

# Psych/CSCI 626: Text as Data

Morteza Dehghani

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E-mail: [mdehghan@usc.edu](mailto:mdehghan@usc.edu)  
Office Hours: Mon 10-12  
Office: SGM 607

Web: [mola-lab.org](http://mola-lab.org)  
Class Hours: Th 2-6pm  
Class Room: SGM 911

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## Course Description

Text as Data focuses on applications of natural language processing, guided by psychological theories, for identifying various social and cognitive properties evident in human related data. In this course, we will survey state-of-the-art techniques, and applications of such techniques, for investigating various aspects of human cognition. The intended audience for this course is psychology and computer science PhD students, and more broadly graduate students in social sciences, who are interested in using machine-learning techniques for analysis of data. Also, this course may be of interest to PhD students in communications and the business school.

## Learning Objectives

This course is designed to survey current state of research in automated analysis of language within the domain of psychology. It should be noted that the purpose of this class is not to teach text analysis, nor social psychology, but to survey how the established methods are used within the social sciences. Optional reading material will be provided for students unfamiliar with topics discussed.

- **Prerequisite(s):** Instructor permission
- **Recommended Preparation:** For Non-Engineering majors: Psych 625 or a similar course, for Engineering students: CSCI 544 or a similar course.

## Course Notes

Students are not allowed to use laptops or smartphones during class, unless used for class presentation. Assignments will be posted on Blackboard.

## Required Books

- Pennebaker, J. (2011). *The secret life of pronouns: What our words say about us*. New York, NY: Bloomsbury

## Description and Assessment of Assignments

1. Paper presentation. Each student will present a set of papers related to one of the topics discussed in class.
2. Reaction paragraphs. Students are asked to write a short note, about two paragraphs in length, about their reaction to the reading assignments of the week. These can be comments about the subject area, or a critique of a particular theory or experiment. I will read these paragraphs carefully before each class, and will use them to guide the discussion in class. Simply reading the first page of a paper and writing a summary of it will not count as a reaction paragraph.
3. Class Project. This class is project oriented, and group-based. The goal of the project is for students to get experience working in interdisciplinary groups to tackle specific social scientific problems, and bring together theory from the social sciences and NLP techniques from computer science to tackle that problem. This will include a project proposal presentation, three project update presentations, final project presentation, and a report. For project proposals, students will present a problem and a data collection method and/or dataset for which they want to analyze. Each presentation should be about 10-15mins. The goal of the project update presentations is to inform the class about the state of the project and brainstorm with other students on how to solve the remaining issues. Each update presentation should be around 10 minutes. For the final project presentation, each student/group will give a 15-20min presentation on their project. Students are expected to spend at least 80 hours working on their final project. The project report will be around 20 pages.

## Grading Policy

- 25% Discussion Participation
- 20% Paper Presentations
- 20% Reaction Paragraphs
- 15% Project Status Updates
- 20% Final Project Presentation and Write up

## Assignment Submission Policy

All assignments are due on Thursdays at 10am. Assignments turned in any later than 10:10am will be considered late. Students will be allowed a total of four late days that can be used on the assignments. In exceptional circumstances, arrangements must be made in advance of the due date to obtain an extension. Once you have used up your four late days, one additional day

late will result in a 25% reduction in the total score, two additional days late will yield a 50% reduction, and no credit will be given for three or more additional days late. Late days are in units of days, not hours, so using up part of a day uses up the whole day. The final project report, plus code used, will be due on the day of the final exam.

## Use of LLMs

I expect you to use LLMs in this class, mainly for making your writing more fluent, and for brainstorming. Learning to use AI is an emerging skill, but please keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

## Schedule and weekly learning goals

The schedule is tentative and subject to change.

### Week 01, 08/24: Introduction to Computational Social Sciences

- Lazer, D., Pentland, A., Adamic, L., Aral, S., Barabási, A.-L., Brewer, D., Christakis, N., Contractor, N., Fowler, J., Gutmann, M., et al. (2009). Computational social science. *Science*, 323(5915):721–723
- Lazer, D., Hargittai, E., Freelon, D., Gonzalez-Bailon, S., Munger, K., Ognyanova, K., and Radford, J. (2021). Meaningful measures of human society in the twenty-first century. *Nature*, 595(7866):189–196
- Wallach, H. (2018). Computational social science  $\neq$  computer science + social data. *Communications of the ACM*, 61(3):42–44

- Kennedy, B., Ashokkumar, A., Boyd, R. L., and Dehghani, M. (2022). Text analysis for psychology: Methods, principles, and practices. In Dehghani, M. and Boyd, R. L., editors, *Handbook of Language Analysis in Psychology*. Guilford Press, New York, NY

**Week 02, 08/31:** Jamie

- Pennebaker, J. (2011). *The secret life of pronouns: What our words say about us*. New York, NY: Bloomsbury

**Week 03, 09/07:** Morteza's Favorites

- Park, G., Schwartz, H. A., Eichstaedt, J. C., Kern, M. L., Kosinski, M., Stillwell, D. J., Ungar, L. H., and Seligman, M. E. (2015). Automatic personality assessment through social media language. *Journal of personality and social psychology*, 108(6):934
- Kennedy, B., Atari, M., Davani, A. M., Hoover, J., Omrani, A., Graham, J., and Dehghani, M. (2021). Moral concerns are differentially observable in language. *Cognition*, 212:104696
- Voigt, R., Camp, N. P., Prabhakaran, V., Hamilton, W. L., Hetey, R. C., Griffiths, C. M., Jurgens, D., Jurafsky, D., and Eberhardt, J. L. (2017). Language from police body camera footage shows racial disparities in officer respect. *Proceedings of the National Academy of Sciences*, 114(25):6521–6526
- Mehl, M. R., Raison, C. L., Pace, T. W., Arevalo, J. M., and Cole, S. W. (2017). Natural language indicators of differential gene regulation in the human immune system. *Proceedings of the National Academy of Sciences*, 114(47):12554–12559
- Jackson, J. C., Watts, J., Henry, T. R., List, J.-M., Forkel, R., Mucha, P. J., Greenhill, S. J., Gray, R. D., and Lindquist, K. A. (2019). Emotion semantics show both cultural variation and universal structure. *Science*, 366(6472):1517–1522

**Week 04, 09/14:** NLP + Experimentation

- Hoover, J., Johnson, K., Boghrati, R., Graham, J., and Dehghani, M. (2018). Moral framing and charitable donation: Integrating exploratory social media analyses and confirmatory experimentation. *Collabra: Psychology*, 4(1)
- Mooijman, M., Hoover, J., Lin, Y., Ji, H., and Dehghani, M. (2018). Moralization in social networks and the emergence of violence during protests. *Nature human behaviour*, 2(6):389
- Atari, M., Davani, A. M., Kogon, D., Kennedy, B., Ani Saxena, N., Anderson, I., and Dehghani, M. (2022). Morally homogeneous networks and radicalism. *Social Psychological and Personality Science*, 13(6):999–1009

- Rho, E. H., Harrington, M., Zhong, Y., Pryzant, R., Camp, N. P., Jurafsky, D., and Eberhardt, J. L. (2023). Escalated police stops of black men are linguistically and psychologically distinct in their earliest moments. *Proceedings of the National Academy of Sciences*, 120(23):e2216162120
- Jackson, J. C., Caluori, N., Abrams, S., Beckman, E., Gelfand, M., and Gray, K. (2021). Tight cultures and vengeful gods: How culture shapes religious belief. *Journal of Experimental Psychology: General*, 150(10):2057

#### Week 05, 09/21: Debates

- Brady, W. J., Wills, J. A., Jost, J. T., Tucker, J. A., and Van Bavel, J. J. (2017). Emotion shapes the diffusion of moralized content in social networks. *Proceedings of the National Academy of Sciences*, 114(28):7313–7318
  - Burton, J. W., Cruz, N., and Hahn, U. (2021). Reconsidering evidence of moral contagion in online social networks. *Nature Human Behaviour*, pages 1–7
  - Wang, S.-Y. N. and Inbar, Y. (2022). Re-examining the spread of moralized rhetoric from political elites: Effects of valence and ideology. *Journal of Experimental Psychology: General*
  - Candia, C., Atari, M., Kteily, N., and Uzzi, B. (2022). Overuse of moral language dampens content engagement on social media. *SocArXiv*
- Youyou, W., Yang, Y., and Uzzi, B. (2023a). A discipline-wide investigation of the replicability of psychology papers over the past two decades. *Proceedings of the National Academy of Sciences*, 120(6):e2208863120
  - Mottelson, A. and Kontogiorgos, D. (2023). Replicating replicability modeling of psychology papers. *Proceedings of the National Academy of Sciences*, 120(33):e2309496120
  - Crockett, M., Bai, X., Kapoor, S., Messeri, L., and Narayanan, A. (2023). The limitations of machine learning models for predicting scientific replicability. *Proceedings of the National Academy of Sciences*, 120(33):e2307596120
  - Youyou, W., Yang, Y., and Uzzi, B. (2023b). Reply to crockett et al. and mottelson and kontogiorgos: Machine learning’s scientific significance and future impact on replicability research. *Proceedings of the National Academy of Sciences*, 120(33):e2308195120

#### Week 06, 09/28: Large Language Models I: Potential for Social Sciences

- Ziems, C., Held, W., Shaikh, O., Chen, J., Zhang, Z., and Yang, D. (2023). Can large language models transform computational social science? *arXiv preprint arXiv:2305.03514*

- Grossmann, I., Feinberg, M., Parker, D. C., Christakis, N. A., Tetlock, P. E., and Cunningham, W. A. (2023). AI and the transformation of social science research. *Science*, 380(6650):1108–1109
- Bail, C. A. (2023). Can generative AI improve social science? *SocArXiv*
- Frank, M. C. (2023). Baby steps in evaluating the capacities of large language models. *Nature Reviews Psychology*, pages 1–2
- Kosoy, E., Reagan, E. R., Lai, L., Gopnik, A., and Cobb, D. K. (2023). Comparing machines and children: Using developmental psychology experiments to assess the strengths and weaknesses of lamda responses. *arXiv preprint arXiv:2305.11243*

#### Week 07, 10/05: Large Language Models II: Cognitive abilities

- Mahowald, K., Ivanova, A. A., Blank, I. A., Kanwisher, N., Tenenbaum, J. B., and Fedorenko, E. (2023). Dissociating language and thought in large language models: a cognitive perspective. *arXiv preprint arXiv:2301.06627*
- Webb, T., Holyoak, K. J., and Lu, H. (2023). Emergent analogical reasoning in large language models. *Nature Human Behaviour*, pages 1–16
- Bubeck, S., Chandrasekaran, V., Eldan, R., Gehrke, J., Horvitz, E., Kamar, E., Lee, P., Lee, Y. T., Li, Y., Lundberg, S., et al. (2023). Sparks of artificial general intelligence: Early experiments with gpt-4. *arXiv preprint arXiv:2303.12712*
- Dillion, D., Tandon, N., Gu, Y., and Gray, K. (2023). Can AI language models replace human participants? *Trends in Cognitive Sciences*
- Crockett, M. and Messeri, L. (2023). Should large language models replace human participants?
- TBA

#### Week 08, 10/12: Fall Recess

#### Week 09, 10/19: Large Language Models III & Project Proposal Presentations

- Hessel, J., Marasovic, A., Hwang, J. D., Lee, L., Da, J., Zellers, R., Mankoff, R., and Choi, Y. (2023). Do androids laugh at electric sheep? humor "understanding" benchmarks from the new yorker caption contest
- Turpin, M., Michael, J., Perez, E., and Bowman, S. R. (2023). Language models don't always say what they think: Unfaithful explanations in chain-of-thought prompting. *arXiv preprint arXiv:2305.04388*

- Wang, P., Wang, Z., Li, Z., Gao, Y., Yin, B., and Ren, X. (2023). Scott: Self-consistent chain-of-thought distillation. *arXiv preprint arXiv:2305.01879*
- Sap, M., Jafarpour, A., Choi, Y., Smith, N. A., Pennebaker, J. W., and Horvitz, E. (2022a). Quantifying the narrative flow of imagined versus autobiographical stories. *Proceedings of the National Academy of Sciences*, 119(45):e2211715119
- Zhang, M., Press, O., Merrill, W., Liu, A., and Smith, N. A. (2023). How language model hallucinations can snowball. *arXiv preprint arXiv:2305.13534*
- Sap, M., LeBras, R., Fried, D., and Choi, Y. (2022b). Neural theory-of-mind? on the limits of social intelligence in large lms. *arXiv preprint arXiv:2210.13312*

### Week 10, 10/26: Large Language Models IV: Subjectivity

- Davani, A. M., Atari, M., Kennedy, B., and Dehghani, M. (2023). Hate speech classifiers learn normative social stereotypes. *Transactions of the Association for Computational Linguistics*, 11:300–319
- Davani, A. M., Díaz, M., and Prabhakaran, V. (2022). Dealing with disagreements: Looking beyond the majority vote in subjective annotations. *Transactions of the Association for Computational Linguistics*, 10:92–110
- Santy, S., Liang, J. T., Bras, R. L., Reinecke, K., and Sap, M. (2023). Nlpositionality: Characterizing design biases of datasets and models. *arXiv preprint arXiv:2306.01943*
- Orlikowski, M., Röttger, P., Cimiano, P., and Hovy, D. (2023). The ecological fallacy in annotation: Modelling human label variation goes beyond sociodemographics. *arXiv preprint arXiv:2306.11559*
- Sap, M., Swayamdipta, S., Vianna, L., Zhou, X., Choi, Y., and Smith, N. A. (2022c). Annotators with attitudes: How annotator beliefs and identities bias toxic language detection. In *NAACL*
- TBA (2023). Shaping the perspective: Evaluating chatgpt’s capability in subjective annotation tasks. *TBA*

### Week 11, 11/02: Clinical & cognitive applications & Project Update I

- Cognitive papers:
  - Toneva, M. and Wehbe, L. (2019). Interpreting and improving natural-language processing (in machines) with natural language-processing (in the brain). *arXiv preprint arXiv:1905.11833*

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- Antonello, R., Turek, J. S., Vo, V., and Huth, A. (2021). Low-dimensional structure in the space of language representations is reflected in brain responses. *Advances in neural information processing systems*, 34:8332–8344
  - Merlin, G. and Toneva, M. (2022). Language models and brain alignment: beyond word-level semantics and prediction. *arXiv preprint arXiv:2212.00596*
  - Toneva, M., Mitchell, T. M., and Wehbe, L. (2022). Combining computational controls with natural text reveals aspects of meaning composition. *Nature computational science*, 2(11):745–757
- Clinical papers:
    - Harrigian, K. and Dredze, M. (2022). Then and now: Quantifying the longitudinal validity of self-disclosed depression diagnoses. *arXiv preprint arXiv:2206.11155*
    - Zirikly, A. and Dredze, M. (2022). Explaining models of mental health via clinically grounded auxiliary tasks. In *Proceedings of the Eighth Workshop on Computational Linguistics and Clinical Psychology*, pages 30–39
    - Kelly, D., Coppersmith, G., Dickerson, J., Espy-Wilson, C., Michel, H., and Resnik, P. (2022). Computationally scalable and clinically sound: Laying the groundwork to use machine learning techniques for social media and language data in predicting psychiatric symptoms. *Biological Psychiatry*, 91(9):S50
    - Kuo, P. B., Tanana, M. J., Goldberg, S. B., Caperton, D. D., Narayanan, S., Atkins, D. C., and Imel, Z. E. (2023). Machine-learning-based prediction of client distress from session recordings. *Clinical Psychological Science*, page 21677026231172694
    - Mehta, M., Caperton, D., Axford, K., Weitzman, L., Atkins, D., Srikumar, V., and Imel, Z. (2022). Psychotherapy is not one thing: Simultaneous modeling of different therapeutic approaches. In *Proceedings of the Eighth Workshop on Computational Linguistics and Clinical Psychology*, pages 47–58
    - Shapira, N., Atzil-Slonim, D., Tuval-Mashiach, R., and Shapira, O. (2022). Measuring linguistic synchrony in psychotherapy. In *Proceedings of the Eighth Workshop on Computational Linguistics and Clinical Psychology*, pages 158–176

#### Week 12, 11/09: Bias in NLP

- Garg, N., Schiebinger, L., Jurafsky, D., and Zou, J. (2018). Word embeddings quantify 100 years of gender and ethnic stereotypes. *Proceedings of the National Academy of Sciences*, 115(16):E3635–E3644
- Hovy, D. and Prabhumoye, S. (2021). Five sources of bias in natural language processing. *Language and Linguistics Compass*, 15(8):e12432



- Adam, H., Balagopalan, A., Alsentzer, E., Christia, F., and Ghassemi, M. (2022). Mitigating the impact of biased artificial intelligence in emergency decision-making. *Communications Medicine*, 2(1):149
- Feng, S., Park, C. Y., Liu, Y., and Tsvetkov, Y. (2023). From pretraining data to language models to downstream tasks: Tracking the trails of political biases leading to unfair nlp models. *arXiv preprint arXiv:2305.08283*
- Cheng, M., Durmus, E., and Jurafsky, D. (2023). Marked personas: Using natural language prompts to measure stereotypes in language models. *arXiv preprint arXiv:2305.18189*
- Omrani, A., Ziabari, A. S., Yu, C., Golazizian, P., Kennedy, B., Atari, M., Ji, H., and Dehghani, M. (2023). Social-group-agnostic bias mitigation via the stereotype content model. In *Proc. The 61st Annual Meeting of the Association for Computational Linguistics (ACL2023)*
- Blodgett, S. L., Lopez, G., Olteanu, A., Sim, R., and Wallach, H. (2021). Stereotyping Norwegian salmon: An inventory of pitfalls in fairness benchmark datasets. In *Proceedings of the 59th Annual Meeting of the Association for Computational Linguistics and the 11th International Joint Conference on Natural Language Processing (Volume 1: Long Papers)*, pages 1004–1015. Association for Computational Linguistics

### Week 13, 11/16: Ethics & Project Update II

- Weidinger, L., Mellor, J., Rauh, M., Griffin, C., Uesato, J., Huang, P.-S., Cheng, M., Glaese, M., Balle, B., Kasirzadeh, A., et al. (2021). Ethical and social risks of harm from language models. *arXiv preprint arXiv:2112.04359*
- Alfano, M., Sullivan, E., and Ebrahimi Fard, A. (2022). Ethical pitfalls for natural language processing in psychology. In Dehghani, M. and Boyd, R. L., editors, *Handbook of Language Analysis in Psychology*. Guilford Press, New York, NY
- Skorburg, J. A. and Friesen, P. (2022). Ethical issues in text mining for mental health. In Dehghani, M. and Boyd, R. L., editors, *Handbook of Language Analysis in Psychology*. Guilford Press, New York, NY
- Hovy, D. and Spruit, S. L. (2016). The social impact of natural language processing. In *Proceedings of the 54th Annual Meeting of the Association for Computational Linguistics (Volume 2: Short Papers)*, pages 591–598
- Bender, E. M., Gebru, T., McMillan-Major, A., and Shmitchell, S. (2021). On the dangers of stochastic parrots: Can language models be too big? In *Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency, FAccT '21*, pages 610–623, New York, NY, USA. Association for Computing Machinery
- Watch in class: Friends You Haven't Met Yet

**Week 14, 11/23:** Thanksgiving Holiday

**Week 15, 11/30:** Final project presentations

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## Statement on Academic Conduct and Support Systems

### 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, compromises 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.

### 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](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.