

PPD 518: QUALITY OF CARE CONCEPTS

Summer 2024, 2-units, RGL 215



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The mission of the USC Sol Price School of Public Policy is to improve the quality of life for people and their communities, here and abroad. We achieve this mission through education and research that promote innovative solutions to the most critical issues facing society.

My goal for this class and every class that I teach is to prepare you to get a great job and have a successful career in healthcare. This is not a theoretical class. I have worked in healthcare for over twenty years for multiple Fortune 500 healthcare companies, and we will discuss the real-life challenges that I faced every day in quality care trying to deliver great patient care, while managing costs and keeping my patients out of the hospital.

In Class Dates & Times		
Friday, May 31, 2024	2:00 p.m. – 7:00 p.m.	RGL 215
Saturday, June 1, 2024	9:00 a.m. – 3:00 p.m.	RGL 215
Saturday, June 29, 2024	9:00 a.m. – 3:00 p.m.	RGL 215
Friday, July 26, 2024	2:00 p.m. – 7:00 p.m.	RGL 215
Saturday, July 27, 2024	9:00 a.m. – 3:00 p.m.	RGL 215

COURSE DESCRIPTION

This course is an introduction to healthcare quality of care. The course examines the state of healthcare quality including many different types of quality issues. The course also reviews tools and processes to improve healthcare quality and many different approaches used in the various healthcare venues.

LEARNING OBJECTIVES

- Using Bloom's Taxonomy in developing course learning objectives:

Course Learning Objectives	Cognitive/Affective	Level
1. Understand the types and complexities of quality issues.	Cognitive	Application
2. Understand the use and importance of measurement in quality improvement.	Cognitive/ Affective	Application/ Receiving
3. Plan a quality improvement project.	Cognitive	Syntheses

- Graduates of the USC Price MHA program will demonstrate 15 core competencies, organized by 6 domains. The main purpose of this competency-based curriculum is to help faculty and students focus on the key knowledge, skills and abilities that students need to develop overall and within each course while they are enrolled in the MHA program so they can succeed in the workforce once they graduate. The following competency levels indicate what is expected of students to achieve for the competencies this course emphasizes.
 - Beginning (B)** - Recall facts and basic concepts and be able to explain their meaning.
 - Intermediate (I)** - Integrate ideas and draw connections between them. Use information in new situations.
 - Advanced (A)** - Justify a decision or position and produce new or original work.

MHA Competency	Level (B/I/A)	Course Objective(s)	Assessment Methods
Domain 1: Knowledge of Health Care Environment			

1.1 Demonstrate knowledge of established and evolving issues in health care, and the ability to apply this knowledge to diverse health organizations.	Intermediate	1	Individual Presentations, Team Projects
Domain 2: Critical Thinking and Analysis			
2.1 Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner.	Intermediate	3	Team Project, Individual Presentations
2.2 Apply complex concepts, develop creative and innovative solutions or adapt previous solutions in new ways.	Advanced	3	Team Projects
2.3 Demonstrate the ability to consider business, demographic, ethno-cultural, political, and regulatory implications of decisions, and to develop strategies that improve the long-term success and viability of the organization.	Advanced	1,3	Team Projects, Article Reviews
Domain 3: Business and Management Knowledge			
3.1 Understand and use the formal and informal decision-making structures in healthcare organizations and the healthcare industry and demonstrate ability to analyze and improve an organization's processes.	Beginning	1-3	Case Study, Group Project, Peer Evaluation
3.2 Understand and use administrative and clinical decision support tools in process and performance improvement	Beginning	2	Team Projects
3.3 Understand and use the formal and informal decision-making structures in health care organizations and the health care industry, and the ability to analyze and improve an organization's processes.	Beginning	2	Team Projects
Domain 4: Policy and Community Advocacy			
4.2 Align one's own and the organization's priorities with the needs and values of the community.	Intermediate	1,3	Article Presentations, Team Projects
Domain 5: Communication			
5.1 Demonstrate the ability to facilitate a group, and to prepare and present cogent business presentations.	Intermediate	3	Case Study, Group Project, Peer Evaluation
5.2 Demonstrates the ability to persuade others to support a point of view, position, or recommendation, while assessing and responding to the feelings and concerns of others.	Intermediate	3	Article Presentations, Team Projects
Domain 6: Leadership			
6.1 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	Intermediate	2-3	Group Project, Peer Evaluation
6.2 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	Intermediate	3	Team Projects

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Class Preparation and Participation	Weekly	5%
Homework/Case-studies	Weekly	10%
Group Case-Study Analysis	6/29/24	15%
Case-Study Presentation	4/5/2024	10%
Group Project	4/6/2024	25%
Final Presentation	4/6/2024	10%
Final Exam	???	25%
TOTAL		100%

REQUIRED TEXT

The Healthcare Quality Book – Vision, Strategy and Tools – Nash, David et al. (5th Edition) HAP/AUPHA Press

CLASS ASSIGNMENT DESCRIPTIONS

Class Preparation and Participation: Class discussions by all students contribute to the overall learning experience. The quality of these discussions is based upon each student's preparation prior to class and active engagement in the exchange of thoughts, concepts and ideas. Each student is expected to have completed all readings and assignments prior to each scheduled class or weekly discussion. Full class attendance is expected since we only meet 5 times. Attendance will count towards participation grade.

Effectiveness of In-Class Exercises and Participation

The class will be highly participatory and include a combination of lecture, discussion and in-class exercises. At various times, students will be organized into teams to discuss issues more in-depth or to address specific issues relevant to management of managed care. Teams will be asked to present to the larger group or to facilitate discussions with the full class. Additionally, students will be asked to prepare questions and participate in discussions with outside lecturers for on-site or internet-based learning.

Case-Study Analysis

Run 5-step Marshall case-study process below – **post copy of notes to Brightspace before class in any format** - want to see process. Groups will be created by case-study assigned to students. **I'm grading your analytic skills and your ability to present the most important information.**

Marshall Case-Study Method

1. Read and examine the case thoroughly – Uncover the various potential problems, challenges & opportunities.
2. Take notes, highlight relevant facts, underline key problems. Select most critical problem(s), challenge(s) and/or opportunity(s). Prioritize.
3. Create a multitude of potential solutions. Focus your analysis. Identify two to five key problems. ...
4. Select the Best Solution. Choose the solution(s) that has the potential to be the most effective.
5. Translate your solution(s) into an effective implementation plan. Plan should consist of concepts learned from textbook.

Case-Study Presentation

Students will present case-study analysis assigned by professor. You will use the Marshall Case-Study Method above. Presentations will be timed and no longer than 5 minutes. Each group will have to decide who presents and what content should be presented in the allotted time. Students will be cut-off at the 5-minute mark and timing will be part of your grade. You must practice your presentations out loud to meet the timing requirements. This will be great practice for your final group projects and more importantly will start to train you to give better presentations at your jobs. No slides or props will be used. This will help you not use slides as a crutch because you will have to present on the job without slides.

End of Chapter Case-Study Analysis Homework

After your group case-study analysis projects, you will be assigned a few end of chapter case studies to analyze to continue to sharpen your skills. Run the 5-step Marshall case-study method – **post copy of notes to Brightspace before due date** – still just want to see process. Groups are encouraged – 5 student maximum (one for each step – work must be cohesive). **Remember, I am grading your analytic skills and your ability to present the most important information.**

Quality Team Project – Model & Tools

Groups will be assigned randomly to tackle a quality issue problem in healthcare. You will use a Quality Improvement Model from your book to identify and analyze the quality issue. As your book describes, “quality improvement models focus on the design of quality improvement efforts. These quality improvement models address the complexities involved in the process and structure the approach to health system improvement.” (13) Once you apply your model to the problem, then I want you to use one of the quality improvement tools in your book to solve the problem. “Quality improvement tools are the tangible materials and activities that take the design from an abstract concept to a concrete structure. In quality improvement, different tools have different functions and are used at distinct stages of the quality improvement process.” (17) This project will show your understanding of the complexity involved in quality improvement management.

Quality Improvement Models

1. Identify the problem
2. Define the problem
3. Measure current performance
4. Analyze the data to understand causes
5. Develop and implement an improvement strategy
6. Measure the effect of the intervention
7. Modify, maintain, or spread the intervention

Quality Improvement Tools (organized into 7 categories)

1. Cause analysis
2. Evaluation and decision making
3. Process analysis
4. Data collection and analysis
5. Idea creation
6. Project planning and implementation
7. Knowledge transfer and spread techniques

You will submit an executive summary that summarizes your project and supports your presentation. The definition of summary is a **BRIEF** statement or account of the main points of something. We will go over in class how to write an executive summary and part of your final project grade will be based on this lecture. The report should include research, analysis and conclusions. It should stand on it's on, so I can use to grade your projects. In other words, I should be able to read it without your presentation (verbal or written) and understand the entire project. You only need one copy for each group.

Students should get final project ideas to me no later than **July 7, 2024**. Team members will communicate between intensive sessions to address issues, review material and prepare for a final presentation on July 27th.

Presentations: Every person in a group should present and have equal airtime. Each group will have **10 minutes** to present your ideas and timing will be part of your grade. This is a skill you will need throughout your career. Mastering effective presentations will differentiate you from your peers. If you use PowerPoint, you must follow these guidelines:

1. PowerPoint slides should have bullets to support your conversation, not paragraphs. Slides are guides for speakers, not reading material for audiences.
2. You should not be reading slides – the bullets should act as your guide and trigger ideas. This means you will have to rehearse and practice out loud. Practicing to yourself is NOT the same!
3. PowerPoint slides should be professional, uniform, grammatically correct and readable.
4. You should have no pixelated images in your presentation – if you can't get a good quality image then don't use it!

You will need to rehearse your presentations out loud using the technology and practicing as a group.

PPD 600 COURSE OUTLINE

WEEK	READINGS AND HOMEWORK
Week 1: May 15-19	Part 1 - Introduction <ul style="list-style-type: none"> • Read Healthcare Quality Book (HQB): Chapter 1. Overview of Healthcare Quality, Chapter 2. Quality Improvement Models and Frameworks for Excellence • Read “To Err Is Human: Building a Safer Health System” executive summary
Week 2: May 20-26	<ul style="list-style-type: none"> • Read HQB: Chapter 3. Variation in Medical Practice and Implications for Quality, Chapter 4. Statistical Tools for Quality Improvement • Read “Crossing the Quality Chasm” pages. 1-43

<p>Week 3: May 27-Jun 2 In-Class Session May 31 2 pm – 7 pm Classroom: RGL 215</p>	<p>First In-Class Sessions will include:</p> <ul style="list-style-type: none"> • Introduction to the course, learning objectives, class culture • Student introductions and discussion of your healthcare experience and interests • Expectations of the class including expectations for the team project • Brightspace is new for everyone – we will trip through together! • Finalize Exam Dates – schedule Midterm & Final • Writing for business vs. writing for academia • Providing quality of care through leadership and courage • Fundamentals of quality improvement • State of healthcare quality in America • Quality of care and affordable care act
<p>Week 3: May 27-Jun 2 In-Class Session Jun 1 9 am – 3 pm Classroom: RGL 215</p>	<p>Second In-Class Sessions will include:</p> <ul style="list-style-type: none"> • Use first case-study in book to analyze as a class on whiteboard • Medicare STARS Program • Improving Patient and Provider Experience • How to write an executive summary • Healthcare Quality at Optum • Delegated Model and QI at the Medical Group Level • Quality Medicaid Program
<p>Week 4: Jun 3-9</p>	<p>Part 2 – Essential Quality Topics</p> <ul style="list-style-type: none"> • Read HQB: Chapter 5. Safety Science and High Reliability Organizing • Book case-study will be assigned to students for presentation on June 29
<p>Week 5: Jun 10-16</p>	<ul style="list-style-type: none"> • Read: HQB – Chapter 6. Health Equity and Diversity • Assignment: Case-Study Analysis
<p>Week 6: Jun 17-23</p>	<ul style="list-style-type: none"> • Read HQB: Chapter 7. Population Health • All groups schedule time with professor during this week to discuss case-study presentations
<p>Week 7: Jun 24-30 In-Class Session Jun 29 9 am-3 pm Classroom: RGL 215</p>	<p>Quality Core Concepts</p> <ul style="list-style-type: none"> • Read HQB: Chapter 8. Quality Measurement: Measuring What Matters <p>Third In-Class Session will include:</p> <ul style="list-style-type: none"> • Go over remainder of semester – changes and concerns • Case-study analysis presentations – 5-minute presentations timed • The Use of Data and Analytics in QI • The Gold Standard – Part 1 • Team Project- we will spend time planning and answering questions for the team project <p>Guest Speaker – Bob/Craig/Aparna</p> <p>Finding a job in post-Covid-19 world – experience hunting in 2007/2008</p> <ul style="list-style-type: none"> • Using LinkedIn – we will look at accounts and discuss how to use it effectively • Networking for Dummies – MOST IMPORTANT SKILL PERIOD. • Leveraging USC – the best network on the planet
<p>Week 8: Jul 1-7</p>	<ul style="list-style-type: none"> • Read HQB: Chapter 9. Value-Based Purchasing, Chapter 10. Health System Transformation • Meet with groups – Get final project ideas to me for approval by July 7 • Assignment: Ch. 9 - Case-Study Analysis
<p>Week 9: Jul 8-14</p>	<ul style="list-style-type: none"> • Read HQB: Chapter 11. Quality and Leadership: Utilizing Measures to Create Alignment • Mandatory: Schedule 30-minute meeting with professor and group during this week
<p>Week 10: Jul 15-21</p>	<p>Part 3 – Leading Quality</p> <ul style="list-style-type: none"> • Read HQB: Governance for Quality, Chapter 13. The Digitization of Healthcare • Assignment: Finish final projects – PRACTICE IN GROUPS OUT LOUD • Voluntary: Schedule 30-minute meeting with professor and group during this week
<p>Week 11: Jul 22-28</p>	<ul style="list-style-type: none"> • Read HQB: Chapter 12.

<p>Week 11: Jul 22-28 In-Class Session Jul 26 2 pm–7 pm Classroom: RGL 215</p>	<p>Leading Quality</p> <ul style="list-style-type: none"> • Read HQB: Chapter 14. Putting It All Together: Three Quality Improvement Case Studies <p>Fourth In-Class Session will include:</p> <ul style="list-style-type: none"> • Change Management • Economics of Quality Improvement: Population Health • Value-Based Care in ACO and PCMH • Clinical Performance Measurement and Improvement • Team Project Final Preparation Time <p>Work in groups to finalize final projects</p>
<p>Week 11: Jul 22-28 In-Class Session Jul 27 9 am–3 pm Classroom: RGL 215</p>	<p>Final In-Class Session will include:</p> <ul style="list-style-type: none"> • We will begin with the Team Project Presentations and Critiques • Teams will present to the class, followed by discussion of these projects. Groups will post their presentations on Brightspace before class. • Review of the course and discussion of issues of interest to the class • The Gold Standard – Why not in healthcare? (use DVA slides to build) • Conclusion – Putting it all together
<p>Week 12: Jul 29-Aug 4</p>	<ul style="list-style-type: none"> • Final Exam – class picks date and test will be open for 24 hours

USC GRADING POLICY

GRADE	CRITERIA
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
D	Failed in courses for graduate credit
E	Failed

Team Project Grading Rubric

TEAM PROJECT	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Picked Interesting topic ___/ 10 points	Grand slam - picked interesting and new problem to solve that will help overall quality care.	Picked interesting problem that may not be new but is still important to quality.	Problem is not new or interesting.
Impact on quality care and on the health care system ___/ 10 points	Project and solution has a massive impact on quality care and the health care system as a whole.	Project has somewhat of an impact on quality care and/or healthcare system as a whole.	Project has no real impact on quality care or the healthcare system.
Relevance and alignment with course content ___/ 10 points	Project touches on many topics discussed in class and uses discussion to help solve problem in quality care.	Project touches on some of topics discussed in class and may or may not use discussion to help solve problem.	Project doesn't touch on class discussion and doesn't use content to help solve problem.
Analysis and Process ___/ 10 points	Process clearly displays – dissect problem, brainstorm many ideas, process to pick best solution, implementation plan, measure and adapt.	Process mostly displays – dissect problem, brainstorm many ideas, process to pick best solution, implementation plan, measure and adapt.	No real process and did not properly display analysis, was disorganized and missing steps.

Creativity and originality of problem and solution ___/ 10 points	Group shows creativity and originality in solving a very interesting problem with a major impact in quality care.	Group shows some creativity and originality in solving a problem in quality care.	Group shows no creativity or originality in solving a problem in quality care.
Use of quality improvement model and tools ___/ 10 points	Group mastered quality improvement model and perfectly used quality improvement tools to solve.	Group mostly understood quality improvement model and somewhat used quality improvement tools to solve.	Group didn't understand quality improvement model and didn't use quality improvement tools to solve.
Executive Report	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Support, Efficiency, and Lack of Fluff ___/ 10 points	Ideas are completely supported with data, both internally and externally. Report is concise and only uses content needed – no fluff or excess material.	Ideas are mostly supported with data, both internally and externally. Report is mostly concise with little fluff or excess material.	Ideas have little or no support and contains flowery text not adding to main point.
Organization and clarity of thoughts ___/ 10 points	Executive report well organized and thoughts are clearly presented.	Executive report mostly organized, and thoughts are somewhat clearly presented.	Executive report disorganized and thoughts are sporadically presented.
Professionalism, grammar, spelling, structure, file nomenclature ___/ 10 points	Minimal or no errors; concisely written with names, date and files all named appropriately.	Some errors; Not concisely written with names, date and files somewhat named appropriately.	Careless errors; unprofessional writing with no names, date or named files.
Conclusion, closure, wholistic approach – beginning, middle, ending ___/ 10 points	Grand slam, no lose-ends - problem presented with multiple solutions. Clear conclusion picked and backed by supported data. Implementation and monitoring system in place.	Problem presented with multiple solutions and conclusion mostly clear and backed by supported data. Implementation and monitoring system mostly in place.	No clear conclusion or supported data. No real implementation or monitoring system in place.

Presentation Grading Rubric

PRESENTATION DELIVERY	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Good introduction to quality problem being addressed – clear objectives ___/ 10 points	Grand slam, no question - objective and reason for presentation clear in first 30 seconds. In depth description of problem presented succinctly, focused and well-organized.	Objective and point of presentation mostly clear but may take a longer to develop. Still captures audience's attention. Basic description of problem presented; somewhat organized.	Objectives and topic of presentation not clear. Takes too long to develop. Little or no description of problem.
Organizational-logical progression; good transitions – topics and speakers ___/ 10 points	Information well organized and only pertinent material presented – no fluff or filler language. Smooth transitions between topics and speakers.	Information somewhat organized and mostly pertinent. Transitions of topics and people mostly smooth and coherent.	Information disorganized lacking focus and clarity. Transitions difficult to understand and follow.

Eye contact with audience ___/ 10 points	Constant eye contact with audience making them feel conversational and engaged. No reading from notes or slides unless reciting a direct quote.	Mostly makes eye contact and engages with audience. Some reading off notes and slides but still conversational with audience.	Sporadic eye contact but mostly reading from notes and slides.
Voice quality: tonality, volume, rate ___/ 10 points	Voice, tone and presence firm and loud, speech clear and understandable. Pace normal – not speaking too slow or too fast to meet time requirement.	Voice, tone and presence mostly firm and loud enough, speech still clear and understandable. Pace mostly normal.	Voice quality not clear, tone too soft or too low. Speech difficult to understand.
Enthusiasm ___/ 10 points	Overly enthusiastic and passionate about content. Infectious attitude causes audience to be just as passionate and engaged.	Somewhat enthusiastic and passionate about content causing audience to share in finding solution.	Lacks enthusiasm and passion on topic. Robotic or dry delivery.
Slides-quality and professional ___/ 10 points	Slides contain bullets or diagrams only – no paragraphs of text; graphics and images are easy to read, clean and not pixelated. Perfectly guides the audience without taking away from speaker.	Slides generally contain bullets or diagrams only and not too much text; graphics and images mostly easy to read, clean and not pixelated.	Slides too busy or contain too much text; graphics pixelated and difficult to read.
Subject Matter	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Speaker and audience's roles are clear and appropriate ___/ 10 points	Roles of speaker and audience well-defined, clear, appropriate, and aligned with project instructions.	Basic roles of speaker and audience somewhat defined, somewhat appropriate and aligned with project instructions.	Basic roles of speaker and audience not clear and content doesn't match with project instructions.
Demonstrated knowledge of quality models and tools; Right material in time allowed ___/ 10 points	Presenter speaks like subject matter expert and picks exactly the right information for the time allowed.	Presenter generally sounds like subject matter expert and mostly includes the right information for the time allowed.	Presenter doesn't sound confident in material and doesn't address all major issues in time allowed.
Timing	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Meeting time limit target ___/ 10 points	Speaker falls within 15 seconds over or under of time limit and talks in a normal voice and pace. The only way to accomplish this is to rehearse out loud.	Speaker falls within one minute over or under of time limit talking mostly in a normal voice and pace.	Speaker is over or under one minute of time limit.
Class Engagement	EXCEPTIONAL	SATISFACTORY	NEEDS IMPROVEMENT
Class engagement during and after ___/ 10 points	Audience and instructor completely engaged during and after presentation; Audience asks thought provoking questions and provides constructive feedback for presenter(s).	Audience and instructor mostly engaged during and after presentation; Audience asks questions and provides general feedback for presenter(s).	Audience not engaged during and after presentation. No questions or critique.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

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 [Research and Scholarship Misconduct](#).

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

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eeotix.usc.edu

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

usc-advocate.symplicity.com/care_report

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.usc.edu

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) 821-4710

campussupport.usc.edu

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

diversity.usc.edu

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

dps.usc.edu, emergency.usc.edu

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) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

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) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.