • Provider contracting	Cognitive	Application

• Medical management • Quality monitoring and improvement • Role of informatics • Population health and its role in the future of managed care • Integrated care strategies • Impact of changes in pharmacy benefit management • Public programs and their impact on the insurance market • Transformational change- how will technology and innovation change your role as administrators and patients' role in the health care system			

a. There are three main domains of learning. These domains are *cognitive* (thinking), *affective* (emotion/ feeling), and *psychomotor* (physical/kinesthetic).
b. Taxonomies of the Cognitive Domain used n this course are:
    i. **Evaluation:** The ability to judge, check, and even critique the value of material for a given purpose.
    ii. **Application:** The ability to use learned material, or to implement material in new and concrete situations.
c. The objective of the Affective Domain used in this course is *Valuing*.
    i. **Valuing -** This refers to the learner's beliefs and attitudes of worth – acceptance, preference, or commitment. An acceptance, preference, or commitment to a value.

2. Graduates of the USC Price MHA program will demonstrate 15 core competencies, organized by 6 domains. The main purpose of this competency-based curriculum is to help faculty and students focus on the key knowledge, skills and abilities that students need to develop overall and within each course while they are enrolled in the MHA program so they can succeed in the workforce once they graduate. The following competency levels indicate what is expected of students to achieve for the competencies this course emphasizes.

- **Beginning (B)** - Recall facts and basic concepts and be able to explain their meaning.
- **Intermediate (I)** - Integrate ideas and draw connections between them. Use information in new situations.
- **Advanced (A)** - Justify a decision or position and produce new or original work.

MHA Competency	Level (B/I/A)	Course Objective(s)	Assessment Methods
Domain 1: Knowledge of Health Care Environment			
1.1 Demonstrate knowledge of established and evolving issues in health care, and the ability to apply this knowledge to diverse health organizations.	Intermediate	**1-3**	Case Study, Group Project
Domain 2: Critical Thinking and Analysis			
2.1 Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner.	Intermediate	**1,3**	Case Study, Group Project, Peer Evaluation
Domain 3: Business and Management Knowledge			
3.1 Understand and use the formal and informal decision-making structures in healthcare organizations and the healthcare industry and demonstrate ability to analyze and improve an organization's processes.	Beginning	**1-3**	Case Study, Group Project, Peer Evaluation

Domain 5: Communication			
5.1 Demonstrate the ability to facilitate a group, and to prepare and present cogent business presentations.	Intermediate	**2-3**	Case Study, Group Project, Peer Evaluation
Domain 6: Leadership			
6.1 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	Intermediate	**2-3**	Group Project, Peer Evaluation

REQUIRED TEXT

Kongstvedt, Peter R. - *Health Insurance and Managed Care: What They Are and How They Work*, Fifth Edition. Jones and Bartlett Learning.

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Class Preparation and Participation	Weekly	5%
Homework/Quizzes	Weekly	10%
Midterm	2/28/2023	25%
Final Presentation	4/28/2023	10%
Group Project	4/8/2023	25%
Final Exam	4/25/2023	25%
TOTAL		**100%**

CLASS ASSIGNMENT DESCRIPTIONS

Class Preparation and Participation: Class discussions by all students contribute to the overall learning experience. The quality of these discussions is based upon each student's preparation prior to class and active engagement in the exchange of thoughts, concepts and ideas. Each student is expected to have completed all readings and assignments prior to each scheduled class or weekly discussion. Full class attendance is expected since we only meet 5 times. Attendance will count towards participation grades.

Effectiveness of In-Class Exercises and Participation

The class will be highly participatory and include a combination of lecture, discussion and in-class exercises. At various times, students will be organized into teams to discuss issues more in-depth or to address specific issues relevant to management of managed care. Teams will be asked to present to the larger group or to facilitate discussions with the full class. Additionally, students will be asked to prepare questions and participate in discussions with outside lecturers for on-site or internet-based learning.

Networking Assignment

Networking is critical to advancing in your careers. Every job I have ever received has been from someone I have known, and this is even truer the higher you advance up the corporate ladder. The risk and the cost increase exponentially the higher the role and the more the responsibility you have in the organization. Companies will rarely make a hire without a recommendation from someone trusted within the organization when the stakes are this high. This assignment will start to train you to build your network.

Over the first 2 months of the semester, find a C-Suite executive (CEO, COO, CFO, CMO, CIO, CDO) or SVP in a company that you admire, who will give you 15 or 20 minutes of their time to answer questions. It will take creativity and perseverance to succeed but this exercise will be worth the entire semester if you take it seriously. The executive does not have to be in healthcare and is actually more beneficial to you and your network if they are not in healthcare. Have smart questions ready for the interview and

be prepared. You have to start day one to get this done by the deadline because these leaders schedules are very busy. By April 8th, please turn in a bulleted summary of your experience. I don't need a term paper or pages of text:

- Who did you pick and why?
- Is the person you interviewed the same target that you started with? Totally okay if it changes.
- How did you connect with them?
- What did you learn from them?
- What did you learn about the process?

A great read on this topic is The Third Door by Alex Banayan (USC Alumnus). This is not required reading but should be for those of you looking to break into a new industry or a new company. We will start every live class discussing progress of this project. It is that important.

Team Project

The purpose of the team project for this course is to examine a topic or issue relevant to management of a department or managed care organization within the framework of concepts that you have learned in this class. The goal of this assignment is to help make this course more relevant to you and possibly to identify a topic you may wish to explore further as part of your final assignment.

You should submit an executive summary that summarizes your project and supports your presentations. The report should include research, analysis and conclusions. It should stand on it's on, so I can use to grade your projects. In other words, I should be able to read it without your presentation (verbal or written) and understand the entire process. You only need one copy for each group. The executive report doesn't have to be a pages and pages of work but it does need to document your process, problem solving and conclusions.

Students should get final project ideas to me no later than March 10, 2023. Team members will communicate between intensive sessions to address issues, review material and prepare for a final presentation on April 17.

A successful presentation will:
1. Present a summary of the current situation associated with your topic/issue.
2. Describe one or two challenges associated with your topic.
3. Describe one or two key healthcare players/stakeholders involved in this problem area.
4. Present and evaluate one or two possible responses for resolution to the challenge and discuss how your department/organization or outside stakeholders (e.g., clients, members, and providers) might be affected.
5. Draw a conclusion about the problem, its potential resolution and discuss related areas for further study.
6. Develop a solution for your department/organization based on management principles and published research. The team will be expected to present materials to the class as a whole.

Presentations: Every person in a group should present and have equal airtime. You will have 10 minutes to present your ideas and timing will be part of your grade. This is a skill you will need throughout your career. Mastering effective presentations will differentiate you from your peers. If you use PowerPoint, you must follow these guidelines:

1. PowerPoint slides should have bullets to support your conversation, not paragraphs. Slides are guides for speakers, not reading material for audiences.
2. You should not be reading slides – the bullets should act as your guide and trigger ideas. This means you will have to rehearse and practice out loud. Practicing to yourself is NOT the same.
3. PowerPoint slides should be professional, uniform, grammatically correct and readable.

You will need to rehearse your presentations out loud using the technology and practicing as a group.

Team Project Grading Rubric

TEAM PROJECT	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Picked Interesting topic ____/ 10 points	Grand slam - picked interesting and new problem to solve that will help overall health care and managed care.	Picked interesting problem that may not be new but is still important.	Problem is not new or interesting.

	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Relevance and alignment with managed care. ___/ 10 points	Mission, Vision, Values and culture of company clear. Project relevant to class, managed care and health care overall.	Mission, Vision, Values somewhat clear. Project relevant to only class, managed care or health care but not all three.	Mission, Vision, Values not clear. Project not really relevant to class or health care.
Course Content ___/ 10 points	Project touches on many topics discussed in class and uses discussion to help solve problem.	Project touches on some of topics discussed in class and may or may not use discussion to help solve problem.	Project doesn't touch on class discussion and doesn't use content to help solve problem.
Analysis and Process ___/ 10 points	Process clearly displayed – dissect problem, brainstorm many ideas, process to pick best solution, implementation plan, measure and adapt.	Process mostly displayed – dissect problem, brain-storm many ideas, process to pick best solution, implementation plan, measure and adapt.	Process not properly displayed, dis-organized or missing steps.
Executive Report	**EXCEPTIONAL**	**SATISFACTORY**	**NEEDS IMPROVEMENT**
Support, Efficiency, and Lack of Fluff ___/ 10 points	Ideas are completely supported with data, both internally and externally. Report is concise and only uses content needed – no fluff or excess material.	Ideas are mostly supported with data, both internally and externally. Report is mostly concise with little fluff or excess material.	Ideas have little or no support and contains flowery text not adding to main point.
Organization and Clarity of Thoughts ___/ 5 points	Executive report well organized and thoughts are clearly presented.	Executive report mostly organized, and thoughts are somewhat clearly presented.	Executive report disorganized and thoughts are sporadically presented.
Professionalism, Grammar, Spelling, Structure, File Nomenclature ___/ 5 points	Minimal or no errors; concisely written with names, date and files all names appropriately.	Several errors; somewhat concisely written with names, date and files all names appropriately.	Careless unprofessional writing with no names, date or names of files.
Presentation	**EXCEPTIONAL**	**SATISFACTORY**	**NEEDS IMPROVEMENT**
Logical progression; good transitions – topics and speakers ___/ 10 points	Information well organized and only pertinent material presented – no fluff or filler language. Smooth transitions between topics and speakers.	Information somewhat organized and mostly pertinent. Transitions of topics and people mostly smooth and coherent.	Information disorganized lacking focus and clarity. Transitions difficult to understand and follow.
Eye contact with audience ___/ 10 points	Constant eye contact with audience making them feel conversational and engaged. No reading from notes or slides unless reciting a direct quote.	Mostly makes eye contact and engages with audience. Some reading off notes and slides but still conversational with audience.	Sporadic eye contact but mostly reading from notes and slides.
Slides-quality and professional ___/ 10 points	Slides contain bullets or diagrams only – no paragraphs of text; graphics and images are easy to read, clean and not pixelated. Perfectly guides the audience without taking away from speaker.	Slides generally contain bullets or diagrams only and not too much text; graphics and images mostly easy to read, clean and not pixelated.	Slides too busy or contain too much text: graphics pixelated and difficult to read.
Meeting time limit target ___/ 10 points	Speaker falls within 15 seconds over or under of time limit and talks in a normal voice and pace. The only way to accomplish this is to rehearse out loud.	Speaker falls within one minute over or under of time limit talking mostly in a normal voice and pace.	Speaker is over or under one minute of time limit.

Presentation Grading Rubric

PRESENTATION DELIVERY	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Good introduction to business problem being addressed – clear objectives ___/ 10 points	Grand slam, no question - objective and reason for presentation clear in first 30 seconds. In depth description of problem presented	Objective and point of presentation mostly clear but may take a little longer to develop. Still captures audience's attention. Basic	Objectives and topic of presentation not clear. Takes too long to develop. Little or no description of problem.

	succinctly, focused and well-organized.	description of problem presented; somewhat organized.	
Organizational-logical progression; good transitions – topics and speakers ___/ 10 points	Information well organized and only pertinent material presented – no fluff or filler language. Smooth transitions between topics and speakers.	Information somewhat organized and mostly pertinent. Transitions of topics and people mostly smooth and coherent.	Information disorganized lacking focus and clarity. Transitions difficult to understand and follow.
Eye contact with audience ___/ 10 points	Constant eye contact with audience making them feel conversational and engaged. No reading from notes or slides unless reciting a direct quote.	Mostly makes eye contact and engages with audience. Some reading off notes and slides but still conversational with audience.	Sporadic eye contact but mostly reading from notes and slides.
Voice quality: tonality, volume, rate ___/ 10 points	Voice, tone and presence firm and loud, speech clear and understandable. Pace normal – not speaking too slow or too fast to meet time requirement.	Voice, tone and presence mostly firm and loud enough, speech still clear and understandable. Pace mostly normal.	Voice quality not clear, tone too soft or too low. Speech difficult to understand.
Enthusiasm ___/ 10 points	Overly enthusiastic and passionate about content. Infectious attitude causes audience to be just as passionate and engaged.	Somewhat enthusiastic and passionate about content causing audience to share in finding solution.	Lacks enthusiasm and passion on topic. Robotic or dry delivery.
Slides-quality and professional ___/ 10 points	Slides contain bullets or diagrams only – no paragraphs of text; graphics and images are easy to read, clean and not pixelated. Perfectly guides the audience without taking away from speaker.	Slides generally contain bullets or diagrams only and not too much text; graphics and images mostly easy to read, clean and not pixelated.	Slides too busy or contain too much text: graphics pixelated and difficult to read.
Subject Matter	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Speaker and audience's roles are clear and appropriate ___/ 10 points	Roles of speaker and audience well-defined, clear, appropriate, and aligned with project instructions.	Basic roles of speaker and audience somewhat defined, somewhat appropriate and aligned with project instructions.	Basic roles of speaker and audience not clear and content doesn't match with project instructions.
Demonstrated knowledge of topic; Right material in time allowed ___/ 10 points	Presenter speaks like subject matter expert and picks exactly the right information for the time allowed.	Presenter generally sounds like subject matter expert and mostly includes the right information for the time allowed.	Presenter doesn't sound confident in material and doesn't address all major issues in time allowed.
Timing	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Meeting time limit target ___/ 10 points	Speaker falls within 15 seconds over or under of time limit and talks in a normal voice and pace. The only way to accomplish this is to rehearse out loud.	Speaker falls within one minute over or under of time limit talking mostly in a normal voice and pace.	Speaker is over or under one minute of time limit.
Class Engagement	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Class engagement during and after ___/ 10 points	Audience and instructor completely engaged during and after presentation; Audience asks thought provoking questions and provides constructive feedback for presenter(s).	Audience and instructor mostly engaged during and after presentation; Audience asks questions and provides general feedback for presenter(s).	Audience not engaged during and after presentation. No questions or critique.

PPD 600 COURSE OUTLINE

WEEK	READINGS AND HOMEWORK
Week 1: Jan 9-15	**Coverage and Plans** The first segment of the course will focus on managed care's administration of and relationship with providers, including hospitals, physicians, networks of providers and other configurations. • **Kongstvedt, Prologue and Chapter 1 – History of Managed Care** • **Assignment: watch video at:** https://youtu.be/5J67xJKpB6c • Post 2 or 3 bullets (ONLY) on Discussion Board on how you will help fix this when you leave USC – no paragraphs or quotes or pictures. Term paper days are over – now we write for business!
Week 2: Jan 16-22	• **Kongstvedt, Chapter 2 – Health Benefits Coverage and Types of Plans** • **Assignment:** Quiz 1 – I will open quiz on 1/19 for 24 hours – it will be 5 questions. Take it without looking at your book because I will give you all the points as long as you take it within the 24-hour period. This will help prep for midterm.
Week 3: **Jan 23-29** In-Class Session Jan 28, 29 9 am-3 pm Classroom: TBD	**First In-Class Sessions will include:** • Introduction to the course, learning objectives, class culture • Student introductions and discussion of your managed care backgrounds and understanding of health care and managed care – why did you take this course? • Expectations of the class including expectations for the team presentation and executive summary in April • Background and evolving world of managed care • Networking Assignment • Health benefits coverage and types of plans • Discussion of risk, premium development and their impact of the ACA • How do the changes to the individual mandate impact managed care - or do they? • Impact of culture and personal expectations in how we access health care? How does that impact your ability to manage a managed care organization? Since many of you will work in California, what are the special considerations you might need to address in operating an organization in California? • Innovation and technology- let's get started. This will be a theme throughout the class. Let's begin to talk about how technology and innovation will change your role as administrators and push the boundaries of how we manage organizations.
Week 4: Jan 30-Feb 5	**Medicare, Medicaid** • **Kongstvedt, Chapter 7 – Medicare and Medicaid** • **Assignment:** Review Medicare and Medicaid sites (medicare.gov and medicaid.gov) • **Watch the presentation tips video on Blackboard** – **will be posted later in the week**
Week 5: Feb 6-12	**Medicare Advantage, MACRA and Alternative Payment Models (APM)** • **Assignment:** Quiz 2 – I will open quiz on 2/14 for 24 hours – it will be 5 questions. Take it without looking at your book because I will give you all the points as long as you take it within the 24-hour period. This will help prep for midterm. • Review material available through CMS on the Quality Payment Program especially attributes of MIPS, APMs and MACRA rule. • Review Medicare site for description of Medicare Advantage Plans
Week 6: Feb 13-19	**Integrated Care and the Provider Network** • **Kongstvedt: Chapter 3 – The Provider Network**
Week 7: Feb 20-26	**Study Week – Get caught up on reading / Study for Midterm**
Week 8: Feb 27-Mar 5	**Midterm – 2/28** – will open for 24 hours – test will be timed
Week 9: **Mar 6-12** In-Class Session Mar 10,11 9 am-3 pm Classroom: TBD	• **Assignment: Get final project ideas to me for approval** • Schedule group Zoom meeting with me this week to discuss projects • Networking Assignment **Second/Third In-Class Sessions will include:** • Go over remainder of semester – changes and concerns • What did you learn on the CMS sites? MA Plans vs. MACRA vs. APM

	• Team Project- we will spend time planning and answering questions for the team project – groups of 5 (each group will get 10 minutes to present) • Accountable Care Organizations • Health benefits coverage and types of plans • Medicare, Medicaid/CHIP (we hope) and the safety net • Managing metrics – Star, Hedis, Press-Ganey • Patient satisfaction – why doesn't it exist in healthcare? Who does it best? Why? • The California managed care market- characteristics, why it is different, how it effects management • Go over Worst-Case Scenario Planning Assig **Guest Speaker – Valerie Sun, 3/10 - 3 p.m. – 4 p.m.** **Pooja Goel, 3/10 – 5 p.m. – 6 p.m.** **Finding a job in post-Covid-19 world – experience hunting in 2007/2008** • Using LinkedIn – we will look at accounts and discuss how to use effectively • Networking for Dummies – MOST IMPORTANT SKILL PERIOD. • Leveraging USC – the best network on the planet
Week 10: **Mar 12-19**	**Spring Break**
Week 11: **Mar 20-26**	**Cost Management** • **Read: Kongstvedt, Chapter 4 – Provider Payment** • **Assignment: Quiz 3** – I will open quiz on 3/21 for 24 hours – it will be 5 questions. Take it without looking at your book because I will give you all the points as long as you take it within the 24-hour period. This will help prep for final.
Week 12: **Mar 27-Apr 2**	**Utilization and Quality** • **Read: Kongstvedt, Chapter 5 – Utilization Management, Quality, Accreditation** • **Assignment:** Meet with groups – schedule 30-minute meeting with group and professor during this week
Week 13: **Apr 3-9** In-Class Session Apr 8 9 am–3 pm Classroom: TBD	**Final In-Class Session will include:** • We will begin with the Team Project Presentations and Critiques • Teams will present to the class, followed by discussion of these projects. Groups are also asked to post their presentations on the course Blackboard before class. • Nuts and Bolts- Administration Scenario Planning- How to fix our worst-case scenarios. How does it work in real life managed care administration? • Sales and Membership • Healthcare Technology • Provider Payments • Utilization Management • Managed Care overview – Legal and Regulatory **Guest Speaker – TBD** • Review of the course and discussion of issues of interest to the class • Conclusion
Week 14: **Apr 10-16**	**Sales, Governance, and Administration** • **Read: Kongstvedt: Chapter 6 – Sales, Governance, and Administration** • **Assignment: Quiz 4** – I will open quiz on 4/11 for 24 hours – it will be 5 questions. Take it without looking at your book because I will give you all the points as long as you take it within the 24-hour period. This will help prep for final.
Week 15: **Apr 17-23**	**Laws and Regulations in Health Insurance and Managed Care** • **Read: Kongstvedt, Chapter 8 – Laws and Regulations in Managed Care** • **Assignment:** Turn in Networking assignment
Week 16: **Apr 24-30**	**Final Exam – 4/25** – will open for 24 hours – test will be timed

USC GRADING POLICY

GRADE	CRITERIA
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
D	Failed in courses for graduate credit
E	Failed

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) 442-33*40 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.