

**SSCI 595 (35751D and 35757D), CAPSTONE -
Applied Geospatial Intelligence Problem
Solving**

Syllabus

Units: 2

Term Day Time: Spring 2024, Friday 9:00-10:50am

Location: AHF 145D and DEN@Dornsife

Instructor: Darren Ruddell, Ph.D. GISP

Office: AHF B57F

Office Hours: Mondays 11am-12pm and Thursdays
12-1pm PT, and also by appointment via email

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Library Help: Andy Rutkowski

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IT Help: Myron Medulla

Office: AHF B56B

Office Hours: By appointment via email

Contact Info: spatial_support@usc.edu, 213-740-
4415

Course Scope and Purpose

This course is the capstone requirement for the Master of Science in Human Security and Geospatial Intelligence. This course is designed to provide students a hands-on problem-solving opportunity that requires them to employ knowledge and GEOINT skills to provide decision-makers an informed recommendation involving a variety of human security settings. Threats to human security come in many forms – military operations, terrorist attacks, genocide, political violence, natural disasters, humanitarian crises, environmental risks, public health issues and food / resource accessibility challenges, among others – and this class leverages a variety of exposures to geospatial solutions for the intelligence community and intelligence products that support national security, disaster response, and humanitarian relief efforts.

This a graduate level course, so you should expect this class to be both academically robust and intellectually challenging. As graduate students you are expected to engage with the information you are learning and to explore the heady cauldron of ideas, opinion, and analysis that describe our collective effort to thoroughly interrogate the subject at hand. Learning arises from active engagement with the knowledge found in the reading materials and with one another. As in any graduate-level class, the instructor's role is that of a guide who keeps you on this path of discovery and you will find that you will learn much from your fellow classmates.

All course materials will be organized and delivered through D2L (Desire2Learn). The main theoretical concepts will be provided through lecture material and assigned readings. Assignments will give students an opportunity to internalize and apply the concepts and theory learned from readings. Some assignments require student interaction, all will benefit from it.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

Learning Objectives

When you have completed this course, you will be able to:

- Reinforce the understanding of geospatial intelligence applications of Human Security and GEOINT as related to government, industry, and academe.
- Design and implement strategies for capturing or sourcing geospatial intelligence data and any accompanying metadata.
- Critically evaluate the potential impacts of data quality on spatial analysis

and decision making to the intelligence community.

- Apply critical thinking, collaboration, and communication skills.
- Synthesize learning by preparing and presenting a project report on Geospatial Intelligence, tailored to a specific, real-world human security application.

Prerequisite(s) [*preferred order*]: SSCI 581; SSCI 577; SSCI 587; SSCI 588, SSCI 579.

Prerequisite or Co-Requisite: SSCI 585.

Class Conduct

Harassment, sexual misconduct, interpersonal violence, and stalking are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly (titleix@usc.edu or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours).

COVID-19 policy -- Students are expected to comply with all aspects of USC's COVID-19 policy including, but not limited to, vaccination, indoor mask mandate, and daily TrojanCheck. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards. Students are recommended to keep safe physical distancing, whenever possible, to prevent any possible transmission. Please contact your instructor if you have any safety concerns.

Diversity and Inclusion – It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful to everyone, and you are also expected to respect of others regardless of their race, ethnicity, gender identity and expressions, cultural beliefs, religion, sexual orientation, national origin, age, abilities, ideas and perspectives, or socioeconomic status. Your suggestions are encouraged and appreciated. Feel free to let me know ways to improve the effectiveness of the course for you personally or for other students.

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 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 is prohibited. 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 has been distributed to students or in any way has 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).

Technological Proficiency and Hardware/Software Required

ArcGIS is provided online via the SSI Server; hence, you do not need to install it on your own computer. Instead, every student must have the following technology requirements:

- A computer with a fast Internet connection.
- A functional webcam and a microphone for use whenever a presentation or meeting is scheduled.
- An up-to-date web browser to access the Server

If a student does not have access to any of these, please speak with the instructor at the start of the semester. Also, see the USC ITS Student Toolkit here:

<https://keepsteaching.usc.edu/students/student-toolkit/>

Desire2Learn (D2L) – This course will utilize the Desire2Learn (D2L) learning management system which allows students to access course content, upload assignments, participate in discussion forms, among other learning experiences. The D2L platform provides flexibility in the learning experience where students can participate in the course residentially or remotely, synchronously (meeting together at the same time) or asynchronously (accessing videos and course content outside of class).

SSI Server and Tech Support – This course utilizes the SSI Server which is a virtual desktop giving access to many different professional software. If you are unable to connect to the server or experience any type of technical issues, send an email using your USC account to SSI Tech Support at spatial_support@usc.edu, making sure to copy (cc) me on the email.

Communications – All assignments given and all materials to be handed in will be submitted via D2L. The instructor will also create and monitor discussion forums through which students can discuss issues and assignments as needed. Students should read all email sent from D2L or from course instructor(s) as soon as possible. Also, students who do not regularly use their USC email accounts should double-check to be sure that mail sent from both the D2L accounts and the instructor's account (noted above) to your USC account is forwarded to an address used regularly and does not go into junk mail. The instructor will endeavor to respond to all email within 24 hours of receipt, aiming for no more than 72 hours delay. In the rare case that an instructor is off-line for an extended period of time, an announcement will be posted to the class D2L site. Due to the synchronous and asynchronous nature of this course, it is each student's responsibility to stay informed and connected with others in our course. In addition to email, students are expected to login to D2L regularly to check for announcements.

Discussion forums – On the D2L site, I will post a series of discussion threads relevant to various sections of the course. Discussions provide a key means for student-to-student discussion and collaboration. Here students can provide support to each other while working on your assignments, sharing hints and helpful tips, as you would in a classroom laboratory. Please post your questions about assignments there, as you would ask them publicly in the classroom. I monitor the discussion threads and offer comments when necessary, but more importantly, consider the discussion board a key way to connect with your classmates and share your discoveries.

Required Readings and Supplementary Materials

Textbooks – There are two required texts for this course. Some (of the optional texts) are available online and some are available from the USC Bookstore or online outlets such as Amazon. We encourage you to acquire these books quickly since you will need these materials from the opening day of class.

- Berenson, K. 2018. *Managing Your Research Data and Documentation*. Washington, DC, American Psychological Association.
- Clark, R. 2020. *Geospatial Intelligence – Origins and Evolution*. Georgetown Washington, DC: University Press (find at: <http://press.georgetown.edu/book/georgetown/geospatial-intelligence>).
- NGA (National Geospatial-Intelligence Agency, Office of Geospatial-Intelligence Management). 2018. *National System for Geospatial Intelligence: Geospatial Intelligence (GEOINT) Basic Doctrine*. Washington, DC: National Geospatial-Intelligence Agency Publication No. 1-0 (FREE download at <https://www.nga.mil/ProductsServices/Pages/GEOINT-Basic-Doctrine-Publication.aspx>)

The textbooks will be supplemented with course notes, videos, and a mixture of planned

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readings from academic journals, professional reports, and authoritative websites. The list below is a sample of some of the readings that may be used.

- Esri. 2012. ArcGIS for Emergency Management, An Esri White Paper – May 2012. Redlands, CA: Esri Press.
- Esri. 2014. GIS Platform for National Security, An Esri White Paper – July 2014, Redlands, CA: Esri Press.
- Esri. 2007. GIS Supporting the Homeland Security Mission, An Esri White Paper May 2007, Redlands, CA: Esri Press.
- Evans, Howard, James Lange, and James Schmitz. 2015. *The Phenomenology of Intelligence-focused Remote Sensing (selected readings)*. Beaver Creek, OH, Riverside Research.
- Gillespie, T., Chu, J., Frankenberg, E., Thomas, D. 2007. "Assessment and prediction of natural hazards from satellite imagery." *Progress in Physical Geography*, 31(5): 459-470.
- Lowenthal, M.M. (2016) *Intelligence: From Secrets to Policy* (7th Edition). Washington, DC, CQ Press.
- NRC (National Research Council) (2007) *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management*. Washington, DC, National Academies Press.
- United States Geospatial Intelligence Foundation (USGIF 1). 2017. *Trajectory Magazine –Public Safety Edition*. Reston, VA: USGIF Press.
- United States Geospatial Intelligence Foundation (USGIF 2). 2018. *Building Resilient Communities Through Geospatial Intelligence*. Reston, VA: USGIF Press.
- United States Geospatial Intelligence Foundation (USGIF 3). 2019 (and previous years). *The State and Future of GEOINT*. USGIF, Herndon, VA, USGIF Press.

Project Overview and Requirements

Academic Units and Grading

Students will work in groups but will be graded separately. It is *not* required that all students in a project receive the same grade.

At the end of the semester, students are required to complete self-evaluations and peer evaluations and submit them to their instructor by the last day of classes. The faculty will consider these evaluations in assigning grades.

Grades will not be assigned until the group has submitted and the instructor has approved the final report.

Data Distribution

Datasets and processed datasets that may have been obtained/derived during your work may be licensed or copyrighted or confidential. You should *not* make them available to third parties without authorization from your faculty advisor *and* the original source of data. Also, data should not be placed online unless the advisor and the owner of data have properly approved doing so.

Use of Human Subjects

Faculty and students that engage in research involving human subjects must first obtain prior approval from the Institutional Review Board (IRB). "Human Subject" means a living individual about whom an investigator (whether professional or student) conducting research obtains (i) data through intervention or interaction with the individual or (ii) identifiable private information. This means that even if you are just going to be conducting a survey, you **MUST** obtain IRB approval in advance. Approval is required no matter who you will be interacting with — even your friends or family!

Composition of Group Projects

Individual and group roles for the semester-long research project.

Group Members

Each student will be assigned to a group for the duration of the course. These groups will be selected by the instructor on the basis of expressed preferences and skills of the students.

Project Advisor

The instructor acts as the group advisor, and will actively monitor progress and provide assistance, expertise, guidance and project evaluations. Project leadership and management and the quality of the final product are the students' responsibilities. The advisor meets with the group each week during the class period. The advisor may arrange for travel and facilitate interactions with the client and help to guide the scope of the projects. The advisor may offer reactive advice, reacting to activities in the group and giving advice when asked. The advisor may also give proactive advice regarding possible productive avenues for progress or regarding deficiencies and deadlines. It is important that students understand the role of the advisor and the limited, though important, role they play in directing the project.

Stakeholders and Clients

Projects will involve stakeholders (government agencies, industry, non-profits, and/or private citizens) and clients who have a considerable interest in the project and/or the resulting data.

There may be confidentiality, proprietary data, legal, intellectual property, and/or political issues that will need to be carefully addressed by the student groups. Students must respect the privacy of these stakeholders in a professional manner. Any data provided by the client should be considered confidential, proprietary, and owned by the client.

Description and Assessment of Assignments

Your grade in this course will be determined on the basis of several different assessment tools:

Participation (5%) – Students will be required to complete five clearly defined participation assignments over the course of the semester to help promote engagement and learning in our shared hybrid learning environment.

Client Topic and GEOINT Investigation (10%) – Students will complete two separate assignments to conduct background research on the semester-long research topic that will be examined in a client capacity over the course of the semester in addition to an assignment on GEOINT proficiencies and best practices. The purpose of these assignments is for students to quickly gain an understanding of the case study topic and the research framework to investigate the research challenge.

External Assignments (10%) – These will focus on the theory portion of the course as presented in the weekly readings. Their objective is to help you evaluate and integrate the information you have acquired from the course readings.

Project Proposal (10%) – Each group is required to prepare a proposal for the project based on the needs of the client, their skills and aptitudes, and the available data. The elements of the project proposal will be:

- Title Page
- Introduction
- Research Question(s)/Project Approach
- Background
- Data and Methods
- Deliverables and Timeline
- References

The project proposal is limited to 20 single-spaced pages. This limit does not include the title page and literature cited. Further details and revisions of the proposal format may be provided by the group advisor.

Project Proposal Presentation (5%) – At the scheduled time, each group will present their project proposal to the class and the client. The purpose of the review is for groups to gain critical feedback regarding their project's scope, the importance of the project, the proposed workplan, and the potential implementation implications of the results. This review process will improve the real-world nature of the problems and solutions the

groups pursue. The proposal presentation should be approximately 20 minutes long with time for questions afterwards. All team members must participate.

Data Report (10%) – Data management and organization is essential for the success of any research project in addition to the reproducibility of a given methodology. Your task for the Data Report is to compare and document at least two different data sources informing your group project design challenge. The Data Report should include the following items for each dataset: 1) a description of the dataset; 2) the spatial scale of analysis; 3) the temporal scale of analysis; 4) the source of the data; 5) at least one map you produced using ArcGIS representing the data; 6) a summary of variables available for analysis; 7) a description of any major strengths or weaknesses of the dataset; and 8) references for your data sources, including links as applicable.

Final Project Report Draft (10%) – Students will prepare and submit a Final Report Draft three weeks before the Final Report is due. The group project advisor(s) will provide thoughtful and substantive feedback on the organization and content of the Final Report Draft so that students can make the necessary updates and revisions for the Final Report. See instructions in the Final Report assignment description below regarding required content, organization, and formatting protocols to include in the Final Report and Final Report Draft.

Final Project Presentation (10%) – Groups will present their final results and recommendations to the client at the end of Spring semester. The presentations are expected to be polished, professional, and accompanied by high-quality and error-free graphics.

Final Project Report and Executive Summary (20%) – By the end of the spring semester, students must submit a final report and an executive summary of their group project. The final report provides a complete discussion of the project's goals, objectives, methodologies, accomplishments, and recommendations.

Students should keep in mind that it is doubtful that they will be able to complete their reports by the end of spring semester if they do not present a high-quality draft to the advisor(s) by the time specified.

The final report typically includes the following:

- Title
- Abstract (not to exceed 250 words)
- Introduction
- Data and Methods
- Results
- Discussion and Recommendations
- Literature Cited

Final reports must be free of typographical, formatting, and other errors. More details on final report format may be provided.

The final report should reflect that the group has: 1) the ability to clearly articulate the problem orally and in writing; 2) the ability to clearly articulate the scope of the work; and 3) the ability to clearly articulate how their work is related to larger related issue(s).

Conclusions and recommendations in the report are to be based only on: 1) original interpretation and synthesis of the work of others; 2) original data and interpretations of that data; and/or 3) a combination of 1 and 2. The unsupported expression of opinion in the final report is not appropriate.

When monetary support has been provided, acknowledgement must be made to individuals and/or organizations for their support of the project. Individuals or organizations that have contributed non-monetary support in the form of time, information or useful advice, should also be acknowledged if the group members and advisors agree it is warranted.

Individuals and organizations have the right to refuse being acknowledged. Prior to finalizing acknowledgements, the group must inform any person to be acknowledged of its intent to do so in the report.

Adherence to accepted rules of citation is required. Groups should use the citation format established by the Spatial Sciences Institute for its graduate programs. Only readily retrievable sources are acceptable.

Self and Peer Evaluation (10%) – Each individual in the group must complete a self-evaluation and peer evaluations and submit them to the instructor by the last day of classes of the semester. Templates for these reviews will be posted to the course website.

Grading Breakdown

Careful planning and a serious, consistent commitment will be required for you to successfully navigate the various deliverables in this and other GIST courses. The table below summarizes the SSCI 595 course assignments and their point distribution:

Assignment	Number	Points Each	Total
Participation	5	1	5
Client Topic and GEOINT Investigation	2	5	10
External Assignments	2	5	10
Project Proposal	1	10	10
Project Proposal Presentation	1	5	5
Data Report	1	10	10
Final Project Report Draft	1	10	10

Final Project Presentation	1	10	10
Final Report and Executive Summary	1	20	20
Self and Peer Evaluation	1	10	10
TOTAL	16	-	100

Grading Scale

Assignments in this and other SSCI courses, are graded on the letter grade scale where A is exemplary, B is very good, C is satisfactory, D is unsatisfactory, and F needs improvement. Final grades use the same letter grade scale with C being the minimum passing grade for credit at the graduate level. The grading scale follows:

A	> 93 points	B-	80-82 points	D+	67-69 points
A-	90-92 points	C+	77-79 points	D	63-66 points
B+	87-89 points	C	73-76 points	D-	60-62 points
B	83-86 points	C-	70-72 points	F	<60 points

Assignment Submission Policy

Assignments will be submitted for grading via D2L using the due dates specified in the Course Schedule below.

Additional Policies

Workload – This is a two credit, one semester course. Students should expect to spend 6-8 hours per week during a fifteen-week period completing the work in this course.

Course Schedule: A Weekly Breakdown

	Topic	Readings and Assignments	Deliverables/Due Dates
Week 1 1/12	Introduction to Class Brief introductions coupled with a discussion of course goals, learning objectives, project overview, and course assignments.	Reading: NGA (2018); Clark (2020) pages 1-75 Assigned: Client Research Topic	No deliverables.
Week 2 1/19	Geospatial Intelligence Context Review of the intelligence community, the players, and their typical roles and responsibilities.	Reading: USGIF EBK (2019); Clark (2020) pages 77-138 Assigned: GEOINT Investigation	No deliverables.

Week 3 1/26	Client Meeting Meet client and learn background and context for the semester-long GEOINT research challenge. Group discussion.	Reading: NRC (2007); USGIF (2019); Clark (2020) pages 139-219 Assigned: External Assignment 1	Submit Client Research Topic to D2L no later than 11:59 p.m. on Wednesday, 1/24.
Week 4 2/2	Project Overview Discuss project overview, required skills, project approach(es), reports on literature review, and citation management. Students organize into research teams.	Reading: USGIF (2018); Clark (2020) pages 221-325 Assigned: External Assignment 2	Submit GEOINT Investigation to D2L no later than 11:59 p.m. on Wednesday, 1/31.
Week 5 2/9	Conducting Research Discuss various aspects of organizing, managing, and executing a research project. Brainstorm research topic screening criteria. Students work in groups to discuss plans for their projects.	Reading: Lowenthal (2016); Berenson (2018) pages 3-40 Assigned: Project Proposal	Submit External Assignment 1 to D2L no later than 11:59 p.m. on Wednesday, 2/7.
Week 6 2/16	Project Constraints Discuss project constraints, stakeholder perspectives, and data sources. Students deliver briefings on their topic of investigation and work in groups to advance their research project.	Reading: Berenson (2018) pages 41-80 Assigned: Project Proposal Presentation	Submit External Assignment 2 to D2L no later than 11:59 p.m. on Wednesday, 2/14.
Week 7 2/23	GOEINT Process and Product Discuss the ways in which GEOINT workflows – as both a process and product – can be leveraged for the semester-long research project.	Reading: Berenson (2018) pages 81-104 Assigned: Data Report	No deliverables.
Week 8 3/1	GEOINT Constraints and Opportunities A discussion of GEOINT constraints and opportunities in human security settings. Students rehearse project proposal presentation.	Reading: Esri (2007); Esri (2012); Esri (2014)	Submit Project Proposal to D2L no later than 11:59 p.m. on Wednesday, 2/28.
Week 9 3/8	Client Update Meet with client to provide update and receive feedback on research project.		Submit Project Proposal Presentation to D2L no later than 11:59 p.m. on Wednesday, 3/6.
3/15	Spring Break – No class		
Week 10 3/22	Advancing the Research Project Review client feedback and discuss specific steps and goals for advancing the research project.	Assigned: Final Project Report Draft	No deliverables.
Week 11 3/29	Discuss Research Proposals Research teams display and	Assigned: Final Presentation and Final Project Report	No deliverables.

	present their draft proposals to the class. Students work in groups to advance efforts on their research project.		
Week 12 4/5	Data Report Research teams provide update on their group projects and present data reports to the class.	Assigned: Self and Peer Evaluations	Submit Data Report to D2L no later than 11:59 p.m. on Wednesday, 4/3.
Week 13 4/12	Draft Presentation Research teams deliver draft presentation of their project.		Submit Draft Presentation to D2L no later than 11:59 p.m. on Wednesday, 4/10.
Week 14 4/19	Group Work Session Students work in groups to advance efforts on their research project.		Submit Final Project Report Draft to D2L no later than 11:59 p.m. on Wednesday, 4/17.
Week 15 4/26	Client Final Presentation Research teams present their group projects, summarizing the topic of investigation, study area, data and methods utilized, findings, and conclusions.		Submit Final Presentation to D2L no later than 11:59 p.m. on Wednesday, 4/24; Self and Peer Evaluations completed in class on 4/26.
Final Exams 5/1-8	Final Project Report Research teams submit their final project report and executive summary.		Submit Final Project Report to D2L no later than 11:59 p.m. on Tuesday, 5/7.

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, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others (including AI generated) 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. 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

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.

Resources for Online Students

The Course D2L page and the SSI Student Hub on D2L have many resources available for distance students enrolled in our graduate programs. In addition, all registered students can access electronic library resources through the link <https://libraries.usc.edu/>. Also, the USC Libraries have many important resources available for distance students through the link: <https://libraries.usc.edu/faculty-students/distance-learners>. These include instructional videos, remote access to university resources, and other key contact information for distance students.

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