

# USC Annenberg

**DRAFT:**

## **COMMUNICATION 315: Health Communication**

Instructor: Robin Stevens, PhD, MPH  
Associate Professor of Communication



### **I. Course Description**

Health communication spans activities from in-person communication to technology based interventions and mass media campaigns. Health communication interventions are applied across a variety of health promotion and disease prevention activities. In this course, we will explore a variety of approaches to using communication strategies to improve individual and population health. The course will provide an introduction to the theory, design, and evaluation of health communication programs. We will review and critique several health communication interventions. The course will also include a special emphasis on new media and technology, as well as developing practical skills for developing health communication programs.

*Behavioral approaches to health communication; communication competencies in health care settings, theories of risky behaviors and behavioral change programs.*

### **II. Student Learning Outcomes**

1. Examine how social factors like racism, homophobia and oppression drive health disparities.
2. Describe behavior change and communication theories used to design effective health communications.
3. Identify strengths, weaknesses and effectiveness of health communication campaigns and programs.
4. Use digital research methods to assess public health discourse, public opinion, and relevant stakeholders.
5. Create a health communication effort that integrates effective design strategies.

**Recommended Preparation:** COMM 301

### **III. Required Readings and Supplementary Materials**

Required Title: **Communicating about Health: Current Issues and Perspectives**

Author: Athena du Pre

Publisher: Oxford University Press

ISBN# 978-0190275686

Note: 5th edition is fine.

Readings and other materials will be posted on Google Drive or linked in the syllabus.

[Links to the Class Slides are posted in the same drive.](#)

### **IV. Description and Assessment of Assignments & Assignment Submission Policy.**

1. NEWS STORY REDUX EXERCISE: Students will edit a news story describing a health disparity to include relevant drivers of the disparity. *Due via Blackboard.*

2. THEORY IDENTIFICATION EXERCISE: Students will screen an episode of the TV show *Grownish* and identify theoretical constructs from relevant behavior change theories. *Due via Blackboard.*
3. DIGITAL MEDIA ANALYSIS PROJECT: Using at least two social media platforms (i.e. twitter, Tiktok, Instagram, tumblr), follow and document the dominant discourses around a health topic of choice over time. You will begin by finding a relevant news event (anniversary, law change, court case, crime), and investigate the changes in social media around the topic before and after the event. *Due via Blackboard.*

### HEALTH COMMUNICATION PROJECT (2 Parts)

Students will develop a media based health communication intervention (e.g. PSA, campaign, social media intervention). Students should choose a topic with public health significance and of interest to them. Media is broadly defined and can include traditional media, print media, social media, or new media. Students will deliver proposals orally as well as in written reports. This project will include three graded components: project pitch in class, final presentation and paper.

4. **HEALTH COMM PROJECT PITCH.** Each student will present a project proposal to the class. This is a working session to elucidate feedback from the class. The pitch should include background on the issue, theory and, most importantly, your approach. *Presented in class and uploaded to Blackboard by.*
5. **FINAL MEDIA PRESENTATION or PAPER.** On the final days of class, students will showcase their media project and accompanying presentation. The presentation is 7-10 minutes and 3 minutes for Q & A. The presentation will be presented *in class*. Students also have the option to submit a final paper (8-10 pages) instead of giving a final presentation.

IS THIS YOUR FIRST DRAFT?!?!



The presentation slides or paper should include:

- Introduction/Statement of the Problem/ Significance as a public health issues. This should include the most recent statistics.
- Literature review of previous health communication/advocacy interventions, or approaches and outcomes related to your issue. **(OPTIONAL)**
- Goal/Objective
- Theoretical Framework
- Health Communication Strategy
- Target Audience Profile
- Brief Dissemination Strategy (1-2 paragraphs)
- **Prototypes of Health Communication materials**
- Reference list of 10-15 current (last 10 years) references from peer-reviewed journals.
- Paper should be 1-inch margins, 12-pt font and double spaced, AMA or APA style references (<http://www.amamanualofstyle.com/>).

### V. Grading: Breakdown of Grade

Assignment	Points	% of Grade
News Story Redux Exercise	10	10%
Theory on TV Exercise	5	5%
Digital Media Map	30	30%
Final Project Pitch & Feedback	5	5%
<b>Final Project (Presentation or Paper)</b>	<b>45</b>	<b>45%</b>

Class Participation	5	5%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

### b. Grading Scale

94 to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

### c. Grading Standards

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

### d. Grading Timeline

#### Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments and exams. Therefore, every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

#### Late Assignments

Please take a few minutes to look ahead on the syllabus and review your other course assignments to see when you might have multiple deadlines and plan ahead. Every member of the class is entitled to one **36-hour extension, no questions asked. Why? Life Happens.** You may use this extension for **any assignment except the in-class project pitch & final presentation.**

When you submit the assignment on Blackboard, please note in the comment box that you are using the extension. Other than the use of this extension, for every day that an assignment is late, one ½ letter grade will be deducted. No explanation is needed.

## VI. Course Schedule: A Weekly Breakdown

**Important note to students:** Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class and events, where relevant. Students should consult the Registration Calendar for dates regarding add/drop deadlines, fees, grading options, etc.

	DATE	TOPIC	MATERIALS/READINGS	Assignments, Due Fridays at 5pm unless noted
WEEK 1	8/23	Introduction & Overview		
<b>SECTION 1: HEALTH COMMUNICATION, HEALTH DISPARITIES &amp; HEALTH EQUITY</b>				
	8/25	What & Why Health Communication?	Communication about Health textbook (CAH), Chapters 1 & 2 (exclude health insurance unless you are intrigued)	
			<a href="#">How to Read a Scholarly Journal Article</a> (youtube)	
WEEK 2	8/30	Health Disparities & Equity	CAH Chapter 6 & 7  Wezerk, G. 2020 NYT - Racism's Hidden Toll <a href="https://www.nytimes.com/interactive/2020/08/11/opinion/us-coronavirus-black-mortality.html">https://www.nytimes.com/interactive/2020/08/11/opinion/us-coronavirus-black-mortality.html</a>	
	9/1	Communicating about Race & Health	Freimuth, Vicki S.; Sandra Crouse Quinn (December 2004). "The Contributions of Health Communication to Eliminating Health Disparities". <i>American Journal of Public Health</i> . 94 (12): 2053–2055.  Cogburn, C. D. (2019). Culture, race, and health: implications for racial inequities and population health. <i>The Milbank Quarterly</i> , 97(3), 736-761.  <a href="#">How to Write about Race in Health</a>	News Story Redux : Due Date Friday 9/10
<b>SECTION 2: HEALTH COMMUNICATION IN DIGITAL AGE</b>				
WEEK 3	9/6		Labor Day, No Class	
	9/8	Health Comm in the Digital Age	CAH Chapter 9;  <b>Stevens, R.</b> , *Bonett, S, Bannon, J, *Chittamuru, D., Slaff, B., *Browne, S.K., *Huang, S., Bauermeister, J. (2020) <i>Association Between HIV-Related Tweets and HIV Incidence in the United States: Infodemiology Study</i> . <i>Journal of Medical Internet Research</i> ;22(6):e17196,  <a href="#">Chicago Public Schools Monitored Social Media for Signs of Violence, Gang Membership</a> <a href="https://www.propublica.org/article/chicago-public-schools-social-media-monitoring-violence-gangs">https://www.propublica.org/article/chicago-public-schools-social-media-monitoring-violence-gangs</a>  DIG DEEPER: Patton, D. U., Brunton, D. W., Dixon, A., Miller, R. J., Leonard, P., & Hackman, R. (2017). Stop and frisk online: theorizing everyday racism in digital policing in the use of social media for identification of criminal conduct and associations. <i>Social Media+ Society</i> , 3(3), 2056305117733344.	

WEEK 4	9/13	<b>Media Advocacy, Digital Activism</b>	CAH, Chapter 15; <u>The Second Act of Social-Media Activism</u> <u>Has the Internet become better at mediating change?. By Jane Hu</u>	
	9/15	<b>Behavior Change Theory</b>	<b>WATCH BY WEDNESDAY on YOUTUBE.</b>  TRA/TPB/IBM MODELS <a href="https://www.youtube.com/watch?v=Inf1zU-nQjU&amp;list=PLpUR6Y4yPCJ9YctMnqZXhTgihSh-rcXes&amp;index=5">https://www.youtube.com/watch?v=Inf1zU-nQjU&amp;list=PLpUR6Y4yPCJ9YctMnqZXhTgihSh-rcXes&amp;index=5</a>  SOCIAL COGNITIVE THEORY: <a href="https://www.youtube.com/watch?v=ehMjj5khfXU&amp;list=PLpUR6Y4yPCJ9YctMnqZXhTgihSh-rcXes&amp;index=7">https://www.youtube.com/watch?v=ehMjj5khfXU&amp;list=PLpUR6Y4yPCJ9YctMnqZXhTgihSh-rcXes&amp;index=7</a>  CAH: Chapter 14	
<b>SECTION 3: USING THEORY TO INFLUENCE INDIVIDUAL BEHAVIOR</b>				
WEEK 5	9/20	<b>Behavior Change Theory</b>	Fishbein, M., & Yzer, M. C. (2003). Using Theory to Design Effective Health Behavior Interventions. <i>Communication Theory</i> , 13(2), 164-183.	
	9/22		Theory at A Glance (reference for review)	
WEEK 6	9/27	<b>Theory in Media</b>	<b>Grownish + Screening, In Class assignment</b>	<b>Theory Assignment -In Class, Due Fri. 10/1 @ 5pm</b>
	9/29	<b>Digital Health Research</b>	<b>IN CLASS PRESENTATIONS OF SOCIAL MEDIA MAPS (NEW DATE!)</b>	<b>Social Media Map (Final version due Fri, 10/1 at 5pm)</b>
<b>SECTION 4: PUBLIC HEALTH CAMPAIGNS</b>				
WEEK 7	10/4	<b>Public Health Campaigns</b>	CAH: Chapter 13;	
	10/6		Kwate, N.O.A. "Racism Still Exists" <i>J Urban Health</i> (2014) 91: 851.; <a href="http://racismstillexists.tumblr.com/">http://racismstillexists.tumblr.com/</a>	
WEEK 8	10/11	<b>Project Pitches</b>	<b>Initial Pitches In Class</b>	<b>Pitches in Class -10/11</b>
	10/13		Break- No Class	
			<b>Pitches Continue. . .</b>  CAH p 329-340: Step 5 Designing Campaign Messages  Viswanath, K., & Emmons, K. M. (2006). Message effects and social determinants of health: Its application to cancer disparities. <i>Journal of Communication</i> , 56(s1), S238-S264.	
WEEK 9	10/18	<b>Message Characteristics</b>		<b>Pitches in Class -continued</b>
	10/20	<b>Narrative Appeals</b>	Wang, H., & Singhal, A. (2016). <u>East Los High: Transmedia edutainment to promote the sexual and reproductive health of young Latina/o Americans.</u> <i>American Journal of Public Health</i> , 106, 1002-1010  Guest Lecture: <u>Ashley Phelps</u>	

WEEK 10	10/25	Narrative Appeals	Hollywood, Health & Society - Kate Folb -	
<b>SECTION 5: COMMUNITY &amp; THE COMMUNICATION ENVIRONMENT</b>				
	10/27	Edutainment - Asynch	<p><b>NEW READING:</b>  <a href="https://www.vanityfair.com/hollywood/2021/09/the-controversy-behind-the-scenes-of-dallas-buyers-club">https://www.vanityfair.com/hollywood/2021/09/the-controversy-behind-the-scenes-of-dallas-buyers-club</a></p> <p>Screening East Los High on your own</p>	Respond to Discussion Questions re: East Los High by 10/29
WEEK 11	11/1	FEAR appeals	Erceg-Hurn, David M. (2008). "Drugs, Money, and Graphic Ads: A Critical Review of the Montana Meth Project". <i>Prevention Science</i> . 9 (4): 256–263.	
	11/3	Workshop Day 1	Background/Goals/ Theory/ Message Strategies	
WEEK 12	11/8	Community Level Change & Diffusion	<p>Martins MC, Diaz JE, Valino R, et al. Havens of risks or resources? A study of two Latino neighborhoods in New York City. <i>J Urban Health</i> 2014;91:477-488.          CAH Chapter 11;</p> <p>Rogers, E. M. (1994). <i>Elements of diffusion</i>. In <i>Diffusion of Innovations</i>. New York: Free Press (pp. 1-37)</p>	
	11/10	Patient Provider Communication	<p>CAH Chapters 3-5 (read sections of personal interest)</p> <p>Martin, Nina &amp; Montague, Renne "Black Mothers Keep Dying After Giving Birth. Shalon Irving's Story Explains Why" 12/2017, NPR/ProPublica          Annie Waldman, How Hospitals are failing black mothers, 12/27/2017 - ProPublica</p> <p>DIG DEEPER: Smedley, B. D., Stith, A. Y., &amp; Nelson, A. R. (2003). Patient-provider communication: the effect of race and ethnicity on process and outcomes of healthcare</p>	
WEEK 13	11/15	News & Advertising - Sexual Health & HIV	<p>CAH , Chapter 11;</p> <p><b>OPTIONAL:</b> Stevens, R., &amp; Hull, S. (201X). <i>The Color of AIDS</i>.</p> <p><b>OPTIONAL:</b> Cohen, Cathy, <i>The Boundaries of Blackness: AIDS and the Breakdown of Black Politics</i> (Chicago: University of Chicago Press, 1999)., Chapter 1, 3, 5</p>	
	11/17	Information Overload!	<p><b>Guest Lecture: Dr. A. Susanna Ramirez</b></p> <p>Beyond fatalism: Information overload as a mechanism to understand health disparities, <i>Social Science &amp; Medicine</i></p>	
<b>SECTION 6: MAKE IT WORK!</b>				
WEEK 14	11/22	Workshop Week 2	Message Design & Feedback, Dissemination, Troubleshooting	
	11/24	Break		
WEEK 15	11/29-12/3	<b>Final Project Presentations in Class</b>		
Final Exam Period	12/10	<b>SUBMIT FINAL SLIDES/PAPER on Blackboard by 12/10 at 11:00 AM. Hard Deadline.</b>		

## VII. Policies and Procedures

### POLICIES AND PROCEDURES

#### COMMUNICATION

I am best reached via email or by zoom appointment. **I do not respond to emails during evenings and weekends, nor do I expect this of you.** Similarly, your TAs are not expected to respond during off hours.

#### 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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

#### STATEMENT ON ACADEMIC CONDUCT

##### ACADEMIC INTEGRITY

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity. Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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](#)

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy. In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

**COLLABORATION.** In this class, some assignments are individual and some are group work. Individual assignments should be done individually. All group members should contribute to group work to receive full credit.

#### 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 prohibited without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13). Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is also 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 had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

### USE OF AI GENERATORS (E.G. CHATGPT)

In this course, I may try to use artificial intelligence (AI)-powered programs to help you with assignments. In fact, SPSS is a similar tool to help you conduct data analyses computationally.

- AI tools are permitted to help you brainstorm topics or revise work you have already written. **Nothing should be submitted verbatim from an AI generator.**
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. It works best for topics you understand.
- To adhere to our university values, **you must cite any AI-generated material** (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity.
- Please ask me if you are unsure about what constitutes unauthorized assistance on an assignment, or what information requires citation and/or attribution.
- If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an “F” grade on the assignment.

### SUPPORT SYSTEMS. LIFE IS HARD.

#### [Annenberg Student Success Fund](#)

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

#### [Annenberg Student Emergency Aid Fund](#)

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding guarantee students’ continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

#### [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.

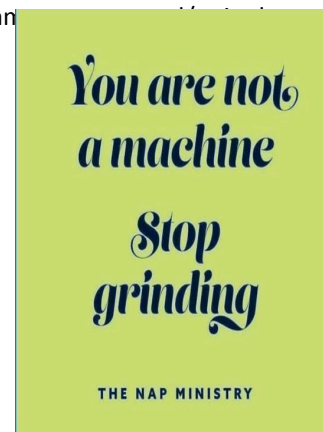
#### [988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

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



to



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](mailto: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.

[TrojansAlert](#)

TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

[Emergency Preparedness/Course Continuity in a Crisis](#)

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on [Campus Safety and Emergency Preparedness](#).

[ITS Customer Support Center \(CSC\)](#): (213) 740-5555

The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

[Violence-Free Campus](#)

Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.



### *Student-Athlete Travel Excuse Letters*

Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the [SAAS site](#) where they detail travel and travel excuse letters.

### **Breaking Bread Program** [undergraduates only] - <https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus

### **Add/Drop Dates:**

#### **About Your Instructor**

**Robin Stevens, PhD, MPH** is an Associate Professor of Communication at the Annenberg School for Communication, USC and the Director of the Health Equity & Media Lab. She received her AB from Harvard College, MPH from University of Michigan, and PhD from the Annenberg School for Communication, University of Pennsylvania.

Dr. Stevens is a health communication scholar focused on achieving health equity in African American and Latinx communities in the United States. Dr. Stevens uses digital epidemiology to investigate sexual health, mental health and substance use in the context of the **digital neighborhood**. She uses interdisciplinary community-engaged approaches to improve the health and well-being of youth of color. She serves as expert for the Instagram Wellness Collective. Her work has been supported by the National Institutes of Health and the Robert Wood Johnson Foundation, among others. She is a proud Philadelphian.