



USC

PSYC 499

Psychology of Risk Communication and Risk Prevention: Promoting Health, Safety, and Sustainability

Units: 4

Spring 2024 —Mondays & Wednesdays, 2:00-3:50pm

Location: KAP 167.

Instructor: Wändi Bruine de Bruin

Office: VPD 512D

Office Hours: By appointment

Contact Info: wandibdb@usc.edu. Please allow 48 hours for email responses.

Course Description

Health problems, climate change, environmental disasters, financial crises, and other policy problems create risks for people around the world. This course will cover the psychology of how people perceive risks, how to improve their understanding of risks, and how to design communications and interventions that help people to protect themselves against these risks. Students will examine real-world case studies and engage in hands-on exercises to develop their skills in designing risk communication and behavior change interventions, based on insights and methods from psychology. Students will also learn to distill practical insights from academic papers, so that they have the skills needed to keep up with the literature long after completing this course. With increasing demand for professionals skilled in risk communication and behavior change interventions, this course prepares students for academic career opportunities as well as in governmental organizations, NGOs, and businesses.

The course is taught by Dr. [Wändi Bruine de Bruin](#), who is USC's Provost Professor of Public Policy, Psychology and Behavioral Science, and an international expert on the topic of this course. She has taught versions of this course to students as well as policy makers around the world, at Carnegie Mellon University, Harvard University, National University Singapore, and the University of Leeds (UK). She has also shared her expertise with the National Academy of Sciences and the Council of the Canadian Academies.

Learning Objectives

On completion of the course, students will be able to understand:

- How people perceive risk, and the psychology that drives individual differences in risk perception
- How to use insights from psychology to design effective risk communications and behavior change interventions for different audiences and different real-world risks
- How to use methods from psychology to evaluate the effectiveness of communications and interventions

- How to read articles about the psychology of risk perception and communication, so as to identify the key practical implications

Prerequisite(s): PSYC 100 or permission of instructor (email wandibdb@usc.edu)

Co-Requisite(s): None Concurrent Enrollment: None Recommended Preparation: None

Course notes

Students will be given a letter grade. Classes will be held in person. Class attendance is expected. Participation in in-class discussion and exercises is crucial for performing well on weekly quizzes and take-home assignments. Classes will be recorded and recordings will be made available.

Technological Proficiency and Hardware/Software Required

Students should have their own computer (Mac or PC) to use during class and complete assignments. If students do not have a laptop, one can be arranged through the [USC Computing Center Laptop Loaner Program](#). Additional USC technical support is listed below:

- [Zoom information for students](#)
- [Blackboard help for students](#)
- [Software available to USC Campus](#)

Required Readings and Class Materials

Course readings and materials cover the classic foundations of the literature as well as recent papers relevant to the course objectives. Students will engage with the readings and class materials at least three times: (1) in an initial review in class, through an academic reading guide; (2) through a weekly quiz; (3) by applying insights from readings to policy problems in class discussions, practical exercises, and take-home assignments. Students will be expected to bring paper copies or electronic copies of the readings to class. The full reading list (by week) appears at the end of the syllabus. Required readings will be available on Blackboard from the start of the semester. Slides with answers to quizzes, class discussions, and class exercises will be uploaded on Blackboard on the day *after* each class.

Description and Assessment of Assignments

In-class discussions and exercises (ungraded)

In-class discussions and exercises are a crucial part of this course, and provide practice for the take-home assignments. Class attendance and participation are therefore expected. In-class discussions and exercises will be guided by the following questions:

1. (a) What was the research question and (b) why is that important?
2. What are the *independent* and *dependent variables*?
3. Who participated in the study?
4. What were participants asked to do?
5. What is the answer to the research question?
6. What are the limitations of the study?
7. What are the implications for practitioners, policy makers, and businesses in domains such as health, finance, and climate change?

Weekly quizzes (graded).

Eleven weekly quizzes will be due by 2pm on Fridays. The lowest quiz score will be dropped. Quizzes are to be completed on Blackboard. Due dates are shown in the course schedule below. Each quiz will present 10 multiple-choice questions about the previous week's readings and class materials (including slides and insights from class discussions and exercises). All answers to the quiz questions will be discussed in the class after the quiz is due, thus serving as a review of the previous week's materials.

Midterm and Final Take-Home Assignments.

Take-Home Assignments are open-book, to be completed individually, and to be submitted through Blackboard. The Midterm Take-Home Assignment will require knowledge of the readings and class materials through Week 7. The Final Take-Home Assignment will require knowledge of all readings and class materials. Throughout the classes leading up to the Take-Home Assignments, students will receive information about how to prepare. Before each Take-Home Assignment is due, there will be a class in which we will complete a practice assignment. The Take-Home Assignment will be shared in class, allowing students to ask questions while they start working on it (see course schedule below).

Grading Breakdown

Assessment Tool	Due	Points	% of Grade
10 of 11 weekly quizzes about previous week's readings (lowest grade will be dropped)	Fridays 2pm (see course schedule)	100	40% (after dropping lowest)**
Midterm Take-Home Assignment	2pm on Fri 02/23	100	30%
Final Take-Home Assignment	2pm on Fri 04/26	100	30%
TOTAL		100 (weighted average)***	

** From the 11 weekly quizzes, your lowest grade will also be dropped, so 10 will count toward your final grade

*** Total grade is a weighted average: $(40\% * \text{average of 10 best quiz scores}) + (30\% * \text{midterm take-home assignment}) + (30\% * \text{final take-home assignment})$

Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Grading Timeline

Answers to weekly quizzes will be reviewed in the class after the quiz due date, when grades will become available as well. Take-Home Assignments will be graded and reviewed within about two weeks.

Course and University Policies

Late policy for Quizzes and Take-Home Assignments

Any Quiz or Take-Home Assignment received after the deadline but within 12 hours past the due date will receive a one full letter grade deduction (e.g. minus 10 points, from an B to a C). Quizzes or Take-Home Assignments received later than 12 hours but within 24 hours past the due date will receive two full letter grade deductions (e.g., minus 20 points, from an B to a D). Quizzes and Take-Home Assignments received after 24 hours will be treated as missing and receive zero points. The lowest grade for Quizzes will be dropped and not count toward the final grade.

In-class discussions and exercises (ungraded)

Classes will be held in person unless noted otherwise. In-class exercises and discussions are a crucial part of this course. They will help to prepare students for the weekly Quizzes and Take-Home Assignments. Class attendance and participation are therefore expected.

No make-ups or extra credit

Quizzes cannot be made up, but the lowest grade will be dropped. Students who miss a quiz or Take-Home Assignment due to illness need to contact the instructor with a doctor's note, to make further arrangements. USC athletes need to contact the instructor in the first week of class to make arrangements in case of conflicts. No make-up or extra credit assignments will be made available.

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 scientific misconduct, policy.usc.edu/scientific-misconduct.

Do not share or distribute notes, slides, or recordings

Distribution or use of notes, slides, or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media.

Course Schedule: A Weekly Breakdown

	Class date	Topics (by date). See reading list below. Bring electronic or paper copies to class	Assessment due
Make it understandable and useful	Week 1	<i>Introduction and how to read papers</i> (Mon 01/08) <i>Simplifying language</i> (Wed 01/10)	Quiz A due by Fri 01/12 2pm
	Week 2	<i>MLK Day – no class</i> (Mon 01/15) <i>Addressing risk perceptions and emotions</i> (Wed 01/17)	Quiz B due by Fri 01/19 2pm
	Week 3	<i>Helping people with low numeracy</i> (Mon 01/22 and Wed 01/24)	Quiz C due by Fri 01/26 2pm
	Week 4	<i>Being concrete</i> (Mon 01/29) <i>Using graphs</i> (Wed 01/31)	Quiz D due by Fri 02/02 2pm
	Week 5	<i>Communicating probabilities</i> (Mon 02/05) <i>Addressing knowledge and skill gaps</i> (Wed 02/07)	Quiz E due by Fri 02/16 2pm
	Week 6	<i>Addressing knowledge and skill gaps</i> (Mon 02/12) <i>Ungraded practice assignment 1: Designing and testing an intervention program</i> (Wed 02/14)	
	Week 7	<i>President’s Day – no class</i> (Mon 02/19) <i>Take-Home Assignment 1: Designing and testing an intervention program</i> (Wed 02/21)	Take-Home Assignment 1 due by Fri 02/23 2pm
Make it attractive	Week 8	<i>Using labels</i> (Mon 02/26) <i>Example narrative</i> (Wed 02/28)	Quiz F due by Fri 03/01 2pm
	Week 9	<i>Using narratives and frames</i> (Mon 03/04 and Wed 03/06)	Quiz G due by Fri 03/08 2pm
	Spring break: 03/10-03/17		
	Week 10	<i>Using financial incentives</i> (Mon 03/18) <i>Using non-financial incentives</i> (Wed 03/20)	Quiz H due by Fri 03/22 2pm
	Week 11	<i>Using peer comparisons and social norms</i> (Mon 03/25 and Wed 03/27)	Quiz I due by Fri 03/29 2pm
Make it easier	Week 12	<i>Using attention and commitment</i> (Mon 04/01) <i>Using temptation bundling</i> (Wed 04/03)	Quiz J due by Fri 04/05 2pm
	Week 13	<i>Setting defaults</i> (Mon 04/11 and Wed 04/13)	Quiz K due by Fri 04/19 2pm
	Week 14	<i>Changing environments</i> (Mon 04/15 and Wed 04/17)	
Week 15	<i>Ungraded Practice Assignment 2: Designing and testing an intervention program</i> (Mon 04/22) <i>Take-Home Assignment 2: Designing and testing an intervention program</i> (Wed 04/24)	Take-Home Assignment 2 due by Fri 04/26 2pm	

Course reading list (by date)

Week 1 Readings

Introduction and how to read papers (Mon 01/08)

Jordan, C.H. & Zanna, M.P. (1999). How to read a journal article in social psychology. In: R.F. Baumeister (Ed.) *The self in Social Psychology* (pp. 461-470). Philadelphia, PA: Psychology Press.

Make it understandable and useful: *Simplifying language* (Wed 01/10)

Bruine de Bruin, W., Rabinovich, L., Weber, K., Babboni, M., Dean, M., & Ignon, L. (2021). Public understanding of climate change terminology. *Climatic Change*, 167, 1-21.

Tait, A.R. et al. (2005). Improving the Readability and Processability of a Pediatric Informed Consent Document: Effects on Parents' Understanding. *JAMA Pediatrics*, 159, 347-352.

Week 2 Readings

MLK Day – no class (Mon 01/15)

Make it understandable and useful: *Addressing risk perceptions and emotions* (Wed 01/17)

Slovic, P. (1987). Perception of risk. *Science*, 236, 280-285.

Lefevre, C.E., Bruine de Bruin, W., Taylor, A.L., Dessai, S., Kovats, S., & Fischhoff, B. (2015). Heat protection behaviors and positive affect about heat during the 2013 heat wave in the United Kingdom. *Social Science & Medicine*, 128, 282-289.

Week 3 Readings

Make it understandable and useful: *Helping people with low numeracy* (Mon 01/22)

Schwartz, L.M., Woloshin, S., Black, W.C., & Welch, H.G. (1997). The role of numeracy in understanding the benefit of screening mammography. *Annals of Internal Medicine*, 127, 966-972.

Bruine de Bruin, W., McNair, S., Taylor, A.L., Summers, B., & Strough, J. (2015). 'Thinking about numbers is not my idea of fun': Need for cognition mediates age differences in numeracy performance. *Medical Decision Making*, 35, 22-26.

Make it understandable and useful: *Helping people with low numeracy* (Wed 01/24)

Peters, et al. (2017). Improving numeracy through values affirmation enhances decision and STEM outcomes. *PLOS One*, 12, 1-19.

Schapira, M.M. et al. (2001). Frequency or probability? A qualitative study of risk communication formats used in health care. *Medical Decision Making*, 21, 459-467.

Week 4 Readings

Make it understandable and useful: *Being concrete* (Mon 01/29)

Inwald, J., Bruine de Bruin, W., Yaggi, M., & Arvai, J. (2023). Public concern about water safety, weather, and climate: Insights from the World Risk Poll. *Environmental Science and Technology*, 57, 2075-2083.

Make it understandable and useful: *Using graphs* (Wed 01/31)

Bruine de Bruin, W., et al. (2023). Improving visualizations for climate change communications: Insights from interviews with policy makers and practitioners. *Manuscript under review*.

Fischer, H., van den Broek, K.L., Ramisch, K., & Okan, Y. (2020). When IPCC graphs can foster or bias understanding: evidence among decision-makers from governmental and non-governmental institutions. *Environmental Research Letters*, 15, 1-12.

Week 5 Readings

Make it understandable and useful: *Communicating probabilities* (Mon 02/05)

Fagerlin, A., Zikmund-Fisher, B.J., Ubel, P.A. (2007). “If I'm better than average, then I'm ok?": Comparative information influences beliefs about risk and benefits. *Patient Education and Counseling*, 69, 140-144

Budescu, D.V., Por, H.H., Broomell, S., & Smithson, M. (2014). The interpretation of IPCC probabilistic statements around the world. *Nature Climate Change*, 4, 508-512.

Make it understandable and useful: *Addressing knowledge and skill gaps* (Wed 02/07)

Morgan, M.G., Fischhoff, B., Bostrom, A., & Atman, A.J. (2002). Chapter 2: Our mental models approach. In: *Risk communication: A mental models approach*. pp. 19-31.

Bruine de Bruin, W., & Bostrom, A. (2013). Assessing what to address in science communication. *Proceedings of the National Academy of Sciences*, 110, 14062-14068.

Week 6 Readings

Make it understandable and useful: *Addressing knowledge and skill gaps* (Mon 02/12)

Downs, J.S., Murray, P.J., Bruine de Bruin, W., White, J.P., Palmgren, C. & Fischhoff, B. (2004). Interactive Video Behavioral Intervention to Reduce Adolescent Females' STD Risk: A Randomized Controlled Trial. *Social Science & Medicine*, 59, 1561-1572.

Ungraded Practice Assignment 1 (Wed 02/14)

Week 7 Readings

President's Day – No Class (Mon 02/19)

Midterm Take-Home Assignment (Wed 02/21)

Week 8 Readings

Make it attractive: *Using labels* (Mon 02/26)

Bruine de Bruin et al. (2023). Should we change the words we use for “climate change?” Manuscript under review.

Sleboda, P., Bruine de Bruin, W., Gutsche, T., & Arvai, J., (2023). *Don't say “vegan” or “plant-based”*: Food without meat and dairy is more likely to be chosen when labeled as “healthy” or “sustainable.” Manuscript under review.

Make it attractive: *Example narrative* (Wed 02/28)

Watch movie “The Day After Tomorrow”

Week 9 Readings

Make it attractive: *Using narratives* (Mon 03/04)

Leiserowitz, A. (2004). Day after tomorrow: Study of climate change risk perception. *Environment: Science and Policy for Sustainable Development*, 46, 22-39.

Betsch et al. (2011). The role of narrative vs. statistical information on perceiving vaccination risks. *Medical Decision Making*, 31, 742-753. [Focus on Experiment 1]

Make it attractive: *Using frames* (Mon 03/06)

Levin, I. & Gaeth, G.J. (1988). How consumers are affected by the framing of attribute information before and after consuming the product. *Journal of Consumer Research*, 15, 374-378.

Milkman, K. L., Gandhi, L., Patel, M. S., ... & Duckworth, A. L. (2022). A 680,000-person megastudy of nudges to encourage vaccination in pharmacies. *Proceedings of the National Academy of Sciences*, 119(6).

Week 10: Readings

Make it attractive: *Using financial incentives* (Mon 03/18)

Campos-Mercade et al. (2021). Monetary incentives increase COVID-19 vaccinations. *Science*, 374, 879-882.

Meeker, D., Knight, T., Childress, P., Aliyev, E. R., & Doctor, J. N. (2021). Combining a lottery incentive with protection against losing the lottery improves exercise adherence. *Behavioral Science & Policy*, 7(1), 27-38.

Make it attractive: *Using non-financial incentives* (Wed 03/20)

Samek (2019). Gifts and goals: Behavioral nudges to improve child food choice at school. *Journal of Economic Behavior & Organization*, 164, 1-12.

Bolderdijk, J.W., Steg, L., Geller, E.S., Lehman, P.K., & Postmes, T. (2013). Comparing the effectiveness of monetary versus moral motives in environmental campaigning. *Nature Climate Change*, 3, 413-416. [Focus on Study 3]

Week 11 Readings

Make it attractive: *Using peer comparisons and social norms* (Mon 03/25)

Bruine de Bruin, W., Parker, A.M., Galesic, M., & Vardavas, R. (2019). Reports of social circles' and own vaccination behavior: A national longitudinal survey. *Health Psychology*, 38, 975-983.

Terrier, L., & Marfaing, B. (2015). Using social norms and commitment to promote pro-environmental behavior among hotel guests. *Journal of Environmental Psychology*, 44, 1-15.

Make it easier: *Using peer comparisons and social norms* (Wed 03/27)

Handgraaf, M.J.J., Van Lidth de Jeude, M.A., Appelt, K.C. (2013). Public praise vs. private pay: Effects of rewards on energy conservation in the workplace. *Ecological Economics*, 86, 86-92.

Hallsworth et al. (2017). The behavioralist as tax collector: Using natural field experiments to enhance tax compliance. *Journal of Public Economics*, 148, 14-31.

Week 12 Readings

Make it easier: *Using attention and commitment* (Mon 04/01)

Doctor, J. et al. (2018). Opioid prescribing decreases after learning of a patient's fatal overdose, *Science*, 361, 588-590.

Meeker, D. et al. (2014). Nudging Guideline-Concordant Antibiotic Prescribing: A Randomized Clinical Trial, *JAMA Internal Medicine*, 174, 425-431

Make it easier: *Using temptation bundling* (Wed 04/03)

Milkman et al. (2013). Holding the Hunger games hostage at the gym: An evaluation of temptation bundling. *Management Science*, 60, 283-299.

Week 13 Readings

Make it easier: *Setting defaults* (Mon 04/11)

Watch video "Setting defaults for palliative care"

Make it easier: *Setting defaults* (Wed 04/13)

Chapman, G.B., Li, M., Colby, H., & Yoon, H. (2010). Opting in vs. opting out of influenza vaccination. *JAMA*, 304, 43-44.

Johnson, E.J., & Goldstein, D. (2003). Do defaults save lives? *Science*, 302, 1338-1339.

Week 14 Readings

Make it easier: *Changing environments* (Mon 04/15)

Kroese, F.M., Marchiori, D.R., de Ridder, D.T.D. (2015). Nudging healthy food choices: A field experiment at the train station. *Journal of Public Health*, 38, 133-137.

Aarestrup et al. (2016). Nudging hospital visitors' hand hygiene compliance. iNudgeyou

Make it easier: *Changing environments* (Wed 04/17)

Flanagan et al. (2021) Designing to minimize the administrative burden of trash disposal: Evidence from a randomized controlled trial in New York City public housing. *Journal of Behavioral Public Administration*, 4, 1-15.

Jackson, E.J., & Moreton, A. (2013). Safety during night shifts: A cross-sectional survey of junior doctors' preparation and practice. *British Medical Journal: Open*, 3, 1-6.

Week 15 Readings

Ungraded Practice Assignment 2 (Mon 04/22)

Chassin et al. (2015). Improving hand hygiene at eight hospitals in the United States by targeting specific causes of noncompliance. *The Joint Commission on Quality and Patient Safety*, 41, 4-12.

Final Take-Home Assignment (Wed 04/24)

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 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.