

Lecture Location: Science & Engineering Library (SSL) 202

Days and Time: Tuesday & Thursday; 2:00 p.m. to 3:20 p.m.

Lab Locations: Waite Phillips Hall (WPH) B36; Kaprielian Hall (KAP) 166

Lab Day and Times: Monday, 12:00 p.m. to 1:50 p.m.; Wednesday, 10:00 a.m. to 11:50 a.m.

Online portion at <http://blackboard.usc.edu>

**Instructor Information**

Dr. Clayton L. Stephenson  
Assistant Professor (Teaching) Psychology

[clstephe@usc.edu](mailto:clstephe@usc.edu)

Office Location: SGM 525A  
Office Hours: Monday, Wednesday, Friday  
2:00 p.m. – 3:00 p.m. at Hahn Central Plaza  
Fountain; or by appointment

**TA Information**

Me!

**Syllabus**

**Course Description**

Non-experimental research methods in psychology. Observational, survey, and data analysis exercises.

**My Course Summary**

Psychology is a science. Although most psychological scientific inquiry uses experimental research procedures, there are other methods of inquiry we can use to create knowledge and even promote social change. This course will provide you with additional methodological tools and skills to help you become a better critical thinker and psychological scientist. The primary goal of the course is for you to learn new data collection techniques while working together as if you were members in a lab. You will learn about interpretive frameworks; qualitative approaches; analyzing qualitative data derived from interviews, observations, and documents; and write a qualitative research paper adhering to the Publication Manual of the American Psychological Association.

**Prerequisites**

PSYC 100 (Introduction to Psychology)  
PSYC 314 (Experimental Research Methods)

**Teaching Objectives**

- 1) Provide students with the fundamental knowledge of interpretive frameworks for qualitative research.
- 2) Facilitate students' fieldwork experience while using qualitative research methods.
- 3) Guide and mentor students in analyzing qualitative data and drawing sound conclusions.

## **Student Learning Objectives**

After successfully completing this course, students will be able to . . .

- 1) describe, discuss, and debate the interpretive frameworks in science.
- 2) critically analyze articles using qualitative and/or mixed methods.
- 3) collect qualitative data using multiple methods.
- 4) analyze and interpret qualitative data.
- 5) write a qualitative research paper adhering to the APA Publication Manual requirements.

## **Required Texts**

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.

Miles, M. B., Huberman, A. M, & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.

**NOTE:** You *must* have the 4<sup>th</sup> edition of Miles, Huberman, and Saldaña (2020). There are critical differences between the 3<sup>rd</sup> and 4<sup>th</sup> edition. Creswell textbook is abbreviated as (CRES) in the schedule. Miles, Huberman, and Saldaña textbook is abbreviated as (MHS).

## **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American psychological association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Supplemental Readings. (Various dates). *Posted on Blackboard.*

Assessment	Focused Learning Objective(s)	Due Date	Percent of Final Grade: Points
Ten Self-Reflective Journal Entries	1, 4	Each Wednesday starting February 1 <sup>st</sup> by 11:59 p.m.	10% (individual grade): 10 points each
Three Observations	3	February 28 <sup>th</sup> , March 3 <sup>rd</sup> , and March 10 <sup>th</sup> by 11:59 p.m.	15% (individual grade): 10 points each
Research Proposal	1, 2	March 24 <sup>th</sup> by 11:59 p.m.	15% (individual grade): 100 points
Two Transcribed Interviews	3	March 31 <sup>st</sup> and April 14 <sup>th</sup> by 11:59 p.m.	10% (individual grade): 50 points each
Final Research Paper	2, 3, 4, 5	May 4 <sup>th</sup> by 11:59 p.m.	20% (individual grade): 100 points
Lab Assignments	1, 2, 3, 4, 5	Continuous	20% (individual or group): 10 – 30 points
Participation in Lecture	1, 2, 3, 4	Continuous	10% (individual or group): 10 points

### **Self-Reflective Journal Entries**

Part of collecting qualitative data is being self-reflective about how the research process changes you and vice versa. It is also a chance to provide additional data to your project. Self-reflection journals can be used as data in your project. More importantly it allows you to develop an understanding of how you may be influencing the data collection and data analysis process as a result of your point of view, experience, and what has been referred to as a person's "baggage." This is also an important part of piecing together all the bits of information you will acquire. Prompts will be provided for each week you submit a journal. ***Journal entries will be completed on Blackboard and are due each Wednesday by 11:59 p.m. starting February 1<sup>st</sup>.***

### **Research Proposal & Final Research Paper**

You will write a research proposal throughout the first half of the semester. Please note you will collect data as you write the proposal. The research proposal is an important process in providing a clear statement of the problem, an argument for the purpose of your study using appropriate sources, how previous research relates to your study, a formal statement of problem or research questions, a full methods section, and a detailed data analysis plan. The final research paper will be the result of your semester's lab work and a demonstration of your ability to apply your knowledge so that you have a real qualitative study to report. You will work in groups of three or four to complete the project, but you will write the proposal and final paper individually. ***Please Note: These two papers are 35% of your grade, so be diligent in writing your paper and getting help from your lab instructor or me immediately if you have any problems. The research proposal is due March 24<sup>th</sup> by 11:59 p.m. and the Final Research Paper is due May 4<sup>th</sup> by 11:59 p.m.***

### **Weekly Observations**

You will turn in weekly observation notes from your observation sessions throughout the data collection process for your qualitative research project. The notes must be detailed, typed, and demonstrate your ability to write high quality observation notes to collect substantive qualitative data. Everyone's notes will be available to the class to use in their data analysis! ***Observation notes are due by 11:59 p.m. on February 24<sup>th</sup>, March 3<sup>rd</sup>, and March 10<sup>th</sup>.***

### **Two Transcribed Interviews**

You are required to conduct a minimum of two interviews for your qualitative project. You will transcribe your interviews and turn in transcriptions on Blackboard. You will be graded on the quality of your interview and the clarity of your transcription by sticking to proper formatting for transcribing interviews. ***The first interview is due by 11:59 p.m. on March 31<sup>st</sup>. The second interview is due by 11:59 p.m. on April 14<sup>th</sup>.***

### **Lab Assignments**

The lab assignments are designed for you to acquire the necessary skills, knowledge, and tools to complete your research proposal and final research paper. Labs are also designed for you to acquire, at the minimum, a working knowledge of the different types of non-experimental methods psychologists use such as observations, interviews, and non-experimental quantitative

studies. *Lab assignments are due three days after the lab day at 11:59 p.m. More specifically, Monday's labs are due Thursdays by 11:59 p.m. and Wednesday's labs are due Saturdays by 11:59 p.m.*

### **Participation in Lecture**

Reading the assigned material and completing the assignments before class and lab are important to understanding the lecture topics and to participating in the discussions. Participation will be assessed through documents you turn in that contain your in-class exercises, activities, and/or discussion. Exercises may occasionally be assigned in class in order to help you to understand the course material. Some exercises will be worked on in class while others may be worked on in class *and* on your own time. **Participations are due by the end of the day (i.e., 11:59 p.m.). Your lowest THREE participation points will be dropped from the calculation of your overall grade.**

### **Extra Credit**

Part of understanding the research process is being a participant in a study. You may participate in research studies conducted in the psychology department to earn extra credit. All points will be applied to your Final Research Paper. However, you *cannot* earn more than 100 points on your Final Research Paper, and any leftover extra credit points *will not* be applied to any other assignments. You can view and sign up for studies through the SONA system at <https://usc.sona-systems.com/>. You may complete 6 points of credit on SONA. Please note that your participation in research is voluntary and you have the right to NOT participate in research studies. If you do not want to participate in studies, then you may complete the alternative, which is writing three two-page papers on three separate topics, which are also posted on Blackboard. **All credits and/or papers are due by 11:59 p.m. on April 28<sup>th</sup>. No exceptions!**

### **Grading Scheme**

*Please Note: I do NOT curve the grade. Whatever grade you have on Blackboard is your grade in real-time that you earned to that date. I do round up (e.g., 93.45 = 93.5%) for your final grade. Finally, it is NOT appropriate for you to ask to make up an assignment at the end of the semester that was due past what is outlined in the late policy (see p. 10) or to ask for extra credit beyond what is described above, so please do NOT ask for either.*

A = 100 - 93.5%; A- = 93.4 - 89.5%; B+ = 89.4 - 86.5%; B = 86.4 - 83.5%; B- = 83.4 - 79.5%; C+ = 79.4 - 76.5%; C = 76.4 - 73.5%; C- = 73.4 - 69.5%; D+ = 69.4 - 66.5%; D = 66.4 - 63.5%; D- = 63.4 - 59.5%; Below 59.5% = F

### **Instructor Student Communication and Blackboard**

Blackboard (Bb) will be used to post announcements, send e-mails, and post all grades and course materials, so it is the student's responsibility to frequently visit the course on Blackboard (website: <http://blackboard.usc.edu>). Bb transactions will follow the below guidelines.

- 1) Grades: All grades and points will be posted on Bb two to three weeks after the completion of the exam, assignment, or activity. Grades will not be announced in class, via e-mail, or during office hours. ***ALL grades are in real-time. That is, all assignment weights and lowest scores dropped are done automatically in Blackboard.***

- 2) Course Materials: The syllabus, lab assignments, and supplemental reading material can be viewed and printed from Bb.
- 3) Announcements: Class announcements will be posted on Bb, as well as broadcasted in class.
- 4) Email: Any email communications from the instructor or TA will be sent via Bb or through the USC's email service. USC requires that all e-mail communication between the instructor and students be sent via an official USC e-mail address. *Any student communication delivered from a non-USC e-mail address will be automatically discarded.*

### **Tentative Schedule of Topics and Assignments**

	<b>Topic</b>	<b>Reading</b>	<b>Deliverables</b>
WEEK 1			
Tuesday 01/10/2023	➤ Overview of course	➤ Syllabus	N/A
Thursday 01/12/2023	➤ Defining non-experimental research ➤ Philosophical Assumptions	➤ Chapter 1 (CRES) ➤ Chapter 2 (CRES) pp. 15 – 22	➤ None
WEEK 2			
Tuesday 01/17/2023	➤ Interpretive Frameworks	➤ Chapter 2 (CRES) pp. 22 – 41 ➤ Chapter 1(MHS)	➤ None
Thursday 01/19/2023	➤ Interpretive Frameworks (cont.) ➤ Approaches to Qualitative Research	➤ Chapter 2 (CRES) pp. 22 – 41 ➤ Chapter 1(MHS) ➤ Chapter 4 (CRES)	➤ None
WEEK 3			
Tuesday 01/24/2023	➤ Approaches to Qualitative Research	➤ Chapter 4 (CRES)	➤ None
Thursday 01/26/2023	➤ Approaches to Qualitative Research (cont.)	➤ Chapter 4 (CRES)	➤ In-class project

## WEEK 4

Tuesday 01/31/2023	<ul style="list-style-type: none"> <li>➤ Example Qualitative Study</li> <li>➤ Example Studies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Frank (2006)</li> <li>➤ Chapter 5 (CRES)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion</li> <li>➤ Short Presentations</li> </ul>
Thursday 02/02/2023	<ul style="list-style-type: none"> <li>➤ Designing a Project</li> <li>➤ Sampling</li> <li>➤ Gaining Access</li> <li>➤ Using Recording Devices</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 3 (CRES) pp. 42 – 56</li> <li>➤ Chapter 2 (MHS)</li> <li>➤ Beitin (2012); on Bb</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercises</li> </ul>

## WEEK 5

Tuesday 02/07/2023	<ul style="list-style-type: none"> <li>➤ Ethical Issues in Qualitative Research</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 3 (CRES) pp. 56 – 60</li> <li>➤ Brinkmann &amp; Kvale (2012); on Bb</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class group work and exercises</li> </ul>
Thursday 02/09/2023	<ul style="list-style-type: none"> <li>➤ Creating a Proposal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 3 (CRES) pp. 61 – 68</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercise</li> </ul>

## WEEK 6

Tuesday 02/14/2023	<ul style="list-style-type: none"> <li>➤ Conducting Observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Angronsino (2005); on Bb</li> <li>➤ Chapter 6, Patton (2015)</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercise</li> </ul>
Thursday 02/16/2023	<ul style="list-style-type: none"> <li>➤ Conducting Observations (cont.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 6; Patton (2015)</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercise</li> </ul>

## WEEK 7

Tuesday 02/21/2023	<ul style="list-style-type: none"> <li>➤ Conducting Observations (cont.)</li> <li>➤ Conducting Interviews</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 6; Patton (2015)</li> <li>➤ Chapter 7; Patton (2015)</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
Thursday 02/23/2023	<ul style="list-style-type: none"> <li>➤ Conducting Interviews (cont.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 7; Patton (2015)</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercise and group activity</li> </ul>

## WEEK 8

Tuesday 02/28/2023	<ul style="list-style-type: none"> <li>➤ Conducting Interviews (cont.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 7; Patton (2015)</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercise and group activity</li> </ul>
Thursday 03/02/2023	<ul style="list-style-type: none"> <li>➤ Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 7; Patton (2015)</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercise</li> </ul>

WEEK 9

Tuesday 03/07/2023	➤ Writing Qualitative Research	➤ Chapter 9 (CRES) ➤ Chapter 12 (MHS)	➤ In-class activity
Thursday 03/09/2023	➤ Revisiting Your Observations	➤ Observations	➤ In-class activity

WEEK 10

Tuesday 03/14/2023	➤ Spring Break! ➤ No Class!	➤ None	➤
Thursday 03/16/2023	➤ Spring Break! ➤ No Class!	➤ None	➤

WEEK 11

Tuesday 03/21/2023	➤ Proofing and Revising Paper	➤ None	➤ <b>Bring in a FULL DRAFT of Proposal</b>
Thursday 03/23/2023	➤ Preparing to Analyze Data ➤ Creating & Modifying Codes	➤ Chapter 4 (MHS)	➤ <b>Research Proposal Due March 24<sup>th</sup> by 11:59 p.m.</b>

WEEK 12

Tuesday 03/28/2023	➤ Creating & Modifying Codes	➤ Chapter 4 (MHS)	➤ In-class exercise
Thursday 03/30/2023	➤ Designing Matrix and Other Visual Displays	➤ Chapter 5 (MHS)	➤ In-class activity

WEEK 13

Tuesday 04/04/2023	➤ Exploring Your Data	➤ Chapter 6 (MHS)	➤ In-class exercise
Thursday 04/06/2023	➤ Reviewing Your Interviews	➤ Interviews	➤

WEEK 14

Tuesday 04/11/2023	➤ Describing What Happened	➤ Chapter 7 (MHS)	➤ In-class activity
Thursday 04/13/2023	➤ No Class!	➤ None	➤

WEEK 15

Tuesday 04/18/2023	➤ Ordering Events & Processes	➤ Chapter 8 (MHS)	➤ In-class exercise
Thursday 04/20/2023	➤ Revisiting Your Interpretive Framework and Approach	➤ Chapters 2 & 3 (CRES)	➤ In-class exercise

WEEK 16

Tuesday 04/25/2023	➤ Analyzing through Explaining	➤ Chapter 9 (MHS)	➤
Thursday 04/27/2023	➤ Drawing and Verifying Conclusions	➤ Chapter 11 (MHS)	➤ Group exercise ➤ Discussion

WEEK 17

Thursday 05/04/2023	<b>Consultation Hours: 11:00 a.m. to 1:00 p.m. Qualitative Research Paper Due TODAY by 11:59 p.m.</b>		
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*Tentative Schedule of Labs*

	<b>Topic</b>	<b>Reading</b>	<b>Lab Assignments: Due by 11:59 p.m. Five Days after Lab</b>
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WEEK 1

NO LAB	➤ No Lab!	➤ None	➤ None
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WEEK 2

NO LAB	➤ No Lab!	➤ None	➤ None
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WEEK 3

Lab #1	➤ Interview Peers ➤ Create Groups	➤ No Reading	➤ Summary and argument
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WEEK 4

Lab #2	➤ Reading and Analyzing Qualitative Research Articles	➤ Frank (2006)	➤ Complete Questions in BGRAQ for Frank's (2006) Article
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WEEK 5			
Lab #3	➤ Find Two <i>Qualitative</i> Articles	➤ Two Articles You Found	➤ Complete BGRAQ for Articles
WEEK 6			
Lab #4	➤ Ethics Certification ➤ Benefits vs. Risks	➤ Chapter 3 (MHS)	➤ PDF of ALL Ethics Certification ➤ Completed Questionnaire
WEEK 7			
NO LAB	➤ No Lab!	➤ None	➤ None
WEEK 8			
Lab #5	➤ Observation Protocols	➤ Chapter 6; Patton (2015)	➤ Detailed Observation Protocol
WEEK 9			
Lab #6	➤ Interview Protocols	➤ Wang & Yan (2012)	➤ Detailed Interview Protocol
WEEK 10			
NO LAB	➤ Spring Break!	➤ None	➤ None
WEEK 11			
Lab #7	➤ Data Analysis Plans	➤ Chapter 8 (CRES)	➤ <b>Research Proposal Due March 24<sup>th</sup> at 11:59 p.m.</b>
WEEK 12			
Lab #8	➤ Exploring Your Data	➤ Chapter 6 (MHS)	➤ Detailed and Coded Observation Notes
WEEK 13			
Lab #9	➤ Analyzing Multiple Sources of Data	➤ Chapters 6 & 7 (MHS)	➤ Coded Observation Notes and Journals
WEEK 14			
NO LAB	➤ No Lab!	➤ None	➤ None
WEEK 15			
Lab #10	➤ Explaining Your Data	➤ Chapter 9 (MHS)	➤ Coded Interview

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## WEEK 16

Lab #11	➤ Analyze Data ➤ Work on Final Research Paper	➤ Chapters 9 & 11 (MHS)	➤ Work on Final Paper
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### Course Notes

- 1) Make-Up Policy: You may *not* make up any assignments, but you can turn them in late (see late policy below).
- 2) Late Assignments: If your participation, labs, journal entries, observations, interviews, or papers are turned in late, then you will receive a 5% reduction each day for the first two days turned in late. For the following five days (i.e., after the first two days) the late assignment will result in a 10% reduction for each day it is late. After seven days, an assignment cannot be turned in and will result in a grade of zero. *USC athletes should meet with me as soon as possible regarding their scheduled athletic events that may conflict with course requirements.*
- 3) Email: I typically respond to emails within 24 hours or less. However, I rarely respond to emails between 5:00 p.m. on Fridays to 7:00 a.m. on Mondays (i.e., the weekend). I will do my best to email over the weekend if it is urgent, but please note that I cannot guarantee it.
- 4) Feedback: I will make every attempt to return assignments in a reasonable time by returning them no later than three weeks after the due date.
- 5) Zoom: There will be *no* Zoom option for this class. The class will *not* be streamed or recorded. Any request for me to do so will be denied.
- 6) Appeal Process: If you find that your answer in an assignment or exam was incorrect, but you think it is correct, you can appeal the decision in writing. The written appeal must have supporting documentation (e.g., reference to a class reading). The appeal cannot be based on your opinion or personal experience, but rather based on the course materials. Appeals must be delivered to the instructor no later than one week after the grade is posted. Appeals will not be accepted via email and no late appeals will be accepted.
- 7) Course Participation: Your best bet at remembering and understanding the material is to complete the required readings BEFORE class. Also, keep in mind that you may need to do *multiple* readings of the textbooks to gain a full comprehension.
- 8) University Escort Service: If you feel that you would like to be escorted to your vehicle, bus, or campus residence after 5:00 p.m., do not hesitate to call (213) 740-4911.

### Special Notes

- 1) This course is more based on applied learning and less on memorization. There are no exams, midterm, or final exam. You will, however, need to dedicate the time that you would typically spend studying for tests to conducting your research. As in any course, work of a significantly high caliber in each of the components of this course is an A (i.e., exceptional work). It is especially important that you be on time for class, have completed your reading assignments prior to class-time, and that you are prepared for discussion of these materials in class.

- 2) *All assignments in this course are expected to be word-processed and graphs/tables should be computer-generated.*
- 3) **All assignments should be completed using APA-style, including the use of a title page.** Assignments are due on predetermined due dates and should be submitted electronically through Bb. Word processing and data management software are available in several computer labs on campus. You should consult your APA Publication Manual (7<sup>th</sup> ed.) for all writing assignments.
- 4) All students are expected to have access to the student computer network. It is your responsibility to ensure that your access is up to date during the semester.
- 5) Tutors are available through the Learning Resource Center (LRC). If you should find that you are not doing as well in this course as you would like, please see your lab instructor or me immediately. *We will help you: It is our job!* You can also arrange short-term or long-term tutoring through the LRC. The Writing Center is also available to tutor students who are having difficulty with writing. For assistance, visit their website at <http://college.usc.edu/writingcenter/> or call (213) 740-3691.

### **Statement on Academic Integrity**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Statement on Plagiarism**

Plagiarism, lazy writing, and cheating are violations of the Student Judicial Affairs & Community Standards and may be dealt with by both the instructor and the university.

Plagiarism is defined as, “the act of presenting the ideas and writings of another as one’s own.” Lazy writing is defined as, “using quotes or paragraphs with the proper citation, but are used in a manner that a paper is stitched together and clearly has little or no original writing.” Cheating is defined as, “the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” In instances of academic dishonesty, the instructor will take appropriate action as outlined in the Academic Integrity Review Process (SJACS 14.10). For more information on avoiding plagiarism or lazy writing, see Chapter 1, Section 1.10 in the APA Publication Manual or visit [http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm).

### **Statement for Students with Disabilities**

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](http://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*

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*

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*

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

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

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 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

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

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 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

Non-emergency assistance or information.

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

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) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

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

### **Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

### **Statement of Course Content as a Copyright**

It is important to know that all material presented in class, labs, or discussion sent via email or posted on Blackboard is “all rights reserved” by the course instructor. In addition, some of it is

copyrighted and distributed by a publishing corporation for in-class use only. *You may not store, post, or distribute any course materials—on paper or electronically--for use by any student not presently enrolled in this course.* Out of fairness to all current and future students, please do your part to protect our course content.

### **Syllabus as a Contract**

The purpose of this syllabus is to provide a contract between the instructor and the student. By enrolling in this class, you agree that you have read, understand, and will adhere to the syllabus guidelines and complete the assignments given in the class. I reserve the right to change the schedule of topics and readings and I will give notice to you of such changes well in advance of those changes.

