

**SSCI 601a, Population, Health & Place Research
Practicum**

Units: 2

Term — Day — Time: Summer 2024 (Session 050) –
Mondays and Wednesdays– 10:00-11:50am

Location: DMC 107

Instructor: Robert O. Vos, Ph.D., GISP

Office: AHF B57G

Regular Office Hours: Mondays and Wednesdays, 9:00-
10:00 am Also available by appointment via email for in
person or remote meetings.

Contact Info: vos@usc.edu, 213-821-1311, see contact
page on D2L for Zoom Office Room.

Library Help: Andy Rutkowski

Office: LIPA B40-A

Office Hours: Thu 10 am-12 pm

Contact Info: arutkows@usc.edu

IT Help: Myron Medulla

Office: AHF B56B

Office Hours: By appointment

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

Course Scope and Purpose

The overarching goal of this course is to support Ph.D. students in Population, Health and Place (PHP) as you develop the skills to conduct interdisciplinary research. The Research Practicum, which is taken over consecutive summers (i.e., SSCI 601a followed in the next summer by SSCI 601b), targets the development of research skills by: (1) providing research experience through participation in supervised research projects prior to the dissertation; (2) involving students in conducting research early in their doctoral studies; (3) increasing the students' research skills; and (4) developing skills in communicating with an interdisciplinary audience – in writing journal articles, conference papers, extended abstracts, thesis proposals, grant proposals, and speaking at professional meetings.

As described in the PHP Program Handbook and below, the final assignment that stems from this course is either a draft review article or a draft empirical article suitable for submission to an academic journal. I anticipate you will use this course as a launching pad to start this article, which you will then finish during the remainder of your funded summer fellowship. When it is submitted in August it will go for review by PHP faculty from at least two of the three PHP disciplinary domains. This will be submitted via email to Dr. Darren Ruddell (druddell@usc.edu), the SSI Director of Graduate Studies. When you submit it, you will include a cover note identifying the journal it is targeted for and suggesting 2-3 potential reviewers from the PHP faculty list.

Learning Outcomes

On completion of this course, students will be able to:

- Discuss how to review literature using both systematic and conceptual approaches.
- Discover and review literature using either a systematic or a conceptual approach.
- Discuss how methodologies are integrated in research designs that straddle the intersection of population, health, and place.
- Integrate population science, public health, and spatial science theory and practice into research designs.
- Assess complex population science, public health, and geospatial data for fitness of use in research designs.
- Formulate and execute either a review article or an empirical study at the intersection of population, health, and place.
- Discuss strategies and develop insights for identifying dissertation topics and composing a PHP guidance committee.

On completion of the successor to this course, SSCI 601b, students will be able to:

- Write a draft of a dissertation proposal that would lead to either a monograph of publishable quality (i.e., suitable as a basis on which to gain a book contract with a

university press) or three manuscripts of publishable quality (i.e., suitable for publication as journal articles in peer reviewed journals or as refereed conference papers).

Prerequisite(s): None

Co-Requisite (s): None

Concurrent Enrollment: None

Recommended Preparation: Students must be enrolled in the USC PHP PhD program

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)

Diversity and Inclusion – I intend that students from all backgrounds and perspectives will be well served by this course, that students’ learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. I aim to present materials and activities that are respectful to everyone, and you are also expected to respect 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 yourself 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 is forbidden 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, 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).

Course Structure

This course is intended to help students along their research trajectories, not primarily to cover content or as a broadening experience. Therefore, relative to other courses in the PHP program, there will be a limited set of required readings and related assignments. Instead, the course will be devoted to reading about and discussing the research process itself, along with individually supervised work to set the foundation for either a review paper or an empirical paper. The course meets for the first 7 weeks of the summer. However, as fellowship support extends throughout the summer, the review or the empirical paper will be due at the end of the summer term.

The first two learning objectives listed above aim at building skills and knowledge about how to research and write a review paper or the related work section of an empirical paper. To facilitate this, we will discuss your research interests, analyze published review articles, and discuss the research and writing process behind such manuscripts. For those who choose to write a review paper during the summer, one specific goal is to set a firm foundation of literature under your own research interests. You should aspire to synthesize and develop existing research designs and methods in population, health, and place to create a new, interdisciplinary frame to solve an important public health problem.

The next four learning objectives above aim at building skills and knowledge about how to conduct interdisciplinary empirical work in population, health, and place for all students. Whether or not students choose to write an empirical paper, it is worthwhile to inform your research interests with a discussion of various data gathering techniques/processes and exploration of available data. To facilitate this, we will discuss various data sources and fitness-of-use for different purposes. We will discuss your research interests, analyze published empirical articles, and discuss the research and writing process behind such manuscripts. For those who choose to write an empirical paper, specific goals may vary slightly. When research can be conducted with existing datasets, you will explore datasets in an area of dissertation interest and practice data processing and analysis techniques. If new data needs to be gathered, then you might develop and test qualitative or quantitative instruments. You should

aspire to creatively link data and techniques from two or more of fields of sociology/demography, spatial sciences, and public health to assess or solve an important public health problem.

Substantial time will be devoted to assisting students with formulation of the review paper or empirical paper. The expectation is that achieving one of these two goals will help you move forward towards your PHP Ph.D. degree. In general, this course will give you the opportunity to talk about your research with other scientists and among yourselves, to help clarify the specific hypotheses or research questions you want to explore, to practice relevant methods, and to position your work in the literature.

The last learning objective aims to help you organize your dissertation topic and guidance committee. To place your work on either a review or an empirical paper in the context of the long-term goals in your Ph.D. program, you will write an individual learning contract. In this document, you will declare activities and goals through May 15, 2024, leading up to the recruitment of your guidance committee and SSCI 601b. The learning contract will include goals and activities leading to a dissertation prospectus or précis and establishing a guidance committee.

This class can only work as intended if research goals are rapidly developed. By not later than the end of Week 6, I will expect you to commit to either a review paper or an empirical paper. Also, by not later than the end of Week 6, I will ask you to have identified **one PHP faculty member** (beyond the SSCI 601a course instructor) to advise you on either a review paper or an empirical paper. Given that many of you have some significant training in one of the PHP fields already, I would suggest that it might be a good idea to select this faculty member from one of the fields with which you are least experienced, so long as their specific background and skills is a good complement to your research interests. The engagement with this faculty member can range from general advice to direct engagement in an existing empirical research project. At a minimum, this faculty member will be a sounding board for the research and writing process.

Whether you write a review paper or an empirical paper, we will discuss how to identify a target journal for publication and the peer review process. You should aspire to submit either a review paper or an empirical paper to a journal by sometime during the Fall 2024 semester. It is reasonable to suppose that you might choose to ask one or more PHP faculty members to co-author a revised manuscript for submission.

Technological Proficiency and Hardware/Software Required

The modeling software and geospatial data required for research projects will be accessed using computing resources provided by the Spatial Sciences Institute.

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 materials to be handed in will be submitted via D2L. It is each student's responsibility to stay informed about what is going on in our course. In addition to email about time-sensitive topics, any important announcements will be posted as an announcement and emailed out from D2L. Be sure to check these each time you log onto D2L. Please be sure that you read as soon as possible all email sent from D2L or from me. Also, double check to be sure that email sent from the USC D2L does not go into your junk mail!

Required Readings and Supplementary Materials

The following three textbooks are required for this class; these are available from online outlets such as Amazon. Please acquire these books before the start of the course because reading assignments from these are required starting at the first session:

1. Guest, G. and E.E. Namey. 2015. *Public Health Research Methods*. Thousand Oaks, CA: Sage Publications, Inc. (~\$100 hard cover, ISBN: 978-1-4522-4133-3 and ~\$50 e-book, ISBN 978-1-4833-1142-5) (also available for free online at the USC libraries)
2. Montello, D.R., and P.C. Sutton. 2013. *An Introduction to Scientific Research Methods in Geography and Environmental Studies*. 2nd ed. Los Angeles, CA: Sage. (~\$39 paper; ISBN-10: 1412902878)
3. Turabian, K.L., W.C. Booth, G.G. Colomb, J.M. Williams, J. Bizup, and W.T. Fitzgerald. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago, IL: University of Chicago Press. (~\$10 paper; ISBN-13: 978-0-226-430577)

Chapters from these required books will be used as indicated on the course schedule. In addition, supplemental articles and book chapters are listed for most class sessions and will be made available on D2L under the Readings tab.

On the Course Schedule, each reading is labeled in one of three categories with expectations as described below:

- **All** – All students will read in detail and be prepared to engage in a discussion led by the instructor or a guest scholar.
- **Assigned** – One student will be assigned to read and present this reading in detail with the expectation that other students will have familiarity suitable for a general discussion during seminar.
- **Optional** – One student may choose to read and present this reading in detail if it suits his or her interests and needs.

Description and Assessment of Assignments

Students must make good effort to achieve the learning objectives goals of the course, stay abreast of course readings, and participate in class discussion on a regular basis.

Class Participation – 1 worth 10 points. A class participation grade for the semester will be assigned based upon how actively students engage in the course, with the instructor, with guest scholars, and with fellow students.

Lead Discussion of Readings – 3 worth a total of 30 points. Students will read, present, and raise questions for discussion of selected assigned or optional weekly readings. For these readings, students will provide a brief written outline or outline on a slide deck for classmates to follow during their presentation. Specific assignments will be determined at the first meeting of the class. When leading discussions of seminar readings, students should strive to address the following aspects of the reading:

1. Central theme – Organize your presentation in terms of central themes or main points in the readings you are covering. Please relate the reading to methodological themes in the course and describe how ideas in the reading have been applied in other research you have read at the intersection of population, health, and place.
2. Interdisciplinary connections – Think of the central themes in terms of how they inform the intersection of the population, health, and place. If the method being described comes primarily from geography, sociology, or public health explain how it might be used in coordination with the other disciplines.
3. Critical Evaluation – Carefully assess the ideas in the reading and think about how the reading might or might not apply to research tasks at hand for yourself or others in the course. Describe how it does or does not inform your own research.
4. Questions – Raise questions for discussion and ideas needing clarification.

Model Review Article Evaluation - 1 worth 15 points. Students will choose a review article in area of potential dissertation interest. Students will evaluate this article by “reverse engineering” its outline and comparing it against the practices for literature reviews discussed in our course and the style guide and stated standards of the journal in which it appeared.

Draft Learning Contract – 1 worth 5 points. To create a firm basis for further discussion, students will individually author a short briefing paper that expresses their choice for either a review or empirical paper and their initial plan for accomplishing this during the summer, including the faculty advisor they have identified.

Model Empirical Article Evaluation -1 worth 15 points. Students will choose an empirical article in area of potential dissertation interest. Students will evaluate this article by “reverse engineering” its outline and comparing against the best practices for research design and scientific communication discussed in our course and the style guide and the stated standards of the journal in which it appeared.

Revised Learning Contract – 1 worth 20 points. To create a foundation for writing either a review or an empirical paper, students will provide a description of the purpose and scope of the article. In the case of the review paper, students will provide an abbreviated annotated bibliography of a minimum set of initial sources. In the case of an empirical paper, students will provide a data exploration. Students will also provide a plan with activities and goals through May 15, 2022, leading up to the recruitment of your guidance committee and SSCI 601b

Review or Empirical Paper Preliminary Presentation –1 worth 5 points. Students will give a short slide presentation outlining their research plan for the summer and suggesting main claims they may make in either their review or empirical paper.

Review or Empirical Paper Written Draft – 1 worth 0 points. Students will provide a written draft of the review or empirical paper in the style and length of an identified target journal. Because this assignment is due at the end of the general Spatial Sciences Institute summer term, rather than the end of the course, it is ungraded. However, it is key for students to present this to ensure timely progress toward the qualifying proposal and ultimately toward completion of the dissertation itself and the deadline is also in the PHP student handbook.

Grading Breakdown

The following table summarizes the SSCI 601a course assignments and their point distribution:

Assessment	Number	Points Each	Total Points
General Assignments			
Class Participation	1	10	10
Lead Discussion of Readings	2	15	30
Model Review Article Evaluation	1	15	15
Model Empirical Article Evaluation	1	15	15
Draft Learning Contract	1	5	5
Revised Learning Contract	1	20	20
Review or Empirical Paper			
Preliminary Presentation	1	5	5
Written Draft	1	N/A	N/A
Total			
	16	-	100 points

Grading Scale

Assignments in this and other SSCI courses, are graded on a percentage of the total points available for a given assignment. The grading scaled corresponds to letter grades where A is exemplary, B is very good, C is satisfactory, D is unsatisfactory, and F is failing. Final letter

grades are assigned according to the total points earned in the course using standard rounding rules. The grading scale is as 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 according to deadlines listed there in the weeks specified on the Course Schedule below.

Additional Policies

Students are expected to attend and participate in every class session and to complete and upload all assignments before the deadlines detailed in the Course Schedule. Late work will be assessed a penalty of 10% per day and zero grades will be assigned for work that is more than one week late.

Schedule

	Topic	Readings and Assignments	Deliverables/Due Dates
Week 1 5/15	Introduction Introduction to the course, including individual meetings for the draft learning contract (as needed).	Guest & Namey (2015), Ch. 1 (All) Guest & Namey (2015), pages 723-746 (All) Turabian et al. (2013), Ch. 1-2 (All)	
Week 2 5/20	Research Design: Overview of principles and major types of research design for empirical work on population, health, and place. Discussion or individual meetings on the draft learning contracts (as needed).	Guest & Namey (2015), Ch. 2 (All) Montello & Sutton (2013), Ch. 1-2 & 8 (All) Turabian et al. (2013), Ch. 5 (All)	

	Topic	Readings and Assignments	Deliverables/Due Dates
<p>Week 2 5/22</p>	<p>Literature Review (I): A discussion of systematic literature reviews and bibliometrics.</p> <p>A discussion of your model review article evaluations</p>	<p>Arcaya et al. 2016. "Research on Neighborhood Effects on Health in the United States: A Systematic Review of Study Characteristics." <i>Social Science and Medicine</i> 168: 16-29. (Assigned)</p> <p>PRISMA Checklist: http://www.prisma-statement.org (Optional)</p> <p>Cochrane Overview Training for PRISMA https://www.youtube.com/watch?v=Y-fu00PSm9o (Optional)</p> <p>Sweileh et al. 2018. "Bibliometric Analysis of Global Migration Research in Peer-Reviewed Literature (2000-2016)." <i>BMC Public Health</i> 18: 777. (Assigned)</p>	<p>Model Review Article Evaluation (Draft for Class Discussion)</p>
<p>Week 3 5/27</p>	<p>Memorial Day Holiday (No Class Meeting)</p>		
<p>Week 3 5/29</p>	<p>Literature Review (II): A discussion of the centrality and importance of literature review and the conceptual review approach.</p> <p>A discussion of conceptual reviews and the research process with a PHP faculty member.</p>	<p>Boote, D. and Beile, P. 2005. "Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation." <i>Educational Researcher</i> 34(6): 3-15. (All)</p> <p>Hart, C. 1998. <i>Doing a Literature Review: Releasing the Social Science Imagination</i>. Thousand Oaks, CA: Sage Publications, Inc. Ch. 1-4. (Two Assigned Presentations)</p> <p>Schwartz et al. 2010. "Rethinking the Concept of Acculturation: Implications for Theory and Research." <i>American Psychologist</i> 65(4): 237-251. (All)</p>	<p>Draft Learning Contract</p>
<p>Week 4 6/3</p>	<p>Quantitative Social Science: A discussion of quantitative methods and data sources that social scientists typically deploy to examine one or more aspects of human well-being across place and space.</p> <p>A discussion of empirical research and the research process with a PHP faculty member.</p>	<p>Guest & Namey (2015), Ch. 9 (All) Guest & Namey (2015), Ch. 14 (Optional)</p> <p>Spielman, S.E. and Folch, D.C. 2016. "Reducing Uncertainty in the American Community Survey through Data-Driven Regionalization." <i>PLoS ONE</i> 10(2): e0115626. (Assigned)</p> <p>Zhou et al. 2023. "Association of Nativity with Survival among Adults with Hepatocellular Carcinoma." <i>Journal of the National Cancer Institute</i> djad067. (All)</p>	<p>Model Review Article Evaluation (Final Draft for Grading)</p>

	Topic	Readings and Assignments	Deliverables/Due Dates
<p>Week 4 6/5</p>	<p>Data Use and Collection: A discussion of different types of data, as well as sampling and means of collecting and using data for research in population, health, and place.</p> <p>A discussion on the use of secondary data with a PHP faculty member.</p>	<p>Montello & Sutton (2013), Ch. 9 (All) Guest & Namey (2015), Ch. 17 (All) Guest & Namey (2015), Ch. 12-13 (Assigned) Montello & Sutton (2013), Ch. 4-6 (Assigned)</p> <p>Guadamaz, J.S., et al. 2021. "Fewer Pharmacies in Black and Hispanic/Latino Neighborhoods Compared with White or Diverse Neighborhoods, 2007-15" <i>Health Affairs</i> 40(5): 802-811. (All)</p>	
<p>Week 5 6/10</p>	<p>Spatial Sciences Research: A discussion of existing social and physical spatial data and spatial methods for deriving health data, and how these may be used in conjunction with health studies.</p> <p>Discussion on executing spatial epidemiology research in the federal government with a USC PHP alumnus.</p>	<p>SSI Core Geospatial Datasets (All)</p> <p>Miller, H. and Goodchild, M.F. 2015. "Data-driven geography." <i>GeoJournal</i> 80: 449-461. (All)</p> <p>Guest & Namey (2015), Ch. 5 (Optional) Guest & Namey (2015), Ch. 20 (Optional) Guest & Namey (2015), Ch. 21 (Optional)</p> <p>Leyk et al. 2019. "The Spatial Allocation of Population: a review of Large-Scale Gridded Population Data Products and their Fitness for Use." <i>Earth System Science Data</i> 11: 1385-1409. (Assigned)</p> <p>Tatalovich, Z. and Stinchcomb, D. 2019. "Creating Maps and Mapping Systems for Cancer Control and Prevention." In D. Berrigan and N.A. Berger (Eds.), <i>Geospatial Approaches to Energy Balance and Breast Cancer</i> (pp. 59-79). Energy Balance and Breast Cancer, Vol. 15. Cham, Switzerland: Springer. (All)</p> <p>Please also view this website: https://gis.cancer.gov/tools/data_sources.html</p>	

	Topic	Readings and Assignments	Deliverables/Due Dates
Week 5 6/12	<p>Mixed Methods and Community-Based Research: Overview of the application of qualitative methods in PHP research and ways to promote co-learning among researchers, public health professionals, and communities.</p> <p>Building and Maintaining Scientific Reputation: A discussion of the ways in which scholars can build and sustain a stellar scientific reputation in an interdisciplinary context, including writing and presentation styles.</p>	<p>Guest & Namey (2015), Ch. 15 & 19 (All) Guest & Namey (2015), Ch. 4 (All)</p> <p>Balazs, C.L. and Morello-Frosch, R. 2013. "The Three R's: How Community Based Participatory Research Strengthens the Rigor, Relevance, and Reach of Science." <i>Environmental Justice</i> 6(1): 1-11. (All)</p> <p>Pulido, L., and Pastor, M. 2013. "Where in the World is Juan – and what Color is He? The Geography of Latina/O Racial Identity in Southern California." <i>American Quarterly</i> 65(2): 309-341. (Assigned)</p> <p>Bourne, P.E. and Barbour, V. 2011. "Ten Simple Rules for Building and Maintaining a Scientific Reputation." <i>PLoS Computational Biology</i> 7(6): e1002108. (All)</p> <p>Yi et al. 2019. "Methodologies for Assessing Contextual Exposure to the Built Environment in Physical Activity Studies: A Systematic Review." <i>Health and Place</i> 60: 10226. (All)</p>	Model Empirical Article Evaluations
Week 6 6/17	<p>Public Health Research: An overview of research from USC's Southern California Environmental Health Sciences Center (https://scehsc.usc.edu) and USC's Institute on Inequities in Global Health (https://globalhealth.usc.edu)</p> <p>Discussion on global health and human rights research with a PHP</p> <p>Research Ethics (Start)</p>	<p>Gauderman et al. 2015. "Association of Improved Air Quality with Lung Development In Children." <i>New England Journal of Medicine</i> 372(10): 905-913. (All)</p> <p>Ferguson et al. 2018. "Assessing Changes In HIV-Related Legal and Policy Environments: Lessons Learned from Multi-Country Evaluation." <i>PLoS ONE</i> 13(2): e0192765. (All)</p> <p>Guest and Namey (2015), Ch. 3 (Assigned) Montello & Sutton (2013), Ch. 14 (Assigned) (Both chapter above count as 1 presentation)</p>	
Week 6 6/19	Juneteenth Holiday (No Class Meeting)		

	Topic	Readings and Assignments	Deliverables/Due Dates
Week 7 6/24	<p>Research Ethics (Finish): A discussion exploring the ethical aspects of research designs, subject recruitment, and data collection, as well as the requirements to safeguard privacy, confidentiality, and related protections.</p> <p>Final Presentations: Student presentations of work completed to date on the review or empirical papers according to the learning contracts.</p>	<p>Nelson, T.A., Goodchild, M., and Wright, D.J. 2022. "Accelerating Ethics, Empathy, and Equity in Geographic Information Science." PNAS 119(19): e2119967119. (Assigned)</p> <p>USC Health Sciences Review Board (HSIRB), https://oprs.usc.edu/hsirb/</p> <p>USC University Park Institutional Review Board (UPIRB), https://oprs.usc.edu/upirb/</p>	<p>Revised Learning Contract</p> <p>Review Article Preliminary Presentations (at class)</p>
PHP Handbook Year 1 Deadline 8/15	<p>Review Article or Empirical Paper Feedback: You will receive feedback from the instructor and designated USC PHP faculty at the beginning of the Fall 2024 semester.</p>	<p>Submit review or empirical article via email to vos@usc.edu no later than 11:59 p.m. 8/15/24.</p>	<p>Review Article or Empirical Paper</p>

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.