



[dornsife.usc.edu/phed](http://dornsife.usc.edu/phed)

## **PHED 118 | Sleep For Peak Performance**

**Units:** 2

**Sections:** 50020 Friday 10:00 AM – 11:50 AM |

50021 Friday 12:00 PM – 1:50 PM

**Term:** Fall 2024

**Location:** Taper Hall THH 118 | Dr. John Medicine Crow DMC 155

**Instructors:** Eden Goldman, D.C., C-IAYT “Dr. E”

**Pronouns:** he/him/his [What are pronouns?](#)

Sara Ivanhoe, Ph.D.

**Pronouns:** she/her/hers [What are pronouns?](#)

Michael Breus, Ph.D.

**Pronouns:** he/him/his [What are pronouns?](#)

**Dr. G’s Zoom Office:** Zoom Meeting ID# 216 899 9825 (Passcode: 2Cqnuy)

**Dr. G’s Office Hours:** Thursdays 1:30 PM – 2:30 PM Or By Appointment

**Dr. G’s Contact Info:** [eden.goldman@usc.edu](mailto:eden.goldman@usc.edu) Or (305) 336-3129 Cell

**Dr. Ivanhoe’s Office Hours:** By Appointment

**Dr. Ivanhoe’s Contact Info:** [sara.ivanhoe@usc.edu](mailto:sara.ivanhoe@usc.edu)

**Dr. Breus’s Office Hours:** By Appointment With His Assistant Becky

**Dr. Breus’s Assistant’s Contact Info:** [becky.johnston@sleepdoctor.com](mailto:becky.johnston@sleepdoctor.com)

**Brightspace:** <https://brightspace.usc.edu>

**IT HELP:** USC Information Technology Services Help

**Phone:** (213) 740-5555

**Contact Info:** <https://itservices.usc.edu/contact>

**Hours:** 24 hours a day, every day

## **Physical Education & Mind Body Health (PEMBH)**

### **PEMBH Mission**

Physical Education & Mind Body Health (PEMBH) provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes. Courses are designed to introduce students to various aspects of health and physical education

principles. With this exposure, knowledge, and skill, students are better equipped to make choices regarding a healthy and active lifestyle. All classes stress the importance of exercise and leisure time activity to physical, mental, and social well-being.

## Acknowledgements

PEMBH embraces an inclusive spirit, based on equity, diversity, and inclusion to achieve academic and institutional excellence. For PEMBH's acknowledgments and more information visit our website – <https://dornsife.usc.edu/phed/about/>

## [Additional Resources](#)

## Course Description

This course is designed to introduce you to the value of sleep and its effect on health, performance, and recovery. Throughout this course, you will engage in an in-depth study of sleep systems, sleep disorders, and sleep hygiene techniques. You will study allopathic and holistic treatments and practice movement, breathing, and meditation modalities to support healthy sleep. This course will especially resonate with you if you have difficulties falling asleep, staying asleep, feeling well rested, recovering from jet lag/shift work, and/or if you are interested in sleep's impact on schoolwork, relationships, physical well-being, mental health, and overall wellness.

**Prerequisite:** None

**Co-Requisite:** None

**Recommended Preparation:** None

## Learning Objectives

- Develop an increased understanding of sleep science's theory, practice, and research and how to apply that knowledge to individual practice
- Understand and define basic brain physiology and common sleep disorders
- Demonstrate an understanding of sleep hygiene and establish a personal routine to enhance sleep quality
- Observe inconsistencies and patterns affecting personal sleep hygiene by recording sleep habits in a journal
- Learn the principles and application of Yoga, breathing, and meditation for sleep
- Develop a comprehensive personal sleep strategy

## PEMBH Objectives

**Students will be provided both an intellectual and experiential understanding of the principles of sleep as it pertains to wellness, peak performance, and better health and will be able to:**

- Recognize the physical and mental benefits of sleep, the importance of sound health and fitness principles tied to better health
- Understand anatomy, basic biomechanical principles, and sleep and wellness terminology

**Students will be exposed to a variety of activities providing them the opportunity to:**

- Apply learned fundamental skills
- Empower themselves by setting and working toward realistic individual goals
- Participate in a motivating and nurturing environment resulting in greater sense of well-being and self-esteem
- Participate in active learning to stimulate continued inquiry about physical education, health, and fitness

**Students will demonstrate proficiency through knowledge and acquired skills enabling them to:**

- Create a safe, progressive, methodical, and efficient activity-based plan to enhance improvement and minimize risk of injury
- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health

### **PEMBH Policy For The Use Of AI Generators**

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

### **Course Textbook And Course Readings**

Course Readings – **Lecture notes will be provided on Brightspace at <https://brightspace.usc.edu>.**

For further personal reading materials, a list of optional supplemental books available for purchase will be provided in class.

### **Course Notes**

You will be asked to participate in physically active Yoga sequences, breathing exercises, and meditation techniques, however you will not be graded based on your ability to perform or execute any exercises, rather on your understanding of the techniques.

Exams, projects, assignments, discussions, and participation will assess proficiency.

Integrating theory and practice, you will use traditional and experiential learning styles to engage with the course materials. Class sessions combine lectures, videos, reflections, discussion groups, Yoga practice, pranayama breathwork, and meditation techniques. You will collaborate in small cohorts while working through class materials, sharing experiences, discussing assignments, and growing your sleep journey together.

Moreover, you are responsible for the quality of your engagement with the course material and the activities related to it. ***All work is to be typed and submitted to Brightspace. Format: Double-Spaced, Times New Roman, 12-point font.*** The due dates are in the course outline. See Brightspace for updated course materials.

You will track your sleep, keep a weekly sleep log, participate in class discussions, submit assigned reading reviews, and complete a midterm and final project.

## General Guidelines For Class Practices And Course Policies

- **BYOM: Students must bring their own materials to class and they will be notified in the class announcements on Brightspace when anything additional is required**
- ***Arrive to class on time:*** Be 2 to 3 minutes early to make sure you're on time
- ***Dress properly:*** For movement-specific days wear comfortable athletic clothing that allows freedom of movement and note that close-fitting athletic clothes are usually best (avoid baggy t-shirts/pants and dangly jewelry)
- ***Avoid practicing on a full stomach:*** Wait two hours after a meal or one hour after a light snack and no candy or chewing gum during our practices
- ***Report health issues and injuries:* Notify the instructors of any existing injuries, health problems, and medical conditions – including pregnancy – in the first class meeting. If you develop any new injuries, health problems, and medical conditions and/or become pregnant during the semester, you MUST inform your instructor. This will be kept STRICTLY confidential.**
- ***Life is about showing up:*** If you are unable to practice, you are still required to attend class and observe as you can learn a lot simply by watching
- ***Handle your responsibilities:*** Complete assignments on time
- ***Minimize distractions and seek quietness:*** Turn off cell phones (unless using for notes during lecture)
- ***Plan ahead with communication:*** Email is the preferred method of communication outside of class for all of the course instructors; emails will normally be answered within 72 hours or within 96 hours if it's over a weekend or following a holiday
- **Please use: Sleep For Peak Performance PHED 118 and your section in subject line of any email communications**
- ***Absences:*** Absences will be excused if the student provides verification and/or documentation from a Health Care Provider, Keck, A USC Department, a positive COVID test, and/or USC Team or Club. For unexcused absences, only 1 make-up assignment will be given whereby a 1 paragraph to a 1 page paper on the missed lecture materials will substitute and highlight missed in-class work
- ***Consult Brightspace if needed:*** Refer to Brightspace for additional handouts and assignments

## Presence And Participation Policies

Because this is a Physical Education course, your regular presence is required for the participation portion of the grade and it is a large component of your final grade. If you are late or leave early, you might only receive partial credit for attending the class, so check with the instructor. What's more, you will be expected to attend the section for which you are enrolled. Make-ups for extenuating circumstances are allowed, but only upon approval. Typically, a make-up assignment would be comprised of viewing the class lecture on Zoom and other course materials and writing a 1 paragraph to 1 page paper highlighting the main points of the week's materials and reflection on its personal impact on you. Overall, though, it is your responsibility to attend class consistently and fulfill the requirements of this course. Failure to attend class **WILL IMPACT** your final course grade.

***\*You cannot make-up the Midterm and Final\****

**Presence (10% = 20 points → 1.5 points/class starting Week #2)**

Our class is an experience-based practice and Physical Education course that requires presence, i.e. physical attendance and showing up, day-to-day. Attendance will be taken every class via Qwickly and it is the student's responsibility to confirm presence. Additionally, to receive this credit, presence will be

combined with your tardiness, class citizenship, and/or your mature sense of being a part of a collective community endeavor in the class. **Please note that if you have 3 absences, your final grade will probably lower by one full grade. More than 5 absences and your final grade will likely lower by two grades.**

### **In-Class Participation (10% = 20 points → 1.5 points/participation starting Week #2)**

Our class is designed to be a collaborative process with in-class participation, collaboration, and engagement with life. As such, participation is different from just showing up, i.e. physical attendance, and will be determined by your contribution to class, yet not in the performance of the poses or techniques. Instead, to assess the quality of your engaged attention and sincere efforts ethically, students will be given 10 tokens at the beginning of the term. Each time a student participates in a class lecture, the student will be able to pass in one token – and only one token can be handed in per class. If all 10 tokens are turned in by the end of the semester, the student receives full credit and all 20 points for participation, with 1.5 points deducted for participation for each token not turned in.

**\*That said, your grades in physical presence and active participation are large components of your final grade. Just show up and be part of the group and you'll be fine! 😊**

### **Sleep Log + Dream Journal + Reflection On Experiential Learning Practices (15% = 30 points)**

You must keep a nightly sleep log, noting your sleep times, wake times, exercise, diet, and technology consumption to gain perspective on your personal choices. The Sleep Log is for you to record your sleep quality and reflect on what is working for you, what is not, and what you plan to do differently. Submit it weekly to Brightspace. The sleep log serves as an opportunity to track patterns and determine what sleep hygiene techniques can be improved. Details on the Sleep Log are available on Brightspace.

Even those who don't usually remember their dreams during these uncertain times have more disturbing dreams than usual. The dream journal is a place to record your dreams and fragments. *Sleep for Peak Performance* is not a psychology course; we will not discuss any dream interpretation. But as dreams are a component of the experience of sleep, this will be the place to make any records for your own future purposes. As some don't remember their dreams, simply acknowledge that you had no dreams, and your assignment will be considered complete. You will have an opportunity to share your findings in discussion groups.

Most weeks, we will be doing some form of Experiential Learning. This will include yoga, stretching, breathwork, and meditation. Your assignment is to repeat these practices at least three times throughout the week to determine how they resonate with you. Try them in the morning, midday, and nighttime to see how they affect you at different times. After a minimum of 3 practices, reflect on whether these are helpful and how. Are they stress-reducing? Do they help you focus? Begin to determine if these are practices you will include in your future self-care routine and Comprehensive Sleep Strategy. At least 3-4 sentences each week on your experience of these techniques.

### **Midterm Project (15% = 30 points)**

The midterm project will be a short presentation highlighting a topic you feel is most pertinent to your sleep journey. You may want to do further research into the stages of sleep, the effects of excessive blue light, a facet of sleep hygiene, etc. You may also choose to highlight a sleep

technique, teach it to a group of students, and reflect on whether it was adequate for your group or your practice. You will present your findings to the class in a 1-3 minute presentation and submit a 2-3 page paper suggesting your findings.

### **Final Project (20% = 40 points)**

The final project is a report on your personal sleep strategy, what it consists of, and how you came to develop/ refine it. Your individual Sleep Strategy will include a 1- minute presentation and a 3-5-page written report. Detailed instructions are available on Brightspace.

### **Final Exam (20% = 40 points)**

A short final exam will cover material from the entire semester.

### **Grading Criteria**

	<b>% Grade</b>	<b>Points</b>
<b>Presence</b>	<b>10%</b>	<b>20</b>
<b>In-Class Participation</b>	<b>10%</b>	<b>20</b>
<b>Sleep Log + Dream Journal + Feedback</b>	<b>15%</b>	<b>30</b>
<b>Midterm Project</b>	<b>20%</b>	<b>40</b>
<b>Final Project</b>	<b>20%</b>	<b>40</b>
<b>Final Exam</b>	<b>25%</b>	<b>50</b>
<b>Total</b>	<b>100%</b>	<b>200 Points</b>

### **Grading Scale**

Plus (+) and minus (-) grades will be issued accordingly for each letter grade based on points and grade percentage as per the grading scale below.

(200 Total Points)

- A** = 188 – 200 points (A = 94+%)
- A-** = 180 – 187 points (A- = 90+%)
- B+** = 174 – 179 points (B+ = 87+%)
- B** = 168 – 173 points (B = 84+%)
- B-** = 160 – 167 points (B- = 80+%)
- C+** = 154 – 159 points (C+ = 77+%)
- C** = 148 – 153 points (C = 74+%)
- C-** = 140 – 147 points (C- = 70+%)
- D+** = 134 – 139 points (D+ = 67+%)
- D** = 128 – 133 points (D = 64+%)
- D-** = 120 – 127 points (D- = 60+%)
- F** = Below 120 points (F = Below 60%)

### **Course Schedule**

#### ***COURSE OUTLINE AND CLASS SCHEDULE***

*USC PHYSICAL EDUCATION DEPARTMENT PHED 123: Yoga Therapy Syllabus*

Week	Topic
<p><b>Week 1:</b> August 30</p>	<p><i>Lecture: Introduction To Sleep For Peak Performance</i></p> <ul style="list-style-type: none"> <li>● Sleep Baseline Questionnaire</li> <li>● Sign Waiver</li> <li>● Syllabus Overview</li> <li>● Introductions</li> <li>● How To Track Your Sleep</li> </ul> <p><i>Dr. Breus:</i></p> <ul style="list-style-type: none"> <li>● Why Sleep Is Important</li> <li>● Outcome Measures Tracking Sleep This Term</li> <li>● Sleep Hygiene: First Round</li> </ul> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● Sleep Log, Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post the assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> <li>● Sleep Chronotype Quiz <ul style="list-style-type: none"> <li>○ <a href="https://sleepdoctor.com/sleep-quizzes/chronotype-quiz/">https://sleepdoctor.com/sleep-quizzes/chronotype-quiz/</a></li> </ul> </li> <li>● Read pages 35-48 from the sleep section provided by Dr. Breus</li> </ul>
<p><b>Week 2:</b> September 6</p>	<p><i>Lecture: Sleep/Wake Homeostasis, Sleep Drive, And Circadian Rhythm</i></p> <p><i>Dr. Breus:</i></p> <ul style="list-style-type: none"> <li>● How To Maximize Your Circadian Rhythm</li> <li>● Understanding Your Chronotype</li> </ul> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● Sleep Log, Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post the assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> <li>● Read pages 0-27 from the sleep section provided by Dr. Breus</li> </ul>
<p><b>Week 3:</b> September 13</p>	<p><i>Lecture: Sleep Neurophysiology And Neurochemistry</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques</li> </ul>



	<ul style="list-style-type: none"> <li>○ Post the assignment to Brightspace by Thursday (before the next class) at 8 PM</li> <li>● Read pages 27-34 from the sleep section provided by Dr. Breus</li> </ul>
<p><b>Week 4:</b> <b>September 20</b></p> <p><b>(No Dr. Breus)</b></p>	<p><i>Lecture: Sleep Hygiene</i></p> <ul style="list-style-type: none"> <li>● Sleep Hygiene: Second Round</li> </ul> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post the assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> <li>● Read pages 55-60 from the sleep section provided by Dr. Breus</li> </ul>
<p><b>Week 5:</b> <b>September 27</b></p>	<p><i>Lecture: Cognitive Behavioral Therapy For Insomnia</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p><i>Assignment</i></p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post the assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> <li>● Read pages 49-54 from the sleep section provided by Dr. Breus</li> </ul>
<p><b>Week 6:</b> <b>October 4</b></p>	<p><i>Lecture: Sleep Disorders</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p><i>Discussion:</i></p> <ul style="list-style-type: none"> <li>● How does stress the various aspects of your life?</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> <li>● Read pages 60-73 from the sleep section provided by Dr. Breus</li> </ul>
<p><b>Week 7:</b> <b>October 11</b></p> <p><b>FALL BREAK</b></p> <p><b>NO CLASS</b></p>	<p><b>NO SLEEP LOG</b></p> <p><b>FALL BREAK</b></p> <p><b>MIDTERM EXAM NEXT CLASS</b></p> <p><b>MIDTERM PAPER DUE OCTOBER 18 AT 8 PM</b></p>



	<p><b>GIVE MIDTERM PRESENTATION NEXT CLASS</b></p> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Read pages 75-87 from the sleep section provided by Dr. Breus</li> </ul>
<p><b>Week 8:</b> October 18</p>	<p><b>MIDTERM PRESENTATIONS</b></p> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> <li>• Read pages 87-94 from the sleep section provided by Dr. Breus</li> </ul>
<p><b>Week 9:</b> October 25</p> <p>(No Dr. Breus)</p>	<p><i>Lecture: Stress Management And The Sympathetic/Parasympathetic Nervous Systems</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>• Movement, Breathing, Meditation</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> </ul>
<p><b>Week 10:</b> November 1</p> <p>(No Dr. Breus)</p>	<p><i>Lecture: Digital Eye Strain, Bruxism, And Ayurveda</i></p> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> </ul>
<p><b>Week 11:</b> November 8</p>	<p><i>Lecture: Introducing Yoga Nidra: Rest Vs. Sleep</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>○ Movement, Breathing, Meditation</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>○ Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques</li> <li>○ Post assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul>
<p><b>Week 12:</b> November 15</p>	<p><i>Lecture: Sleep Aids</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>• Movement, Breathing, Meditation</li> </ul> <p><i>Assignment:</i></p>

	<ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> </ul>
<p><b>Week 13:</b> November 22</p> <p>(No Dr. Breus)</p>	<p><i>Lecture:</i> <b>How To Thrive While Sleep Deprived</b></p> <p><b>SLEEP EXIT SURVEY</b></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p><i>Discussion:</i></p> <ul style="list-style-type: none"> <li>● Is there someone in your life who is experiencing sleep challenges? How might you support them?</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Brightspace by Thursday (before the next class) at 8 PM</li> </ul> </li> </ul>
<p><b>Week 14:</b> November 29</p> <p>THANKS-GIVING</p> <p>NO CLASS</p>	<p><b>NO CLASS</b></p> <p><b>THANKSGIVING BREAK</b></p> <p><b>FINAL EXAM NEXT IN-PERSON CLASS</b></p> <p><b>FINAL PROJECT PRESENTATIONS NEXT IN-PERSON CLASS</b></p> <p><b>FINAL PAPER DUE BEFORE NEXT IN-PERSON CLASS</b></p>
<p><b>Week 15:</b> December 6</p> <p>FINAL PROJECT PRESENTATIONS</p> <p>LAST CLASS</p> <p>(No Dr. Breus)</p>	<p><b>LAST CLASS</b></p> <p><b>CLASS EVALUATION FORMS</b></p> <p><b>SHORT FINAL EXAM</b></p> <p><b>FINAL PROJECT PRESENTATIONS</b></p> <p><b>CLOSING REFLECTIONS</b></p>

**COVID 19 (Class Guidelines)**

To protect yourself and others, compliance with Trojan Check is required before entering campus. Students are expected to comply with all aspects of USC’s COVID-19 policy. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards.

For updates and information: <https://we-are.usc.edu/>

## **Academic Integrity Policy**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

## **Student 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. Please be sure the letter is delivered to me 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 also contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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](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.