PPD 605: FRONTLINE ISSUES IN HEALTH SERVICES ADMINISTRATION AND POLICY
Fall 2023, VPD 112, 2-units

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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 I teach is to prepare you to get a great job and have a successful career in healthcare. I have worked in healthcare operations for most of my career. In this course, we will take the theories outlined in the textbook and apply them to real world healthcare scenarios. We will discuss the frontline issues that I face every day in healthcare administration trying to deliver great patient care, while managing costs and keeping my patients out of the hospital.

Class Date	Time	Room
Friday - September 15, 2023	2:00 p.m. – 5:00 p.m.	VPD 112
Saturday – September 16, 2023	9:00 a.m. – 3:00 p.m.	VPD 112
Sunday – October 29, 2023	9:00 a.m. – 3:00 p.m.	VPD 112
Friday – December 1, 2023	2:00 p.m. – 5:00 p.m.	VPD 112
Saturday – December 2, 2023	9:00 a.m. – 3:00 p.m.	VPD 112

COURSE DESCRIPTION

This course addresses contemporary healthcare operations management and is designed to advance the student's knowledge and professional skills in operations administration within healthcare services organizations. Operational and leadership strategies, systems and processes, and innovations leading to improved operational performance and excellence are the focus of study. The course integrates theory with practice, exposing students to operations management techniques and analytic methods equally useful in for-profit, non-for-profit, public and private healthcare enterprises. Course methodologies emphasize the development of analytical ability and the framing of management decisions and action plans in dealing with operational issues and their impact on various stakeholders, as well as the integration of systems and processes occurring within hospitals and health care organization settings.

Course learning methods include the review of empirical research, group learning discussions, case study reviews, simulation and scenario analysis. Learning and skills application are demonstrated through the completion of an operations management project in which students are required to address a real-world operations scenario. To facilitate appreciation of health law as it is developing, we will consider cutting-edge issues of interest to health care providers and health care institutions alike. The course will consist of lectures, readings, presentations, and discussions. Class discussions will be based primarily on materials distributed by the Instructor, required readings and that which is presented during lecture. It is expected that all students will actively participate in class discussions. Students are expected to read and analyze materials assigned in advance of each lecture and be prepared to discuss them.

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

Course Learning Objectives	Cognitive / Affective	Level
1. Develop a general understanding of health service design and delivery from an administrator's perspective.	Cognitive	Comprehension
2. Develop operations management principles and operational efficiencies.	Cognitive	Application

3. Understand operational and policy concerns and develop solutions to adapt and lead through change management.	Affective	Organizing
4. Develop performance improvement and quality management processes.	Cognitive	Comprehension
5. Understand revenue and cost management strategies and the ability to operationalize multiple approaches simultaneously.	Cognitive	Knowledge

a. There are three main domains of learning. These domains are *cognitive* (thinking), *affective* (emotion/ feeling), and psychomotor (physical/kinesthetic).
b. The taxonomy of the Affective Domain used in this course is *Organizing*.
  i. **Organizing:** This refers to the learner's internalization of values and beliefs involving (1) the conceptualization of values; and (2) the organization of a value system. As values or beliefs become internalized, the leaner organizes them according to priority.
c. Taxonomies of the Cognitive Domain used in this course are:
  i. **Knowledge:** Involves remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean.
  ii. **Application:** The ability to use learned material, or to implement material in new and concrete situations.
  iii. **Comprehension:** Involves demonstrating an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.

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	**1-5**	In-class participation, exams, final 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.	Beginning	**2-4**	In-class participation, final project
2.1 Demonstrate the ability to consider the business, demographic, ethnocultural, political, and regulatory implications of decisions, and to develop strategies that improve the long-term success and viability of the organization.	Intermediate	**2,3,5**	In-class participation, final project
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.	Intermediate	**2-4**	In-class participation, exams, final project
Domain 4: Policy and Community Advocacy			
4.1 Understand the legislative environment and the organizational implications related to health policy at the state, local and federal levels.	Intermediate	**3**	In-class participation, exams, final project
Domain 5: Communication			
5.1 Demonstrates the ability to persuade others to support a point of view, position, or recommendation, while assessing and responding to the feelings and concerns of others	Beginning	**2-5**	In-class participation, final project
Domain 6: Leadership			
6.1 Understand how to establish a compelling organizational vision and goals for an organization	Beginning	**2-5**	In-class participation, final project

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Class Preparation and Participation	In Class	5%
Homework/Quizzes	Weekly	10%
Midterm	10/15/23	25%
Final Presentation	12/2/23	10%
Final Project	12/2/23	25%
Final Exam	12/3/23	25%
TOTAL		**100%**

REQUIRED TEXT

- James R. Langabeer II and Jeffrey Helton, *Healthcare Operations Management: A Systems Perspective,* 3rd edition (Jones & Bartlett, 2021)

PPD 605 COURSE OUTLINE

WEEK	READINGS AND HOMEWORK
Week 1: Aug 21-27	**Part I: Overview of Healthcare Operations** Use this week to go over syllabus, familiarize yourself with the textbook. Make sure you are using the right textbook – 3rd edition and only about 300 pages. Past students found a 1000-page version online one semester – I would never torture you like that, especially for a 2-unit course! • **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 - bullets!

Week 2: Aug 28-Sep 3	• **Read: Ch. 1 - Ops Management and Decision Making, Ch. 2 – Hospitals and the Healthcare Industry** • **Assignment:** Read Netflix Culture Deck – be ready to discuss in first live session
Week 3: Sep 4-10	• **Read: Ch. 3 – Operational Finance, Ch. 4 – Health Plan Operations** • **Assignment:** ==Quiz 1== – I will open quiz on 9/10 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 4.1: Sep 11-17 In-Class Session Sep 15 2pm–7pm Classroom:	**First In-Class Session will include:** • Start with a real-life case-study • Introduction to the course, learning objectives, class culture • Student introductions and discussion of your operations backgrounds and understanding of health care operations – why did you take this course? • If Air Travel Worked Like HealthCare • Expectations of the class including expectations for the team presentation and executive summary • Background and evolving world of operations in all industries • Operations management and decision making • Hospitals and how they fit into healthcare operations •
Week 4.2: Sep 11-17 In-Class Session Sep 16 9am–3pm Classroom:	**Second In-Class Session will include:** • Start with a real-life case-study – MV • Discuss quizzes, midterm and final • Operational finance • ==Netflix Culture Deck== • **Mission, Values and Operations** • Health plan operations • Operational planning and analysis • Quality and process management • ==Mission and values breakout==
Week 5: Sep 18–24	**Part II: Methods for Improving Operations** Now it's time to get our hands dirty! • **Read: Ch. 5 – Operational Planning and Analysis, Ch. 6 – Quality and Process Management** • **Assignment:** ==Quiz 2== – I will open quiz on 9/24 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 6: Sep 25-Oct 1	• **Read: Ch. 7 – Six Sigma and Lean Management, Ch. 8 – Forecasting and Decision Tools** • **Assignment:** Team Charter should briefly outline group rules and draft work plan agenda, including expected member roles and contributions, methods and frequency of team communications, and timelines for progress checkpoints
Week 7: Oct 2–8	==**Midterm – 10/15 (Chapters 1-8)** – Will open for 24 hours – test will be timed== **(Discuss date for week as class)**
Week 8: Oct 9–15	**Fall Recess – Oct 13,14** • **Assignment:** Get final project ideas to me for approval • ==Quiz 3== – I will open quiz on 10/15 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 9: Oct 16–22	• **Read: Ch. 7 – Six Sigma and Lean Management, Ch. 8 – Forecasting and Decision Tools** • **Assignment:** Schedule group meeting with me this week to approve project ideas
Week 10: Oct 23–29 In-Class Session Oct 29 9am–3pm Classroom:	• **Read: Ch. 9 – Productivity and Performance Management, Ch. 10 – Project Management** • **Assignment:** Turn in Project Proposal – SMART Goal and Outline **Third In-Class Session will include:** • Start with a real life case-study • Six Sigma and Lean Management • Forecasting and decision tools

	• **Presentation tips** • **Working session – final projects** • Team Project- we will spend time planning and answering questions for the team project – role, audience, feedback, success - groups of 6 (each group will get 12 minutes to present) • Productivity and performance management • Project management • LEAN – DaVita/Optum **Guest Speaker** **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 11: Oct 30–Nov 5	**Part III: Analytical Tools and Technology** – Prove it! • **Read: Ch. 11 – Operational Metrics in Healthcare Organizations, Ch. 12 – Statistical Applications in Operations Management**
Week 12: Nov 6–12	• **Read: Ch. 13 – Using Information Technology in Operations Management, Ch. 14 – Operations Analysis and Benchmarking** • Assignment: Quiz 4 – I will open quiz on 11/12 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 13: Nov 13–19	**Part IV: Healthcare Supply Chain** • **Read: Ch. 15 – Supply Chain Management, Ch. 16 – Purchasing and Materials Management, Ch. 17 – Financial Management of Inventory** • **Assignment:** Meet with groups – schedule 30-minute meeting with group and professor during this week
Week 14: Nov 20–26	**Thanksgiving Holiday – Nov 23-27** • **Read: Ch. 17 – Financial Management of Inventory, Ch. 18 – Operations Management in Pharmacy**
Week 15: Nov 27–Dec 3 In-Class Session Dec 1 2pm-7pm Classroom:	**Guest Speaker – Bob Badal** • Start with a real-life case-study • Operational metrics in healthcare • Operations analysis and benchmarking • UCC Productivity • Supply chain management • Walmart Operations – The Fish Wars
Week 15: Nov 27–Dec 3 In-Class Session Dec 2 9am-3pm Classroom:	**Final In-Class Session will include:** • Start with a real-life case-study • 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. • Purchasing and materials management • Financial management of inventory • Operations management in pharmacy • Review of the course and discussion of issues of interest to the class • Conclusion
Final Exam Dec 3	**Final Exam – Dec 3** – will open for 24 hours – test will be timed **(Can pick another day this week – discuss as class)**

COURSE ASSIGNMENT DESCRIPTIONS

Class Preparation and Participation (5%): 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. Full class attendance is expected. Attendance will count towards participation.

Homework Assignments and Quizzes (10%): Assignments are given in order to support the applicable concepts covered in text and class discussions. Assignments need to be posted in PDF format on Blackboard under individual assignments before the start of class for that week. Quizzes are to help prepare you for your tests. You will get full credit for taking the quiz as long as you take it within the allotted time.

Mid-term Exam (25%): A mid-term exam will cover readings, class lectures, and homework assignments from the first half of the semester.

Operations Management Consulting Project – Practical Application (25%)
The Operations Management Project serves as a management practice application of the concepts and analytic tools learned in the course. The final work product consists of three components:

1. Project Proposal – SMART Goal and Outline, representing teamwork product
2. Project Team Oral Presentation, representing team and individual product
3. Written Operations Analysis, representing teamwork product

Your team will present as a consulting company hired to fix an operational issue in the organization of your choice. The only requirement is that the company can't be in healthcare. I want you to compare and contrast this new industry to healthcare as part of your analysis. Project development guidelines and team assignments will be addressed in the first-class session. Assigned teams will each have access to a discussion board, group email, and file sharing capability that will be arranged in Blackboard. Students are encouraged to use these e-resources to facilitate communications, resource exchanges, and aid in overall project development, coordination and team member accountability. Each group must schedule a mandatory group check-in with professor **before class on October 29th.**

The final project deliverables should:
1. Have a current, evidence based, and relevant focus and application to the management of operations.
2. Analyze service delivery design, business or clinical processes, a specific operational issue, decision, or implementation having an operational impact.
3. Demonstrate knowledge application of the course content and integration of concepts.
4. Appropriately employ OM analytic tools, techniques, and methods.
5. Present informed perspectives in a thoughtful, well-organized analysis having sufficient adequacy and logical thought sequencing leading to conclusions, giving consideration to management implications, assumptions or limitations of the analysis.
6. Represent original work product.
7. Demonstrate quality in writing composition—coherency, sequencing, syntax, semantics, mechanics, reference citation.
8. Evidence full team participation, cooperation, and balanced contribution.
9. Project design considerations, diagrams/graphics/data and analysis should be clearly labeled and explained to the reader/audience and supported by sufficient and relevant information gathering and discussion.

The achieved grade credit for team project components will be equally assigned. All project components must be complete and submitted for grade credit; late submission of any component will result in grade credit reduction for the respective team or individual project component. Students are not to utilize or submit any previously submitted coursework.

Project Proposal – SMART Goal and Outline (Due 10/29)
Prepare a SMART (Specific, Measurable, Achievable, Realistic, and Timely) proposal that clearly states the project's intended objectives. Identify a specific issue for investigation, data needs and utilization, applicable analytic methods or tools to be employed, and possible references and resources that would provide context and support for study and analysis. Devote a section of your proposal to an agreed upon —Team Charter which should briefly outline group rules and draft work plan agenda, including expected member roles and contributions, methods and frequency of team communications, and timelines or progress checkpoints. Early submissions are accepted. *Team Charter due on 10/1 and Project Proposal due October 15, PDF file posted to Blackboard. SMART Goal and Outline due 10/29 (One file per group)*

Project Team Oral Presentation (10%) (12 minutes for each group – 6 groups)
Oral presentations are scheduled on December 2nd and attendance is mandatory. Professionalism is expected in manner and style, verbal effectiveness in conveying ideas, and the quality of visuals and/or handout materials. Mastery

of the material presented should be evident. Adherence to the requested time duration is essential to provide enough time for appropriate feedback. You must rehearse out loud to accomplish time limits. Please arrange for any computer, media and equipment needs, or handouts in advance. GROUPS WILL LOSE POINTS IF PEOPLE ARE TALKING AND/OR TYPING WHILE OTHERS ARE PRESENTING. *Due December 2, all supported files posted to Blackboard in PDF format by start of class.*

Project Team Written Operations Analysis
The written operations management project analysis should include an Executive Summary of the project: background context, issue(s) under consideration, data and methods utilized, and a brief summary of the results and conclusions/recommendations. The Executive Summary is then followed by the complete project narrative and supporting materials. The analysis should be organized in a logical sequence of reasoning from the examination of the problems, data and analytic methods, and flow sequentially through a discussion of your results of analysis or study, to the conclusion and recommendations, addressing the challenges and limitations of your analysis, as well as the implications for management practice. *Due December 2 posted to Blackboard in PDF format by start of class.*

Feedback: You will also be expected to provide feedback to groups on their presentations – everyone will give at least one positive and one negative comment. Giving and receiving feedback is another skill that will set you apart from your peers. We will be respectful and courteous. Anyone being disrespectful will receive a zero.

Final Exam (25%): A final examination will be given on the scheduled final exam day, covering the second half of the semester.

USC GRADING POLICY
Satisfactory performance in this class requires that you read all materials assigned for each class session prior to the class meeting days listed on the syllabus; effectively participate in the seminar discussions and class activities; analyze all assigned problems and case studies with sufficient preparation to engage in critical thought and discussion; and make oral and written presentations of cases and problems.

As per USC and Price School guidelines, course grades sufficient for minimum passing of the MHA capstone will be letter grades of A for work of excellent quality, B for work of good quality. To earn an A, you must hit it out of the park every time you get to the plate, no matter how big or small the assignment.

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

Team Project Grading Rubric

TEAM PROJECT	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Picked Interesting Problem to Solve ___/ 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.
Relevance and operational impact ___/ 10 points	Project relevant to class, delivery design and huge operational impact clear and precise.	Project relevant to only class, delivery design or some operational impact but not clear and not all three.	Project not really relevant to class delivery design or no operational impact.

Demonstrate application of course content and integration of concepts ___/ 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.
Project Analysis and Process - OM analytic tools, techniques, and methods ___/ 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, brainstorm many ideas, process to pick best solution, implementation plan, measure and adapt.	Process not properly displayed, dis-organized or missing steps.
Creativity of Solution ___/ 10 points	Out of the box thinking to come up with a NEW solution that is creative but realistic – a new way to look at old ideas.	Mostly creative solution, may be a good idea but not new or a new way to solve.	Same old solutions and same old ideas.
Implementation Plan ___/ 10 points	Clear and well thought out implementation plan looking at all variables and stakeholders and completely realistic given resources available.	Mostly clear and realistic implementation plan looking at most variables and stakeholders given resources available.	Implementation plan not clear or very realistic considering resources available.
Metrics for Success and Adaptability ___/ 10 points	Clearly defined metrics to measure success of solution with plan to adapt/pivot to any gaps.	Mostly defined metrics to measure success of solution with some plans to adapt/pivot to gaps.	No clear measurement for success of your solution.
Executive Report			
Organization and Clarity of Thoughts ___/ 10 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.
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.
Professionalism, Grammar, Spelling, Structure, File Nomenclature ___/ 10 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 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	Objective and point of presentation mostly clear but may take a little longer to develop. Still captures audience's	Objectives and topic of presentation not clear. Takes too long to develop. Little or no

	presented succinctly, focused and well-organized.	attention. Basic description of problem presented; somewhat organized.	description of problem.
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 and <mark>professional appearance</mark> ___/ 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			
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			

	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.
Meeting time limit target ___/ 10 points			
Class Engagement			
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.

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.