USC Iovine and Young Academy

Arts, Technology and the Business of Innovation

ACAD376: Industry Practicum I

Units: 4.0
Fall 2023–MW–3:00-4:50 PT
Location: IYH 210/211

Instructor: Yihyun Lim
Office: Online
Office Hours: By appointment
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IT Help:
https://uscedu.sharepoint.com/sites/IYAStudent/SitePages/IT-Resources.aspx
Hours of Service: 8:30 a.m. – 6:30 p.m.
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Course Description

Practicum through which students serve as design strategists for high-profile industry collaborators, and learn advanced methods and processes to solve problems in field-specific environments. Industry Practicum (formerly Discerning & Making) is a course dedicated to defining, assessing, and, ultimately, proposing solutions to complex, multidimensional, and evolving problems in cooperation with partners in both the private and social or public sectors. The course follows an iterative approach to design research and strategy. The course will begin with a deep dive into the context of the problem at hand through desk research, stakeholder interviews, deep analysis, and problem statement exercises. Next, students will be guided through a rapid ideation session in order to develop conceptual directions for the proposed solutions. After pitching the proposed directions to industry partners, students will engage in rapid prototyping, user testing, and concept refinement. Finally, the course will end with a final presentation of the recommendations and working deliverables.

Learning Objectives and Outcomes

By the end of the course, students will have gained experience working as a Design Strategist in a real-world context, and will obtain skills in creative problem solving, stakeholder relations, creative collaboration, project management, and design research. Students will work in teams to engage in a unique project designed to address specific concerns by developing and applying innovative and unconventional skillsets.

Prerequisite(s): ACAD 17, ACAD 178, ACAD 179, ACAD 180. Open only to Arts, Technology and the Business of Innovation students.
Co-Requisite(s): N/A
Concurrent Enrollment: N/A
Recommended Preparation: N/A

Description and Assessment of Assignments

The following is a breakdown of the assignment expectations. Unless otherwise noted, all submissions will be in the PDF format, and will be due prior to the class session via Blackboard. Each project in Industry Practicum requires each of the following to be completed:

1. Kick-Off Materials (25 points per project, total of 50 points):
Teams will assemble a series of kick-off materials for each of their projects. There must be one set of kick-off materials for each of the two initiatives.
These materials include the following:
● Unpacking the Project Brief: background research and analysis of the project brief
● Learnings and insights from stakeholder interviews and site visits
● Problem definition: the team's understanding of the problem to be tackled

There must be one set of Kick-Off Report for each of the two initiatives. The report must be delivered over email by one single team member as a PDF. The report should be no more than 10 pages each. The materials are worth 50 points/project, for a total of 100 points.

2. Vision and Trends Explainers (100 points):
You will work in teams to conduct research on emerging technologies, future visions of cities, and any relevant rising issues that may impact experiences of the future context. You will use secondary sources (articles, white paper, research papers, etc) to scout latest technological and societal trends. Instructor will provide specific frameworks for group research, and during in-class session student teams will 'explain' these trends using their 'Vision and Trends Explainers'. Always included your sources (URLs) in the document.

Only for this phase, you will submit one report for both initiatives. This deliverable will be graded based on the depth of investigation and breadth of the topics covered. All research needs to be supported by citation/bibliography of sources. As with including other sources in your research and assignments, it is critical to include proper citations and attributions when incorporating content created by generative AI. Visit the Citing Generative AI section on USC Libraries Research Guides website more details on how to cite Generative AI using common writing styles and formats.

3. Project Update 01 - Research Synthesis Presentation (75 points per project, total of 150 points)
This will serve as an opportunity for students to report-out on their research progress thus far. Teams will create a presentation/report that highlights the research process and distills the key insights that lead the team to the problem statement. The synthesis should not take the form of a "data dump", but instead be a compelling narrative that frames the problem clearly. The research synthesis should include:
- The context, including background information on the client.
- The research process and methods taken.
- The problem statement. These statements should include the key stakeholder of interest, the experience of that stakeholder (key tasks, and related steps to fulfilling those tasks), the identified obstacle, as well as the stakeholder mindset (emotion). In addition, students must provide supporting material (up to 500 words) defending the urgency of the problem.
- A review and analysis of the competitor landscape (other existing solutions to the identified problem), relevant case studies, trends, and future visions (detailed list will be provided in class). Each presentation report should include relevant research from Vision and Trends Explainers.
- Insights from user research and persona profile. This may include results from in-depth user interviews, observations, and surveys. The report should also include empathy maps and persona profiles that are generated from the synthesis of user research outcomes.
- Initial recommendations or assumptions for approaching the problem.

There must be one report for each of the two initiatives (two reports total). This deliverable will be graded based on the inclusion of all required materials as well as the depth of investigation and quality of the synthesis.

For the Zoom presentation, this deliverable should be presented in a professional manner (clear design/layout, strong professional writing). In addition, we do not want the presentation to be any longer than 10 minutes. Please act as a facilitator, by keeping careful track of your time.

For the Email-Based presentation, teams will craft a persuasive email-based presentation that walks the partners or stakeholders through the research process, insights, and key takeaways. Email should be accompanied by PDF report and should be cross-referenced in the email to help communicate the work. Report should be fully annotated and should be able to stand-alone.

4. Project Update 02 – Concept Presentation (75 points per project, total of 150 points)

This will serve as an opportunity for students to report-out on their progress thus far. Students are expected to demonstrate significant progress since the first update by presenting three selected concepts areas and supporting research. Each of the concepts should be developed to the same level of depth, and should showcase relevant user needs, opportunities, background research, and any other supporting materials from previous phases. The goal of this phase is to clearly present three different directions of problem solution area based on rigorous research done from previous phases.

In addition, the following is the rubric we will be using to grade you (75 points/project for a total of 150 points):
- 20 points - Are the concepts provided clear and tangible enough? We want to see visual representations of your ideas.
- 20 points - Are you presenting in a compelling manner (using storytelling to draw us in, staying succinct, coming across as well rehearsed, motivating and inspiring your audience, fielding questions and feedback in a professional manner)?
- 20 points - Are the concepts backed up by insights and data from research?
- 15 points - Is the problem well articulated, and is there proof that the problem actually exists?

5. Final Project Presentation (100 points per project, total of 200 points)

It's showtime! You will complete one final presentation for each project. For each presentation, we are expecting that each team member has a role in presenting. The presentation must use the Academy's T.O.A.S.T. format (Transparency, Opportunity, Analysis, Strategy, Transformation), and a maximum of 15 slides (not counting progressive animations, an intro slide, or an outro slide). The extra slides are intended to allow you more room for visual supplements. The TOAST format is as follows:
a) Transparency: What is the problem? Whose problem is it? How do you know that? Why is your team the right people to take this on?
b) Opportunity: What is your concept(s)? How does it connect to the problem, and what does it "look" like?
c) Analysis: What else is out there, also tackling this problem (internal or external). How does this idea differentiate?
d) Strategy: What are your next steps, should this move forward? What questions are unanswered?
e) Transformation: What is your vision for the impact or success of this project? What will the world (or "a world") look like because of this?

Visual Value Proposition - Each team is required to create a short video to accompany the presentation. This short-form video (~1 minute) should visually communicate the value proposition of the proposed project, experience journey, and other relevant contents. Explore various ways of storytelling the experience – from first person/user point of view, observational third-person point of view, or other creative ways.

We are expecting the final to encapsulate your process throughout the semester as well as the tangible conclusion you have come to. We are expecting you to MAKE something - make it very tangible. Wow the audience. Really bring it! Make this something you are very proud of.

The presentations will each be graded in the following manner (100 points/project for a total of 200 points):
a. 25 points - Success of the presentation style, design, and narrative to draw us in
b. 50 points - Sophistication of the tangible prototype/visual aid/video storytelling
c. 25 points - Clarity of the problem, your research, and your process.

In addition, we do not want the presentation to be any longer than 10 minutes. Please act as a facilitator, by keeping careful track of your time.

6. Full-Documentation Report (25 points each, total of 50 points)
The final project deliverable is two separate final documentation report. This is a fully annotated report that documents all phases of the project leading up to the final proposed solution. This can be formatted as 'Appendix' to the final presentation deck. As a leave-behind report, each document should be able to survive as a stand-alone piece, without your presence. This assignment also serves as a chance for you to react to the comments and feedback received during the Final Project Presentation, in order to improve upon the end deliverable and research narrative. As a result, <u>feedback from the presentations must be addressed in each deck</u>. This should be shared in a single PDF file. If you must include other media (such as audio or video files), please ensure they are linked in the primary PDF for ease of access.

The deliverable is worth 50 points/project, for a total of 100 points. Each project's deliverable will be graded based on the following criteria:
- 30 points – Comprehensive documentation of the process and relevant outputs, supported by visual aid.
- 10 points – Professional design and organization of the report that is clear and easy to follow.
- 10 points – Feedback is addressed, and the deck is fully annotated and can suffice as stand-alone document

6. In-class Participation (100 points total)
As the course is an agency-like environment, students are expected to be active participants in the classroom, for their own teams and projects, but also as advisors to the teams and projects of other classmates. The participation grade will be informed by active participation in class, in client presentations, and observation of activities in small groups, and review of completed workshop materials during in-class workshop sessions. All students should sign-in at the beginning of each class and should inform the instructor of any absence prior to class.

7.Self and Team Member Assessment (200 points total)
In this course you'll be working in groups during the entire semester, and you are expected to work as a team in all phases to research, develop, prototype, and present solutions. 20% of your grade will be based on peer-evaluation of your efforts and contributions to the teamwork. There are multi-parts to the peer-evaluation:
1) **Team Norms Documentation:** On the first day of this course, each team will create a document that outlines team member roles, expectations, and performance evaluation criteria. You will revisit this document at the end of the semester and evaluate each other based on your agreed-upon team norms. Submit this team norms and evaluation criteria document by specified date in course weekly schedule.
2) **Peer-evaluation:** At the end of the semester, you are expected to write a minimum of half page evaluation for each team member, that includes their contributions and performance in your group. You should be able to describe in detail what characteristics each team member contributed to the outcome of the project. Your knowledge of your fellow team members contributions is evidence that you were thoroughly involved and are aware of how the project came together.
3) **Self-Evaluation:** In addition, you will write a half-page assessment of yourself. This should include several ways you believe you could improve your own level of performance in the next group project you become involved in.

4) You will also complete a quantitative performance survey (peer-evaluation) prepared by your instructor.

This peer evaluation grade will be informed by all of the above evaluation information collected at the end of the semester (survey and written evaluation). Detailed rubrics will be provided in class.

Grading Breakdown

Assignment	Points	% of Grade
Project Kick-Off Report	50 (25/Project)	5%
Visions and Trends Explainers	100	10%
Project Update 01: Research Synthesis	150 (75/Project)	15%
Project Update 02: Concepts	150 (75/Project)	15%
Final Project Presentation	200 (100/Project)	20%
Full Documentation Report	50 (25/Project)	5%
Participation – in-class workshops	100	10%
Individual work contributions, peer-review and instructor evaluation	200	20%
Total	**1,000**	**100%**

Grading Scale

Course final grades will be determined using the following scale

A   94-100
A-   90-93
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 Submission Policy

Unless otherwise noted, all assignments must be submitted as a PDF presentation. For assignments delivered in class (such as presentations), the work must be completed before the commencement of the class session in which the assignment is due. For assignments that are designated for virtual submission, one team member is expected to submit the assignment to Blackboard (unless otherwise specified) by COB (AKA "close of business" AKA 6:00pm) the day the assignment is indicated as due.

Grading Timeline

Grades will be shared within, or less than, a 1-2-week time period. You are encouraged to check in with your instructor at any time to better understand your standing in the course.

Additional Policies

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

Class 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 ⅓ 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.

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.

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.**

Classroom norms

Students are encouraged to actively engage during class zoom sessions both verbally and via chat. Students are also encouraged to post questions and thoughts via the IYA course Slack channel.

Zoom etiquette

When class is held in hybrid or Zoom-only mode including presentation sessions, all students should keep their camera on to show respect to your peers and to all participating guests. If you are unable to keep your camera on during the synchronous Zoom session, please contact the instructor prior to discuss expectations and accommodations needed. Instructors will enable screenshare to allow students to share screens in the main zoom session and in breakout rooms.

Synchronous session recording notice

Synchronous sessions will be recorded and provided to all students asynchronously (generally through recorded Zoom sessions, integrated into Blackboard).

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This

includes but is not limited to providing materials for distribution by services publishing course materials. 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. (Living our Unifying Values: The USC Student Handbook, page 13).

USC Learning Experience Evaluations

USC Learning Experience Evaluations otherwise known as course evaluations occurs at the end of the semester university-wide. It is an important review of students' experience in the class. The process and intent of the end-of-semester evaluation should be provided.

Industry Practicum Course Schedule: A Weekly Breakdown

*Please cross-reference with the Assignments section of the syllabus for greater details on deliverables.

Blue text = Assignment due

Red text = Client Meeting Dates

Green highlight = Zoom day

Week	Session 01 (Monday)	Session 02 (Wednesday)
1	8/21: - Course overview; team formation and defining roles, expectations, and team/self evaluation metrics; - Introduction of two project challenge prompts. Unpacking the project brief and background research. Prepare stakeholder interview. - **Due: Team Norms and Team/Peer Evaluation Criteria Document** (due end of class session)	8/23: **Project 1 (LA Coliseum) – 3:00pm Kickoff meeting* with industry partner / Stakeholder interviews.** Introduction of organization, vision, their challenges, and introduction of the challenge prompt. *We will be visiting the project site, LA Coliseum, and leaving IYA at 3pm. Please be on time.
2	8/28: **Project 2 (EY)** **Kickoff meeting with industry partner / Stakeholder interviews.** Introduction of company, vision, their challenges as an organization, and introduction of the challenge prompt.	8/30: **Lecture: What do we know? – Visions and Trends research** **Activity:** Debrief of the visits and stakeholder meetings. Secondary research on P1 and P2.
3	**9/4: No Class – Labor Day**	**9/6:** **Activity: Future Visions, technologies and trends -** Continue secondary research for Project 1 and 2.

Week	Session 01 (Monday)	Session 02 (Wednesday)
4	**9/11:** **Activity: Vision and Trend Explainers** In-class presentation of research findings. **Due: Vision and Trends Research Report for both Project 1 and 2** (upload to Blackboard - Due EOD)	**9/13:** **Lecture: Designing for Users** **Activity:** Set up primary research protocols **Assignment:** Conduct user interviews and field research for both Project 1 and 2.
5	**9/18:** **Activity:** Continue primary research 1:1 Feedback session with instructor	9/20: **Activity:** Continue primary research. 1:1 Feedback session with instructor
6	**9/25:** **Lecture: Synthesis and Sensemaking** Activity: Sensemaking - Synthesizing primary and secondary research. Theme development and seed concept generation.	**9/27:** **Activity:** Synthesis and Theme Development. **Project Update – Research Insights Email Report (LA Coliseum):** Secondary and primary research results, problem definition, initial thematic areas. **DUE: Project 1 Research Synthesis Report – to be emailed to the client by end of class (cc' instructor in the email)**
7	**10/2: Project Update – Research Insights (EY):** Secondary and primary research results, problem definition, initial thematic areas. **DUE: Project 2 Research Synthesis Report**	**10/4:** **Activity:** Feedback debrief
8	**10/9:** **Activity: Ideate and Brainstorm - Project 1** Identify topics/thematic areas for brainstorming, seed concept generation.	**10/11:** **Activity: Ideate and Brainstorm - Project 2** Identify topics/thematic areas for brainstorming, seed concept generation. 1:1 group crits.
9	**10/16:** **Activity**: Studio time (Zoom activities) Concept development - Project 1	10/18: **Activity:** Work In-Class/Studio time Concept development - Project 2

Week	Session 01 (Monday)	Session 02 (Wednesday)
10	10/23: **Activity:** Pre-prototyping concepts – Project 1 Scenario-based design.	10/25: **Activity:** Pre-prototyping concepts – Project 2
11	**10/30: Project Update – Concept Presentation (EY):** Present 3 refined concepts, related research, value proposition. **DUE: Project 2 Concept Presentation Report**	**11/1: Project Update – Concept Presentation (LA Coliseum):** Present 3 refined concepts, related research, value proposition. **DUE: Project 1 Concept Presentation Report**
12	11/6: **Lecture:** Prototyping Ideas – storytelling through videos (Visual Value Proposition) **Activity:** Storytelling and communication prototypes	11/8: **Activity:** Future casting through visual prototypes
13	11/13: **Activity:** Back-casting and strategy development	11/15: Work In-Class/Studio time
14	**11/20:** Project 01 - 1:1 Desk Crits (Prep for Final Presentations)	**11/22: No Class – Thanksgiving Holiday**
15	**11/27: In-Class Final Presentations (EY)** Research + Concept + Prototype + Storytelling **DUE: Project 2 Final Presentation Deck**	**11/29: Final Presentation* (LA Coliseum)** Research + Concept + Prototype + Storytelling *Presentation will be held at LA Coliseum **DUE: Project 1 Final Presentation Deck**
	Study Days	
	Final Exam Slot (Date TBD): **Full Documentation Report / Self-Peer evaluations Due EOD**	

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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.

Policy for the use of AI Generators

You should never attempt to present or include content created by others, including generative AI as your own. Attempting to take credit for content generated by AI or others without proper acknowledgement is a violation of USC's policies and standards for academic integrity and can result in disciplinary action.

As with including other sources in your research and assignments, it is critical to include proper citations and attributions when incorporating content created by generative AI. Visit the Citing Generative AI section on USC Libraries Research Guides website more details on how to cite Generative AI using common writing styles and formats.

Although critical evaluation of sources is a core component of research and academic work, it is especially important when working with generative AI. Content generated by AI should always be evaluated for its accuracy and credibility using critical thinking and additional, credible sources. Many large language models & text-based generators create content that appears accurate and may even include sources, some of which may not actually exist.

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