



## USC Chan Division of Occupational Science and Occupational Therapy

### **OT 509: Seniors Rising: Occupational Foundations for Graduate Success (2 units)**

#### **COURSE SCHEDULE**

This course will meet on Tuesdays from 10:00 – 11:50 a.m.

#### **LOCATION**

The Center for Occupation and Lifestyle Redesign (University Park Campus)  
2653 South Hoover Street, Los Angeles, CA 90007

#### **INSTRUCTORS**

Amanda Speights, DHSc, OTR/L

Contact Info: [amanda.speights@chan.usc.edu](mailto:amanda.speights@chan.usc.edu) or (323) 442-0801

Office Hours: Tuesdays, 12:00 p.m. – 1:00 p.m. and by appointment <https://scheduler.zoom.us/amanda-speights/meet-with-me>

#### **BRIGHTSPACE**

Brightspace provides an enhanced learning experience with detailed class progress reports. With Brightspace, you can easily see all assignment due dates in one place.

To access Brightspace today, follow these steps:

1. Go to <https://brightspace.usc.edu/d2l/login> to login. You can also find Brightspace on myUSC.
2. Enter your USC Net ID to access
3. Begin navigating through Brightspace

I also encourage you to download the mobile app, Brightspace Pulse, available in both the Apple App Store and Google Play.

#### **IT HELP**

USC IT Support Services

Hours of Service: 24 hours/day (phone); Monday-Friday 8 am – 6 pm (email)

Contact Info: 213-740-5555; [consult@usc.edu](mailto:consult@usc.edu); [it@chan.usc.edu](mailto:it@chan.usc.edu)

#### **COURSE DESCRIPTION**

This course is designed for juniors entering the occupational therapy graduate program in order to foster occupations necessary for graduate school success. Each student will develop professional goals

using occupational therapy assessment measures and evaluate their progress through the continuous process of self-reflection. Students will interact with mentors as well as with each other in supportive group discussions and experiences. They will utilize best practice literature to facilitate a workshop on professional issues through the use of occupation. Students will identify concepts related to justice, equity, diversity, and inclusion and how they can impact success in graduate school. It is through these opportunities that students will be empowered to establish themselves as self-directed future professionals with the capacity to engage in transformational leadership.

### **LEARNING OBJECTIVES**

When this course is completed, students will be able to:

1. Utilize the Canadian Occupational Performance Measure (COPM) occupational therapy assessment tool to develop SMART goals for professional development.
2. Analyze progress towards professional development goals utilizing a self-reflective process.
3. Effectively use occupation to disseminate knowledge related to professional issues.
4. Utilize current literature to identify best practices in relation to specific professional issues.
5. Describe the process and importance of effectively utilizing occupations to prepare for success in the graduate curriculum.
6. Identify concepts related to justice, equity, diversity, and inclusion and how they can impact success in graduate school.

### **RELATIONSHIP TO CURRICULUM DESIGN**

#### ***Experts in Occupation***

The multi-faceted and complex nature of occupation, its impact on health and well-being, and therapeutic uses is at the heart of the occupational therapy profession. In this course, students will learn about the benefits of occupation for graduate school success. This experience will help shape our students' complex understanding of occupation as they learn to analyze the relationship between occupation and health through experience. This course is designed to develop professional leaders who will advance occupational therapy practice through a powerful emphasis on occupation-centered practice grounded in occupational science.

#### ***Reflective, Responsive and Engaged Professionals***

Students will engage in the continuous process of self-reflection on their personal goals in order to develop a strong professional identity and thrive in graduate school. The course will offer opportunities to discuss justice, equity, diversity, and inclusion and their impact on the professional trajectory of the students. These experiences will further establish a sense of what it means to participate in a collaborative process and work toward achieving occupation-based goals for professional development.

#### ***Practice Scholars***

Evidence-based decision-making is a dynamic process that is congruent with the Chan Division's overall mission to develop leaders by empowering students to establish themselves as self-directed, life-long learners. Class activities are structured to develop and practice skills required in evidence-based service provision, namely: review of research, self-directed learning, and experiences in critical thinking and problem solving (Forrest & Miller, 2001). Accordingly, the evidence-based practice process is also supported by the process of professional self-reflection (Pollock & Rochon, 2002). Students in the entry-OTD program are provided with multiple opportunities to develop their skills and habits as self-reflective practitioners by beginning as self-reflective students.

### **Global Citizens**

Students in this course will embrace their responsibilities as members of a global community and will learn to become critically reflective scholars. Students will build their capacities as global citizens and gain knowledge relevant to the lived experiences and cultural values of diverse populations.

### **Visionaries Shaping Change**

During group work, “One or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1987, p. 20). Students will interact with each other in supportive group discussions and experiences and many will take on leadership roles and begin to teach their peers concepts that they understand. It is through these opportunities that transformational leadership emerges. Throughout the semester, students will develop innovative ways to present best practice literature in relation to specific professional issues. With innovation, there is an element of risk-taking, and the course offers this opportunity for risk each week during discussions and through group presentations assigned at the end of the semester.

### **Justice, Equity, Diversity and Inclusion (JEDI)**

The justice, diversity, equity and inclusion thread will prepare students to dismantle oppression and decolonize occupational therapy through a four-tiered approach: strengthening reflective capacity and ability to recognize oppression, seeing capacity in others, empowering others and taking action in partnership. The first step involves cultivating students' capacity to identify concepts related to justice, equity, diversity, and inclusion. Students must be “active participants” in the learning process in order to engage in this work (Gat & Ratzon, 2014; Grady, Brungardt & Doll, 2018). Group discussions and small group work will be utilized to facilitate reflection and dialogue (Kumagai & Lybson; 2009).

### **References**

- Burns, J. M. (1987). *Leadership*. Harper & Row.
- Deiuliis, E. D. (2017). *Professionalism across occupational therapy practice*. Slack Incorporated.
- Forrest, J. L., & Miller, S. A. (2001). Integrating evidence-based decision making into allied health curricula. *Journal of Allied Health, 30*, 215-222.
- Gat, S., & Ratzon, N. Z. (2014). Comparison of occupational therapy students' perceived skills after traditional and nontraditional fieldwork. *American Journal of Occupational Therapy, 68*(2), e47-e54.
- Grady, S., Brungardt, K., & Doll, J. (2018). The impact of classroom instruction on cultural awareness and sensitivity in occupational therapy students. *Journal of Occupational Therapy Education, 2*(2), 1-13.
- Kumagai, A. K., & Lybson, M. L. (2009). Beyond cultural competence: critical consciousness, social justice, and multicultural education. *Academic medicine, 84*(6), 782-787.
- Pollock, N., & Rochon, S. (2002). Becoming an evidence-based practitioner. In M. Law (Ed.), *Evidence-based rehabilitation: A guide to practice* (pp. 31-46). Thorofare, NJ: SLACK Incorporated.

Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, 15(2), 183.

**COURSE NOTES**

Student performance in this course will be assessed by letter grade. Pass/no pass is not an option. The course will be held in person, with supplementary information posted online using Brightspace.

**TECHNOLOGICAL PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED**

Students are required to bring an internet-enabled device with browser capabilities to class every week. If you require an internet-enabled device, the USC Computing Center Laptop Loaner Program- USC Information Technology Services provides loaner laptops at the general-use computing centers in King Hall, Ahmanson Information Commons at Leavey Library, and Waite Phillips Hall. For more information about the program, see: <https://itservices.usc.edu/spaces/laptoploaner/>.

During class time, it is expected that students will use their devices for academic purposes only (e.g., taking lecture notes, looking up terms, completing in-class work for this class, etc.). You will receive important e-mails, documents, and communications from your instructor via Brightspace. Students are expected to manage their emails so that class-related announcements are not missed inadvertently. Brightspace will be used for posting instructor-led lectures, providing handouts and readings, and managing assignment submissions.

**USC Technology Rental Program:**

If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the University’s equipment rental program. To apply, please submit an application. The Student Basic Needs team (<https://studentbasicneeds.usc.edu/>) will contact all applicants and distribute equipment to eligible applicants during the fall semester.

**REQUIRED READINGS AND SUPPLEMENTARY MATERIALS**

Required and recommended readings as well as supplementary materials will be posted on Brightspace.

**DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS**

ASSIGNMENT	LEARNING OBJECTIVE(S)	DUE DATE	% OF GRADE
COPM Goals	1	Tuesday, January 28 <sup>th</sup> by 10:00 a.m.	18%
Reflective Journal	1, 2	Tuesday, January 28 <sup>th</sup> by 10:00 a.m. Tuesday, February 11 <sup>th</sup> by 10:00 a.m. Tuesday, February 25 <sup>th</sup> by 10:00 a.m. Tuesday, March 11 <sup>th</sup> by 10:00 a.m. Tuesday, April 1 <sup>st</sup> by 10:00 a.m. Tuesday, April 15 <sup>th</sup> by 10:00 a.m.	12%
Group Workshop Topic Proposal	3, 4, 5	Tuesday, February 18 <sup>th</sup> by 10:00 a.m.	10%
Group Workshop	3, 4, 5	Group 1: Tuesday, April 15 <sup>th</sup> Group 2: Tuesday, April 22 <sup>nd</sup>	34%

		Group 3: Tuesday, April 29 <sup>th</sup>	
Final Paper	1, 2, 5, 6	Tuesday, May 6 <sup>th</sup> by 10:00 a.m.	26%

### **COPM Goals (18%)**

Students will utilize the Canadian Occupational Performance Measure (COPM), a commonly used assessment in occupational therapy practice, to establish personal and professional goals related to graduate school success. Students will describe their personal experience with completing the COPM, as well as utilize reflection to justify their selection of each goal, and outcomes achieved at the end of the semester.

### **Reflective Journal (12%)**

Students will utilize the Canadian Occupational Performance Measure (COPM) and their established SMART goals to reflect on their progress throughout the course using a reflective journal. Additionally, students will share their experiences documented in their journal with classmates to enhance the reflective process.

### **Group Workshop Topic Proposal (10%)**

Each student group will provide a written proposal outlining the professional topic they would like to utilize as the subject of the workshop they will facilitate in class. The group can choose from a list of ideas for group workshop topics, or propose their own topic area. The proposal will include justification as to how this topic relates to graduate student success. Students will include examples of how occupation can be used to disseminate information about this subject.

### **Group Workshop (34%)**

Students will work in groups of three to facilitate an hour-long workshop on a topic related to graduate student success. They will utilize occupation as a means to enhance their peers' knowledge about the subject. The workshop should include active and/or interactive components and reference current literature.

### **Final Paper (26%)**

The final paper will require students to complete the Canadian Occupational Performance Measure (COPM) once more, as a post-assessment of their progress this semester. They will reflect on the goals they established and describe their efforts towards achieving them. Students will create long-term goals explicitly related to mentorship or networking, and justice, equity, diversity, and inclusion with justification of how each goal relates to their success as a graduate student and/or future professional.

### **Grading Scale**

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69

- D 63-66
- D- 60-62
- F 59 and below

**ASSIGNMENT SUBMISSION POLICY**

Assignment instructions will be posted on Brightspace in Word format. Download and fill in these documents to complete each assignment. All assignments must be submitted electronically on Brightspace.

We expect that assignments will be turned in on the due date and time listed on the syllabus. We understand that you are managing the demands of the entry level occupational therapy doctorate curriculum. If you will not be able to submit your assignment on time as specified by the due date on the syllabus, please come talk to us before the deadline so that we can determine an alternate plan for completion. If we don't hear from you before the deadline and an assignment is turned in late, 5% will be deducted from the final grade for each day past the deadline. See specific assignment guidelines for more details. Unless otherwise noted, all assignments are to be submitted via Brightspace. You will receive feedback on assignments no later than 3 weeks after the due date via Brightspace. Please reach out if you have any concerns about this.

**GRADING TIMELINE**

Grading and feedback will be completed within 3 weeks of assignment submission.

**COURSE SCHEDULE: A WEEKLY BREAKDOWN**

	Topics/Daily Activities	Readings/Preparation	Deliverables / Assignment Due
<b>W1 1/14</b>	<p><b>Syllabus Review</b></p> <p><b>Presentation:</b> Occupations for Graduate Success</p>	<p><b>Video:</b> "How to Survive Grad School: Five Tips for Postgraduate Success" by K. Choi  <a href="https://www.youtube.com/watch?v=X60VPR2diIs">https://www.youtube.com/watch?v=X60VPR2diIs</a></p> <p><b>Article:</b> Malek-Ismail, J. &amp; Krajnik, S.R. (2021). Thriving in the First Semester of Graduate School: A Process of Rebalancing and Self-Determination. <i>The American Journal of Occupational Therapy, 75</i>(S2).</p> <p><i>Read only the highlighted article sections:</i>            Abstract, Table 1 (interview questions), Overarching Theme, Theme 1, Theme 2, Theme 3, Theme 4</p>	
<b>W2 1/21</b>	<p><b>Presentation:</b> Occupations of Emerging Adulthood</p>	<p><b>Video:</b> TED. (2015, Apr 28). Why Does it Take so Long to Grow up Today? Jeffrey</p>	

	<p><b>In-class Activities:</b> Using the COPM to create SMART goals &amp; Workshop Group Selection</p>	<p>Arnett. <a href="https://www.youtube.com/watch?v=fv8KpQY0m6o">https://www.youtube.com/watch?v=fv8KpQY0m6o</a></p> <p><b>Article:</b> Arnett, J.J. (2007), Emerging Adulthood: What Is It, and What Is It Good For? Child Development Perspectives, 1: 68-73. <a href="https://doi.org/10.1111/j.1750-8606.2007.00016.x">https://doi.org/10.1111/j.1750-8606.2007.00016.x</a></p>	
<p><b>W3</b> <b>1/28</b></p>	<p><b>Reflection:</b> COPM Goals</p> <p><b>Presentation:</b> “A Lifestyle Redesign Approach to Wellbeing” By Dr. Emma Schiewe</p>	<p><b>Video:</b> TED. (2017, Apr 10). The Fallacy of the Work/Life Balance, Michael Walters. <a href="https://www.youtube.com/watch?v=hJlkgFn2efc&amp;t=125s">https://www.youtube.com/watch?v=hJlkgFn2efc&amp;t=125s</a></p> <p>TED. (2021, Sept 21). 3 rules for better work-life balance, Ashley Whillans. <a href="https://www.youtube.com/watch?v=4c_xYLwOx-g">https://www.youtube.com/watch?v=4c_xYLwOx-g</a></p> <p><b>Article:</b> Pyatak, E. A., Carandang, K., Collins, C. R., &amp; Carlson, M. (2022). Optimizing Occupations, Habits, and Routines for Health and Well-Being with Lifestyle Redesign®: A Synthesis and Scoping Review. The American Journal of Occupational Therapy, 76(5). <a href="https://doi.org/10.5014/ajot.2022.049269">https://doi.org/10.5014/ajot.2022.049269</a></p>	<p><b>Journal Entry #1 and COPM Goals due by 10:00 AM on Tuesday 1/28</b></p>
<p><b>W4</b> <b>2/4</b></p>	<p><b>Presentation:</b> “Imposter Syndrome and Success Strategies: by Kortschak Center Specialist</p> <p><b>In-Class Activity:</b> Clance IP Scale</p>	<p><b>Video:</b> TED. (2021, March 1) One thing no one told you about the imposter syndrome. Christina Whittaker</p> <p><b>Article:</b> Holden, C. L., Wright, L. E., Herring, A. M., &amp; Sims, P. L. (2021). Imposter Syndrome Among First- and Continuing-Generation College Students: The Roles of Perfectionism and Stress. Journal of College Student Retention: Research, Theory &amp; Practice, 0(0). <a href="https://doi.org/10.1177/15210251211019379">https://doi.org/10.1177/15210251211019379</a></p>	

<p><b>W5</b> <b>2/11</b></p>	<p><b>Reflection:</b> COPM Goals</p> <p><b>Presentation:</b> Communication Skills for Professional Success</p>	<p><b>Video:</b> “What are Communication Skills? Top 10!” by Alex Lyon  <a href="https://www.youtube.com/watch?v=xQfYiHbAjJo">https://www.youtube.com/watch?v=xQfYiHbAjJo</a></p> <p><b>Article:</b> “Communication Skills” at  <a href="https://www.skillsyouneed.com/ips/communication-skills.html">https://www.skillsyouneed.com/ips/communication-skills.html</a></p>	<p><b>Journal Entry #2</b>  <i>due by 10:00 AM on Tuesday 2/11</i></p>
<p><b>W6</b> <b>2/18</b></p>	<p><b>Presentation:</b> Mind the Gap: Understanding Generational Differences in Graduate School</p>	<p><b>Article:</b> Hills, C., Ryan, S., Smith, D. R., &amp; Warren Forward, H. (2012). The impact of ‘Generation Y’ occupational therapy students on practice education. <i>Australian Occupational Therapy Journal</i>, 59(2), 156-163.</p>	<p><b>Group Workshop Topic Proposal</b>  <i>due by 10:00 AM on Tuesday 2/18</i></p>
<p><b>W7</b> <b>2/25</b></p>	<p><b>Reflection:</b> COPM Goals</p> <p><b>Presentation:</b> “Leadership and Professionalism” by Dr. Samia Rafeedie</p>	<p><b>Article:</b> Lamb, A. J. (2016). The power of authenticity (Inaugural Presidential Address). <i>American Journal of Occupational Therapy</i>, 70, 7006130010.  <a href="http://dx.doi.org/10.5014/ajot.2016.706002">http://dx.doi.org/10.5014/ajot.2016.706002</a></p> <p>Clark, F. A. (2010). Power and confidence in professions: Lessons for occupational therapy. <i>Canadian Journal of Occupational Therapy</i>, 77, 264-269. doi: 10.2182/cjot.2010.01.77.5.2</p>	<p><b>Journal Entry #3</b>  <i>due by 10:00 AM on Tuesday 2/25</i></p>
<p><b>W8</b> <b>3/4</b></p>	<p><b>Reflection:</b> COPM Goals</p> <p><b>Presentation:</b> Concepts in Justice, Equity, Diversity, and Inclusion: A Journey Towards Justice, Equity, Diversity, and Inclusion</p> <p><b>In-class Activity:</b> Implicit Bias Test from Harvard University  <a href="https://implicit.harvard.edu/implicit/takeatouchtestv2.html">https://implicit.harvard.edu/implicit/takeatouchtestv2.html</a> &amp; Social Identity Wheel</p>	<p><b>Video:</b> The urgency of intersectionality   Kimberlé Crenshaw   TED  <a href="https://youtu.be/akOe5-UsQ2o?feature=shared">https://youtu.be/akOe5-UsQ2o?feature=shared</a></p> <p><b>Article:</b> LeBlanc-Omstead, S., &amp; Kinsella, E. A. (2019). Shedding light on a 'hidden prejudice': Considering sanism in occupational therapy. <i>Occupational Therapy Now</i>, 21(2), 15-16.</p>	
<p><b>W9</b> <b>3/11</b></p>	<p><b>Presentation:</b> Effective Mentorship and Networking</p> <p><b>In-class Activity:</b> BS in OT Alumni Panel</p>	<p><b>Video:</b> “The Three Bones of Networking for Student Success” by Isaac Serwanga</p>	<p><b>Journal Entry #4</b>  <i>due by 10:00 AM on Tuesday 3/11</i></p>



		<a href="https://www.youtube.com/watch?v=4OTPJZnBP8s">https://www.youtube.com/watch?v=4OTPJZnBP8s</a>  <b>Article:</b> Iyengar, R.V. (2017). People Matter: Networking and Career Development. The IUP Journal of Soft Skills, 11(1).	
<b>W10</b> <b>3/18</b>	<b>Spring Break- No Class</b>		
<b>W11</b> <b>3/25</b>	<b>Presentation:</b> Center for Occupation and Lifestyle Redesign® History  <b>In-class Activity:</b> Tour	<a href="https://chan.usc.edu/about-us/center">https://chan.usc.edu/about-us/center</a>	
<b>W12</b> <b>4/1</b>	<b>Presentation:</b> The OT Fieldwork Experience	<b>Video:</b> “How to use others' feedback to learn and grow” by Sheila Heen <a href="https://youtu.be/FQNbaKkYk_Q?feature=shared">https://youtu.be/FQNbaKkYk_Q?feature=shared</a>  <b>Article:</b> American Occupational Therapy Association. (2016). Occupational therapy fieldwork education: Value and purpose. American Journal of Occupational Therapy, 70(Suppl. 2), 7012410060. <a href="http://dx.doi.org/10.5014/ajot.2016.706S06">http://dx.doi.org/10.5014/ajot.2016.706S06</a>	<b>Journal Entry #5</b> <i>due by 10:00 AM on Tuesday 4/1</i>
<b>W13</b> <b>4/8</b>	<b>Presentation:</b> Headshots to Handshakes  <b>In-class Activity:</b> Headshots & Digital Business Cards ( <a href="https://careers.usc.edu/iris/">https://careers.usc.edu/iris/</a> )	<b>Video:</b> How to establish a professional brand with novice experience on LinkedIn   Austin Henline   TEDxSUU <a href="https://www.youtube.com/watch?v=xqW1hXC3q8">https://www.youtube.com/watch?v=xqW1hXC3q8</a>  <b>Article:</b> Bilderback, Stephanie. (2025). Managing Gen Z anxiety and digital perfectionism on LinkedIn. Strategic HR Review. <a href="http://dx.doi.org/10.1108/SHR-01-2025-0006">http://dx.doi.org/10.1108/SHR-01-2025-0006</a>	
<b>W14</b> <b>4/15</b>	<b>Reflection:</b> COPM Goals  <b>Workshop:</b> Student Group #1	<b>Article:</b> Dinzeo, T. J., Thayasivam, U., & Sledjeski, E. M. (2013). The development of the lifestyle	<b>Journal Entry #6</b> <i>due by 10:00 AM on Tuesday 4/15</i>

		and habits questionnaire-brief version: Relationship to quality of life and stress in college students. <i>Prevention Science</i> , 15(1), 103–114. <a href="https://doi.org/10.1007/s11121-013-0370-1">https://doi.org/10.1007/s11121-013-0370-1</a>	<b>Group #1 only:</b> <i>Upload Group Workshop Form by 10:00 AM on Tues 4/15</i>
<b>W15</b> <b>4/22</b>	<b>Workshop:</b> Student Group #2	<b>Article:</b> Rounds, James, and Rong Su. "The nature and power of interests." <i>Current Directions in Psychological Science</i> , vol. 23, no. 2, Apr. 2014, pp. 98–103, <a href="https://doi.org/10.1177/0963721414522812">https://doi.org/10.1177/0963721414522812</a>	<b>Group #2 only:</b> <i>Upload Group Workshop Form by 10:00 AM on Tues 4/22</i>
<b>W16</b> <b>4/29</b>	<b>Workshop:</b> Student Group #3  <b>In-Class Activity:</b> COPM Reassessment	<b>Article:</b> An, S.-J. L., Kim, G.-R., & Chen, K. L. (2024). A Quasi-Experimental Study Investigating the Impact of a Lifestyle Redesign Program on the Well-Being of Korean University Students. <i>Occupational Therapy International</i> , 2024(1), 2683453–2683453. <a href="https://doi.org/10.1155/2024/2683453">https://doi.org/10.1155/2024/2683453</a>	<b>Group #3 only:</b> <i>Upload Group Workshop Form by 10:00 AM on Tues 4/29</i>
<b>Finals Week</b> <b>5/6</b>	<b>Final Paper Due</b>		<b>Final Paper</b> <i>due by 10:00 AM on Tues 5/6</i>

### Respect for Diversity

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

In addition, we have attempted to avoid conflicts with major religious holidays in scheduling deadlines. However, if we have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let your instructor/members of the teaching team know as soon as possible so that we can make other arrangements.

### Inclusive Teaching Statement

As USC Chan faculty, it is our responsibility to attend to student differences and take deliberate steps to ensure that all students feel welcomed, valued, challenged, and supported in succeeding in the program. In collaboration with students, we will help cultivate positive rapport and community in the classroom environment. Your instructor encourages open communication outside of class regarding any

issues or feedback you have, or accommodations you need to overcome barriers to an optimal educational experience.

### **Participation and Professionalism**

As a graduate student of the USC Occupational Therapy program, you will not only work towards receiving your doctoral degree, but you will also be entering into a profession. A sense of professionalism, in both behavior and attitude is an expectation in this course, throughout the program, and in your future occupational therapy career.

Course specific elements of professionalism, which will translate to the workplace, include:

- Timeliness to and engagement in both the lecture portion of class and in-class activities
- Notifying the course instructors in advance (whenever possible) if unable to meet a class requirement
- Respectful treatment of members of the teaching team and peers
- Identification and resolution of problems in a constructive manner
- Accepting responsibility for individual learning, including seeking support as needed
- Managing emotions in a manner that maintains a positive learning/working environment
- Respectful management of all electronic devices

You are expected to attend class on time and be prepared for discussion. Late arrival is disruptive to both students and the instructor. If you are absent, you remain responsible for all material covered in class including announcements.

For anticipated absences (e.g., religious holiday, court, professional activity), inform instructors well ahead of their occurrence to arrange make-up classwork when relevant. For unanticipated absences (e.g., illness, family emergency), communication with your instructors is expected as soon as possible once the event is known.

### **Discussion Guidelines**

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the diversity of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each other's opinions and refrain from personal attacks or demeaning comments of any kind. If we witness or become aware of harmful comments we will take steps to address them through in-class dialogue, restorative conversation or other means. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. If you have any concerns related to class discussions, please inform your instructor. Your suggestions about how to improve the inclusive environment in this course are encouraged and appreciated. Additionally, please utilize this [Menu of Discussion Norms](#) which provide guidelines in regard to respect, constructiveness, and inclusivity.

### **Communication Policy**

The course instructor will check email during regular business hours (9:00 a.m. to 5:00 p.m. Pacific Time) Monday through Friday. Email received after business hours or during the weekend will be addressed within the next 2 business days. Last minute email requests sent after working hours the night before an assignment is due will default to the next business day. Responses may be delayed on the weekend or holidays. **Students are asked to plan ahead and ask questions at least 1 week before the due date of an assignment.**

### **Policy Concerning Exams**

Students are informed well in advance when exams are scheduled. Thus, it is your responsibility to arrange your personal agendas to adhere to the exam schedules, and it is to your advantage to take all exams at the day/time when they are administered.

Accommodations needed due to a disability/health condition should be requested at the beginning of the semester, well in advance of exams. Per the Chan Division handbook, Should a student have approved accommodations through the USC Office of Student Accessibility Services (OSAS), and wish to utilize them for course exams, the student should notify the faculty member a minimum of two (2) weeks prior to the exam. (p.20).

Accommodations requested less than two weeks prior to an exam are not guaranteed. Please see the section of the syllabus on disability accommodations.

Examinations **MUST** be taken on the date and at the time scheduled. Acknowledging that legitimate emergencies can arise on the day of a scheduled examination, the following policy will apply:

If a student is late for an exam, they may complete the exam as scheduled with any remaining time available.

If a student misses an exam, the student must provide documentation supporting the following emergencies:

- Serious Illness/Injury of student
- Death of immediate family member

There is no provision for routine makeup of examinations. The instructor will consult with the Associate Chair for Curriculum and Faculty, Dr. Julie McLaughlin Gray, and may approve a makeup exam **ONLY** if the documentation is verified and advanced notification is provided (whenever possible). If approved, the make-up exam may be in an alternative format to the missed exam.

**Failure to provide the appropriate documentation will result in a "0" for the examination.**

### **Assignment Rubrics**

Grading rubrics will be used to assess each assignment. Grading rubrics will be distributed along with assignment instructions via Brightspace.

### **Assignment Submission Policy**

In-class assignments, including individual and group assignments, are due by their established deadlines and will be submitted via Brightspace unless specified otherwise. When submitting a group assignment, have only **ONE** group member submit the document. Be sure to include all team members' first and last names on the document in order to receive credit.

### **Grading Timeline**

All assignments will be graded and returned within 2-3 weeks of submission. Grades will be posted onto Brightspace.

### **Submission of Late Assignments**

For each day an assignment is late, 5% will be deducted from the final grade on the assignment. After seven days, assignments will not be accepted for late grading and a score of 0 will be given. The

instructor will strictly adhere to “due-by” dates AND times. The time stamps on your submissions will be checked such that one minute past the due-by time will be considered one day late. Each 24-hour period thereafter will be considered another day late. The only exception to this policy is in the event of an extenuating circumstance (see below), so please allow yourself time for technical glitches or unforeseen events.

### **Absentee Protocol**

We recognize that some students may need to miss class due to illness and/or unforeseen circumstances. Students will be permitted to make up work if they need to miss class. If a student needs to miss class, they are expected to notify their instructor(s) a minimum of one hour prior to class so that arrangements can be made for make-up work or remote participation. Students will **only be permitted to participate remotely if approved by the instructor and aligned with the course learning goals and activities**. Make-up work will be determined by the course instructor and is due prior to the start of the next class session.

Understanding that sometimes extenuating circumstances make advanced notification difficult or impossible, if a student is unable to notify their instructor in advance, they are expected to notify their instructor(s) of their absence as soon as possible in order to arrange for make-up assignments.

### **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 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.

### **Policy for the Use of AI Generators**

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually. 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 tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

### **Students and Disability Accommodations**

**Accommodations** needed due to a disability/health condition should be requested at the beginning of the semester, well in advance of exams. Per the Chan Division handbook,

Should a student have approved accommodations through the **USC Office of Student Accessibility Services (OSAS)**, and wish to utilize them for course exams, the student should notify the faculty member a minimum of two (2) weeks prior to the exam. (p.20).

### **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 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. 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).

### **Course Evaluations**

Students have the opportunity to anonymously evaluate the course and provide feedback at the mid-point of the semester and at the end of the semester. These evaluations help us to continually improve our teaching practices and courses. Mid-point evaluations will occur via a google form. Link will be provided on Brightspace. End of semester course evaluations occur via a university-wide system. You will receive an email with a link to the end of semester course evaluations for each course you are enrolled in.

### **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.