NURS 505
Clinical Practicum: Management of Adult Patients
4 Units

Instructor: Cynthia Sanchez
Email: sanc662@usc.edu
Telephone: cell 562 505-1974 office 213 740-3933
Course Days: various
Course Time:
Course Location: online
Office Hours:

I.   Course Co-Requisites
NUR 503

II.   Catalogue Description
This clinical practicum course is intended to prepare family nurse practitioner (FNP) students to provide primary health care to patients throughout the life span with a focus on the prevention of disease, health maintenance, and the diagnosis and management of patients with common illness.

III.   Course Description
This course provides advanced practice nursing students in the FNP track with a clinical experience to apply the theoretical concepts studied in Theory: Clinical Management of Adult Patients course. **The focus of this clinical experience is on the assessment of adult health status incorporating health promotion, health maintenance, and delivery of care strategies.** In addition, the clinical experience will foster skills in the planning and implementation of care for adults with an altered health status. The clinical experience may take place in a variety of practice settings.

IV.   Course Objectives
In this clinical practicum, the student will perform histories and physical examinations. The students will focus on the health prevention, health promotion, and diagnosis and management of patients with illnesses commonly seen in primary care. This clinical practicum will allow the student to integrate the theoretical knowledge obtained in their didactic courses with clinical practice in preparation to deliver high-quality, evidence-based primary care.

Upon completion of this clinical practicum the FNP student will be able to:

Objective #	Objectives
1	Perform an efficient health history and a relevant, orderly, and complete physical examination for the adult patient, as well as analyze data from the history and physical to prioritize interventions based on the severity and complexity of the health problems presented.
2	Diagnose medical alterations of the patient based on an understanding of pathophysiology, as well as an accurate interpretation of data from the history, physical exam, laboratory, and diagnostic tests.
3	Communicate and record accurate and concise findings related to patient care management while maintaining patient confidentiality throughout all aspects of the relationship.

4	Develop a comprehensive management plan, in partnership with the patient or the family, based on medical alterations of the adult patient, and evaluate plans of care.	
5	Provide health promotion and disease management for patients, families, and communities while taking into consideration culture, race, gender, spiritual beliefs, sexual orientation, social class, economic situations, and alternative healthcare practices using current guidelines.	
6	Implement safe, accessible, cost-effective, quality, evidence-based care utilizing the current healthcare system which includes interprofessional collaboration, referral, and co-management of patients where appropriate to provide effective care.	
7	Identify community and family support resources available to assist patients and their families while promoting self-advocacy.	
8	Evaluate their own performance, strengths, and weaknesses through written self-evaluation, preceptors' evaluations, and meetings with faculty while maintaining professional standards including responsibility, ethical practice, and accountability to the patient and their family.	

V. Course Format/Instructional Methods

This is a challenging and exciting online course, using both asynchronous and synchronous approaches. Students will be expected to be prepared, fully present, and actively involved during all phases of the course. It is also the expectation that students will either possess or have access to the necessary computer equipment (desktop computer with audio/video capability), software (Microsoft Word and Adobe Acrobat), and a reliable hard-wired Internet connection.

A primary care setting is the clinical practicum site. On-site preceptors utilize their clinical expertise to assist students with the integration of content and the development of clinical judgment as well as other relevant skills. Attendance and active participation during all phases of this course is mandatory. Students may start their clinical rotation in Week 1 and may end no earlier than Week 14. All students must complete an average of 14 hours of clinical per week. A total of 170 clinical hours AND a favorable clinical practicum evaluation is required for successful completion of this course.

VI. Student Learning Outcomes

Student learning for this course relates to one or more of the following nine nursing core competencies:

	Nursing Core Competencies	NURS 505	Course Objective
1	Scientific Foundation Competencies	*	6
2	Leadership	*	3,6
3	Quality	*	4, 6
4	Practice Inquiry	*	6
5	Technology and Information Literacy	*	5, 6, 7
6	Policy	*	6, 7, 8
7	Health Delivery System	*	5, 6, 7
8	Ethics	*	8
9	Independent Practice	*	1–7

*Highlighted in this course

VII. Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Learning Agreement	Week 1	C/NC

SOAP note	Week 4	5%
Episodic Clinical Write Up	Week 10	10%
Clinical Evaluation Tool	Week 7 & 14	50%
Group Project	Week 12	10%
Exam	Week 14	10%
Asynchronous and Synchronous Class Participation	Weekly	15%
Typhon	Weekly	C/NC

Each of the major assignments is described below. The case should be deidentified of any patient, preceptor, or clinical site information; cases must be Health Insurance Portability and Accountability Act (HIPAA) complaint.

Learning Agreement (credit/no credit must be submitted in as a single PDF document

Preceptor signed learning agreements with completed schedule must be uploaded to the LMS as a single PDF PRIOR to starting your clinical experience.

Due: <mark>Before starting clinical hours</mark>

This assignment relates to student outcome 4.

Clinical Write up

A written clinical write up from the student's clinical practicum will be due at Week 10 of this course. Students will identify a patient who came into their clinical site for an **episodic visit**. You are to use a patient that you have diagnosed with a new condition. You may use a patient returning for chronic disease follow up only if you are also diagnosing with a new condition (it can be related to their chronic diagnoses but it must be new). You may not use a patient with a previously diagnosed condition for your write up, you must be diagnosing with something new. **Students will use the clinical write up guideline and rubric as the organizing framework for this assignment.**

Due: Week 10

This assignment relates to student outcome 1,3,7 and 8

Group Project

Groups (two to three students per group) will be determined during the first few weeks of the course. Each group will be given a social determinant of health and will come up with a condition that it effects, and discuss how the SDoH effects pathophysiology and//or epidemiology, and treatment. The group will discuss interventions at the micro or macro level which will be presented to the class This is a group project, however, your grade will reflect your contributions and may not be the same grade assigned to others in the group.

Due: Week 12

This assignment relates to student outcome 1-3

Examination

This course has one exam. Content for each exam will be taken primarily from course asynchronous materials **and textbook readings**. Your faculty will inform you if any outside notes or resources are to be used for an exam . Prior to taking the exam, students will be expected to read and agree to adhere to an honor code and complete the pre-check.

Exams are to be taken online. All exams are password protected. Exam passwords will not be emailed. Exams taken before the test officially opens and after the test closes will not be scored.

All exams in this course will require students to deploy a software. This is a software system that automatically proctors student exams, verifies student identities throughout the exam, and provides instructors with brief video clips and screenshots if potential testing violations occur. It is fully integrated with the Learning Management System. However, students are required to complete a practice exam at the start of the semester to ensure the technology is setup properly on their computers. If students experience issues or have questions with the practice exam or with the software system in general, students should contact student support for help in advance of taking the exam.

To ensure a successful testing environment, students should:
- Choose a private location with no distractions
- Have nothing around that could make noise
- Set up proper lighting and ensure his/her face is clearly visible
- Not have food or drink
- Close all browser tabs and other programs
- Have only one keyboard, mouse, and monitor connected
- Not leave testing area/camera view during the exam
- Not take or use notes (unless specifically allowed by instructor)
- Not use or have nearby additional technology (phones, tablets, television, etc.)
- Not have other people in the room
- Have a hardwire connection
- Not use headphones or have headphones connected to your computer
- Not wear hats or have anything physically covering your face, **especially your ears**
- Not have any additional web browsers open

Students must be in a well-lit area, remain visible and on-camera for the entire duration of the exam.
 Student work area must be clear of all papers books and other materials. Cell phones MUST be turned off (not on silent or vibrate). **The use of headphones/headsets during exams is prohibited.** Any attempt to turn away from the camera or use of messaging or text to communicate in any will be considered a violation of the testing protocol resulting in a zero for the exam. Students without a valid test recording, with a questionable recording, or students who miss exam deadlines will receive a grade of zero for the exam. All exams are password protected. Students will have 72 hours to complete each exam.

The exam is a 40-question multiple choice exam. The exam is worth a total of 100 points. Once the exam has begun, you will have 60 minutes to complete this exam. More details will be given in class Each exam may only be taken once and must be completed in one session. Exams typically open Friday at 11:59pm and close Monday at 11:59 pm PST (PT). Adjustments to this schedule may be necessary during terms with school holidays.

Due: Week 14

This assignment relates to student outcome 1-8

Class Participation (15% of course grade)

In preparation for weekly synchronous class sessions, students are expected to complete and submit weekly class preparation assignments. These weekly asynchronous assignments/reflections/questions must be completed and submitted prior to class in order to receive credit. **In order to receive credit for your asynchronous course work, the module must be completed in its entirety prior to class. If your discussion question requires that you respond to a**

classmate and you do not, the most points you can receive will be 60 points. The first post for discussion questions is due by Monday, your response to a classmate is due before class that week.

A significant amount of time (online, synchronous) will be spent in groups discussing core course content. A variety of techniques will be used to assist in stimulating a more meaningful learning environment. In order to get the full benefit of the learning experience, it is the expectation that every student will fully prepare and participate. Active presence in class (synchronous sessions), along with preparation by having read and completed the assignments, and full participation in discussion and activities are essential for a quality student learning experience.

Class participation is based on attendance and participation in both asynchronous work and synchronous sessions and discussions. Class attendance is important. The presence (and absence) of students greatly affects the learning experience of others. If a student anticipates missing a class or is ill, he/she is expected to notify the instructor within 24 hours of the missed deadline or synchronous class session.

Clinical Practicum, Typhon and Evaluation

Students are expected to complete 170 clinical hours over the course of the semester. This averages to approximately 12-14 hours per week. Students MUST log ALL patient encounters (including observation) and clinical hours in the Typhon tracking system weekly. There is a ONE week window for entry. If the student misses this documentation period, he/she will not be able to use the clinical hours for the case logs that were not documented. Specific information regarding the Typhon system has been posted to the course documents.

Students may not start their clinical rotation until their Learning Agreement. However, students should begin corresponding and planning their clinical rotation with their preceptor as soon as placements are made. Students should have a minimum of 80 hours completed by midterm (Week 7).

Between Weeks 1 and 3, at Week 6 and Week 12 course faculty will reach out to each preceptor with the intent of obtaining formative feedback about each student's current clinical performance. If there are adjustments or issues that need to be addressed regarding student performance, students will be notified and a faculty-student (preceptor if needed) conference will be scheduled. The preceptor, student, and course faculty may meet at another time during the semester regardless of student performance as an additional opportunity for evaluation and feedback.

The clinical evaluation tool contains a grading system. This tool will be used to determine if the student meets or exceeds each clinical objective. All students/preceptors/faculty must complete the approved clinical practicum tool. A copy of this tool is located in the course documents. **The student and his/her preceptor are required to complete an evaluation at midterm (due Week 6) and a final evaluation upon completion of 170 clinical hours (due Week 14).**

Regardless of overall course grades, students must successfully pass the clinical practicum in order to successfully complete the course. An unfavorable/failing practicum evaluation will result in failure of the course. Course FNP faculty are a crucial part of the evaluative process and will make all final student decisions related to course/clinical progress, evaluation, and final course grading.

This assignment relates to student outcomes 1, 3, 5, 7, 8, and 9.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Assignments are due on the day and time specified by the faculty and will be graded according to a rubric. An extension for papers or other assignments will be granted only for serious extenuating circumstances with the permission of the faculty prior to the original due date. If the paper or other assignment is turned in late without prior permission, there will be an automatic deduction of 10% per day up to 5 days (i.e. 3 days late results in an automatic 30% deduction from the grade). After the 5th day, the late paper or assignment will receive an automatic 0. If a student receives a numerical grade of less than 75 on the assignment, the paper (without initial clinical faculty comments or student name) will be graded by one of the lead faculty. If the lead faculty assigns a numerical grade within five points of the grade by the initial faculty, the grade from the initial faculty will be the final grade. The student will not have access to the other grade or the associated comments. If there is more than a five-point difference between the lead faculty and the initial faculty grade, the two will meet to discuss differences. The agreed-upon grade will then be the final grade, and the student will receive the comments associated with the final grade.

VIII. Required and Supplementary Instructional Materials and Resources

Required Textbooks:

Title: Primary care: Art and Science of Advanced Practice Nursing – An Interprofessional Approach

Author(s): Dunphy, L. M., Winland-Brown, J., Porter, B., & Thomas, D.
Edition: 6th

ISBN 978-171964465

Title: Publication manual of the American Psychological Association
Author(s): American Psychological Association (2009)

Edition: 6th

ISBN 9781433805615

Recommended Textbooks

Title: Contraceptive Technology

Author(s): Hatcher, R., Trusell, J., Nelson, A., Cates, W., Stewart, F., & Kowal, D.
Edition: 21st

ISBN 13: 978-1732055605

Title: Clinical Guidelines in Primary Care
Author(s): Amelie Hollier

Edition: 3rd

ISBN: 9781892418258

Title: Seidel's guide to physical examination
Author(s): Ball, Dains, Flynn, Solomon, Stewart
Edition: 9th

ISBN number: 9780323481953

Title: Pharmacotherapeutics for Advanced Practice: A Practical Approach

Author(s): Virginia Poole Arcangelo, Andrew M. Peterson, Veronica Wilbur, Jennifer A. Reinhold
Edition: 4th

ISBN number: 9781496319968

Title: Porth's Pathophysiology: Concepts of Altered Health States
Author(s): Norris, T.L.

Edition: 10th

ISBN number: 9781496377555

Course Schedule—Detailed Description

Module 1: Scope and Practice of Nurse Practitioners	Week 1
Topics	
- Course introduction - Clinical tracking systems (Typhon) orientation - Library orientation and resources - Orientation to clinical including patient and preceptor etiquette	

• Scope of practice • Evidence based practice • Introduction to Social determinants of health • NP role in Health Promotion	

This module relates to course objectives 1-8

Websites

American Association of Nurse Practitioners. (n.d.). Clinical quality. Retrieved from https://www.aanp.org/practice/clinical-quality

American Association of Nurse Practitioners. (2015). NP fact sheet. Retrieved from https://www.aanp.org/all-about-nps/np-fact-sheet

Centers for Disease Control and Prevention. (2016). Health literacy. Retrieved from http://www.cdc.gov/healthliteracy/ https://health.gov/healthypeople/objectives-and-data/browse-objectives#social-determinants-of-health

Module 2: Coding and Documentation	Week 2
Topics	
• Types of visits: comprehensive, focused, procedural, and counseling visits • International Classification of Diseases, 10th edition (ICD-10) • Current Procedural Terminology (CPT) coding • Documentation	

This module relates to course objective 3.

Required Readings

Websites

Centers for Medicare & Medicaid Services (n.d.). Centers for Medicare and Medicaid Services. Retrieved from https://www.cms.gov/

Find-A-Code. (2015). Medical coding & billing made easy. Retrieved from https://www.findacode.com/ ICD10Data.com (n.d.). ICD10data.com. Retrieved from http://www.icd10data.com/

Centers for Disease Control and Prevention. (2014). Billing codes. Retrieved from http://www.cdc.gov/prevention/billingcodes.html

Module 3: Lab Tests, Screening and Genetics	Week 3	
Topics		
• Common tests, Sensitivity, Specificity, and Predictive Value • Genetic tests used to predict likelihood of future disease • Health promotion and screening efforts • Behavioral change theories • Behavioral change theories • Select conditions: Anemia and leukocytosis		

This module relates to course objectives 1-8.

Module 4: Health Promotion, Disease Prevention, and Treatment Guidelines	Week 4
Topics	
• United States Preventive Services Task Force recommendations • Advisory Committee on Immunization Practices adult immunization schedule • Treatment guidelines for commonly seen primary care chronic disorders • Behavioral change theories	

This module relates to course objectives 4,5 and 6.

Websites

American Heart Association (2021) Guidelines & Statements. Retrieved from https://professional.heart.org/en/guidelines-and-statements

Centers for Disease Control and Prevention. (2016). Adult immunization schedule. Retrieved from http://www.cdc.gov/vaccines/schedules/hcp/adult.html

Global Initiative for Chronic Obstructive Lung Disease (2016). Retrieved from https://goldcopd.org/copd-diagnosis-management-glance-desk-reference-2016/

Healthy People 2030. Social Determinants of Health. Retrieved from https://health.gov/healthypeople/objectives-and-data/browse-objectives#social-determinants-of-health

U.S. Preventive Services Task Force. (2016). Recommendations for primary care providers. Retrieved from http://www.uspreventiveservicestaskforce.org/Page/Name/recommendations

Module 5: Social Determinants of Health	Week 5
Topics	
• Health justice and health equity • Environmental racism • Marginalization of populations	

This module relates to course objectives 5 and 7

Websites

Healthy People 2030. *Social Determinants of Health*. Retrieved from https://health.gov/healthypeople/objectives-and-data/browse-objectives#social-determinants-of-health

Module 6: Ethics and Ethical Decision Making	Week 6
Topics	
• Brief history of bioethics • Advance directives • Ethical principles • Ethical decision-making	

This module relates to course objective 8.

Module 7: Trauma Informed Care and Difficult Encounter	Week 7
Topics	
• Difficult patient and provider characteristics • Situational issues that lead to a challenging encounter • Tips for how to manage encounters and trauma informed care	

This module relates to course objective 8.

Module 8: Prioritization and Time Management	Week 8
Topics	
• How to uncover and negotiate the patient agenda • Prioritization of multiple complaints • Managing multiple comorbidities	

This module relates to course objectives 1,4,5 and 7

Module 9: Interprofessional Collaboration	Week 9
Topics	

- Key principles of interprofessional healthcare
- Advantages and benefits of interprofessional collaboration
- Limitations and challenges of interprofessional collaboration
- Role clarification of other healthcare professionals

This module relates to course objectives 6 and 7

Module 10: Cost Conscious Care	Week 10
Topics	

- U.S. healthcare expenditures
- Defining overuse, overtesting, overdiagnosis, underuse, misuse, and misdiagnosis
- Shared decision-making
- Choosing Wisely recommendations
- Cost-effective treatment

This module relates to course objectives 5 and 6.

Module 11: : Screening, Brief Intervention, and Referral to Treatment (SBIRT)	Week 11
Topics	

- SBIRT training

This module relates to course objectives 1,4,6 and 7

Module 12: Radiology	Week 12
Topics	

- Review of diagnostic imaging tests: X-rays, MRIs, and CT scans
- Radiation-related risks
- ACR guidelines for headaches, low back pain, acute trauma to ankle/foot, and acute trauma to hand/wrist

This module relates to course objectives 2 and 6.

Module 13: Complimentary and Alternative Medicine	Week 13
Topics	

- Definition of *complementary alternative medicine* (CAM)
- Historical perspective and proposed policy recommendations
- Categories of CAM per the National Institutes of Health and the National Center for Complementary and Alternative Medicine (NCCAM)
- Evaluating the evidence
- Integrative health approaches
  - Commonly used supplements and other interventions
  - Risks/harms
  - Efficacy and safety considerations

o   Benefits and existing evidence
o   Toxicity and interactions

- Cost and other considerations (reimbursement issues)

This module relates to course objectives 4,5 and 6

Module 14: International Travel	Week 14
Topics	
- Components of a pretravel evaluation - Vaccine-preventable diseases - Nonvaccine-preventable diseases - Taking a travel history - Special populations - Traveler's diarrhea - Altitude sickness	

This module relates to course objectives 1,2,4,5 and 6

Module 15: Course Conclusion	Week 15
Topics	
Course Conclusion	

This module relates to course objectives 1-8

University Policies and Guidelines

IX. **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.

In this course you will have access to your Turnitin Report once you turn in an assignment, please check the similarity, change your assignment accordingly and resubmit. Your latest submission will be the one used for grading. 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.

X. **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.