USC Chan Division of Occupational Science and Occupational Therapy

**COURSE ID AND TITLE: OT 720 PEDAGOGY IN HIGHER EDUCATION: SEMINAR AND PRACTICUM
SPRING 2025**

**NUMBER OF UNITS: 1 UNIT**

**CLASS TIMES:**

**SECTION 47828:**
TUESDAY 5:30-7:00 PM ON-SITE
1X/MONTH, SEE SCHEDULE FOR DATES
LOCATION: CHP 111

**SECTION 47829**
THURSDAY 9-10:30 AM ONLINE
1X/MONTH, SEE SCHEDULE FOR DATES

LOCATION: HTTPS://USC.ZOOM.US/J/93659910164
MEETING ID: 936 5991 0164

**INSTRUCTOR:** KRISTY PAYNE, OTD, OTR/L
OFFICE HOURS: THURSDAYS 4:30-5:30 PM OR BY APPOINTMENT.
CONTACT INFO: KRISTYPA@CHAN.USC.EDU

PERSONAL ZOOM ROOM:
HTTPS://USC.ZOOM.US/J/9351117649
MEETING ID: 935 111 7649

**IT HELP:**
TECHNICAL SUPPORT FOR ZOOM AND BRIGHTSPACE: HTTPS://KEEPTEACHING.USC.EDU/GET-HELP/

USC CHAN IT SUPPORT STAFF
CONTACT INFO: HELPDESK@CHAN.USC.EDU; (323) 412-0059
HOURS OF SERVICE: MONDAY-FRIDAY, 8:00AM – 5:00PM

ZOOM INFORMATION FOR STUDENTS
BRIGHTSPACE HELP FOR STUDENTS
SOFTWARE AVAILABLE TO USC CAMPUS

**COURSE LAYOUT AND LEARNING EXPERIENCES**

| |
|---|
| **SEMINAR MEETINGS:**<br>**1X/MONTH FOR 1.5 HOURS** |
| **PRACTICUM ASSIGNMENTS**<br>**(SEE BELOW FOR DATES)** |

**COURSE DESCRIPTION**

In this course, students will learn fundamental concepts of teaching and learning in higher education in preparation for work in an academic setting. Students will engage in review of resources available at the USC Center for Excellence in Teaching (CET), review of peer-reviewed literature in higher education, and the development of a learning module in which students are engaged in experiential learning in the undergraduate occupational therapy and occupational science courses. Students will learn about principles of instructional design, including development of learning objectives, meaningful learning activities and assessments, student engagement and classroom management, and evaluation methods. These skills will enhance the students' abilities to move from thinking to doing through risk-taking. They will also provide opportunities for discovering new relationships with not only the content, but with students; implementing new strategies in the classroom; and responding to changes in learning needs. All course work is grounded in concepts of inclusive pedagogy and principles of universal design for learning.

**LEARNING OBJECTIVES**

1. Complete USC's Center for Excellent (CET) Future Faculty Teaching Institute.
2. Apply adult learning principles and student-centered learning to class session.
3. Build course content, including the following for (2) 1.5 hour sessions for undergraduate occupational science minor course:
   a. Learning objectives
   b. Chosen readings/preparation material
   c. Learning activities/Lesson plan
   d. Rubric for the lesson/activity
   e. Alignment with student learning outcomes for the course
   f. Lesson outcome
4. Apply innovative pedagogical strategies and technology based on learning theory to incorporate into planned class session.
5. Plan efforts to support diversity and inclusion in classroom settings through universal design for learning (UDL) principles.

**ACOTE STANDARD MET**

B.6.6 Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.

**RELATIONSHIP TO THE CURRICULUM DESIGN**

**Experts in Occupation:**
Central to the entry-level clinical doctorate (entry-OTD) curriculum, and woven into all curricular and co-curricular experiences, is an understanding of the multi-faceted and complex nature of occupation, its impact on health and well-being, and therapeutic uses. This understanding undergirds occupational therapy's professional identity as well as effective practice. This complex understanding of occupation is informed by occupational science. Students will review occupational science concepts and integration of occupational science with undergraduate education.

**Reflective, Responsive and Engaged Professionals:**
Students will be engaged in the continuous process of self-reflection of their capacities and diverse experiences to enhance their therapeutic skills, develop a strong professional identity, and provide compassionate and culturally-responsive care. In order to do this, self-recognition must be a priority so that students develop an awareness of their personal biases, positionality, and privilege. Students will have the opportunity to apply previously learned knowledge and skills in therapeutic use of self, self-reflection, and humility.

**Practice Scholars:**

The curriculum emphasizes the importance of all types of research for decision-making and teaches students to critically appraise and match research findings to specific questions. Course work will be grounded in review of best practices for teaching and learning in higher education. Students will review and apply evidence to the design of learning activities and assessments. Literature on inclusive pedagogy and universal design for learning will be integrated throughout the course.

### Global Citizens:

Students will be equipped to participate in addressing the educational needs of our increasingly global communities, which can be found both within our local contexts in the United States, as well as around the world. Students will embrace their responsibilities as members of a global community and will be critically reflective practitioners and educators. The entry-OTD curriculum will provide ample opportunities for students to develop a global network with occupational therapists, educators, and fellow students through their core coursework, as well as to participate in international exchange experiences should they desire.

### Visionaries Shaping Change:

Students will be uniquely situated to ideate, create, and implement new innovations in pedagogy and higher education to optimize learning and classroom activities. Anthony (2012) defines innovation as simply, "something different that has impact" (p.18), a combination of creativity with action and implementation. In other words, it is not in thinking creatively that someone is innovative; it is in doing, in taking action on one's creative ideas. Making the leap from thinking to doing involves risk-taking, a characteristic also mentioned in Clark's (2010b) review of literature on power and confidence in relation to occupational therapy. Clark stressed the connection between practice, working hard, taking risks, and developing confidence. Risk-taking is particularly relevant to teaching and learning, designing learning opportunities, synthesizing evaluations, and moving forward in higher education.

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

Literature on inclusive pedagogy and universal design for learning will be integrated through the course. Students will learn to address JEDI concepts in course content and classroom interactions. Students will gain experience in leading difficult conversations and supporting inclusion and appreciation of diverse perspectives.

## COURSE NOTES
This course will be credit/no credit. Students must successfully complete all assignments in order to receive credit.

## TECHNOLOGICAL PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED
You must be registered for this course to access Brightspace in order to receive important emails, documents, and communications from your instructors. Students are expected to manage their emails so that class-related announcements are not missed inadvertently. We will also be using this system for handout and assignment drop-off and return.

Professionalism will include the respectful management of all electronic devices. If you must be in communication during class time, please notify your instructors in advance and be sure to excuse yourself from the classroom with discretion. Please refrain from engaging in social media or other activities if unrelated to class.

## REQUIRED READINGS AND SUPPLEMENTARY MATERIALS
Links and resources provided in the syllabus (see table below). Students will also contribute to readings by identifying articles/resources to be included on a weekly basis.

## DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS
Students will participate in a monthly seminar to review and discuss literature related to pedagogy in higher education as well as share reflections on experiential learning in their practicum experiences.

## SEMINAR:
Students will participate in a monthly seminar with course instructor to discuss topics related to teaching and learning in higher education based on the assigned readings.

**WORKING GROUP FOR MODULE DESIGN:**
Students will be engaged in a group to plan a 1.5-hour session related to occupational science and occupational therapy for an undergraduate occupational science and occupational therapy class, where the group develops the learning objectives for the class session, activities that will be completed by the students, and assessments to test the students' knowledge.  This class session will be in support of an already established course, using a syllabus that has a skeleton of topics from which the student groups will choose.  Experiential learning activities will include supporting course instruction through design and preparation of learning objectives, activities, assessments and rubrics in collaboration with the teaching team; learning about the delivery of course content; managing Brightspace as requested/assigned; and contributing to student advisement and evaluation.  A **ten-minute** presentation on the group work will be required for during the last week of the semester.  A rubric with expectations for the presentation will be posted to Brightspace.

**CENTER OF EXCELLENCE IN TEACHING:  FUTURE FACULTY TEACHING INSTITUTE**
Students will complete USC Center for Excellence Future Faculty Teaching Institute modules online. **Students on a pedagogy track should see instructor for alternative assignment.**

**PROVIDING FEEDBACK ASSIGNMENT:**
The ability to provide constructive and actionable feedback is an essential function of an effective educator.  Students will work with a rubric to review sample work, assign a grade, and provide effective feedback.

**Grading Breakdown**

| Assessment Tools (Assignments) | % of Grade |
| --- | --- |
| Module Design (working group) | 50 |
| Providing Feedback Assignment | 10 |
| Completion of CET Modules* | 40 |
| **TOTAL** | 100% |

*Students on a pedagogy track should see instructor for alternative assignment.*

**Grading Scale**

| | | | |
| --- | --- | --- | --- |
| 93-100  A | 83-87  B | 73-77  C | 63-67 D |
| 90-92    A- | 80-82  B- | 70-72  C- | 60-62 D- |
| 88-89    B+ | 78-79  C+ | 68-69  D+ | 59 & below F |

**Assignment Submission Policy**
Complete assignments and readings as assigned on due dates specified in the syllabus, unless otherwise noted by the course instructor. Assignments should be turned via Brightspace on the due date unless otherwise notified by the course instructor. In-class assignments and presentations will not receive extensions.

**Grading Timeline**
Grades will be updated on Brightspace; a 2-week grading period should be expected per assignment.

**Additional Policies**
**Student Participation and Engagement**
Students are responsible for their learning through active engagement in the learning process including participation in course readings, in-class work, and experiential learning elements. All students should be treated fairly and equally by their peers to promote inclusivity. Communication, behavior, and participation should be respectful, professional, and relevant. For further understanding of expected classroom behavior please refer to https://policy.usc.edu/ethics/.

**Instructor Expectations**
All written assignments will be reviewed by the instructors. Constructive feedback will be provided to promote learning and development of professional skills. The instructors will serve as a role model throughout the course. Students will be provided with

materials and demonstrations that promote the development of occupational therapists as educators.  The instructor will be available by appointment and designated office hours to assist students having difficulty with assignments or course materials.

**Absence Policy**
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 (in-class assignments), **only if approved by the course instructor**.  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 and/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.

**Zoom etiquette**
Students are expected to actively engage with course content during sessions and demonstrate respectful behavior within the learning environment of Zoom. Students are encouraged to keep their cameras on during class sessions.

**Policy Concerning 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.

## Policy Concerning Graded Assessments and Course Examinations:

Students are informed well in advance of the schedule for graded assessments (exams, quizzes, papers, etc.) in each course. It is the student's responsibility to prioritize these dates and times in order to meet course requirements, and it is advantageous to take all exams at the day/time when they are administered.

Accommodations needed, due to a student's specific disability(ies) or health condition, must be approved by the USC Office of Student Accessibility Services (OSAS) and should be requested at the beginning of the semester, **well in advance of exams**. Per the Chan Division Student Handbook, if a student has OSAS-approved accommodations and wishes to use them for graded assessments/course exams, the student should notify the course instructor a **minimum of two 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 academic accommodations.

Graded assessments **MUST be completed on the date and at the time scheduled**. Acknowledging that emergencies can arise on the day of a graded assessment, the following policy will apply:

- If a student is **late** for a graded assessment/exam, they may complete it as scheduled with any remaining time available.

- If a student **cannot be present** for a graded assessment/exam due to self-limiting conditions (e.g., flu, headache, gastroenteritis), the student must notify the course instructor of their absence as soon as possible in order to reschedule the graded assessment **at the instructor's convenience**.

For severe health concerns which may arise, or circumstances in which a student is late for/missing more than one scheduled assessment, the student will be referred to USC Student Health, the Director of the Academic Program, and/or Dr. Julie McLaughlin Gray, the Associate Chair for Academic, Faculty, and Student Affairs, for support in navigating campus resources and appropriate channels for academic adjustments.

Documentation supporting the emergency situations requiring extensive modifications to the course assessment schedule (i.e. multiple assessments must be rescheduled) must be provided for:

- Hospitalizations, significant injuries, or concussions

- Death of immediate family member

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

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. Suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, in scheduling deadlines, we have attempted to avoid conflicts with major religious holidays. If, however, we have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let your instructor know as soon as possible so that we can make other arrangements.

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 uniqueness 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. 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 let your instructors know. Your suggestions about how to improve the inclusive environment in this course are encouraged and appreciated.

COURSE SCHEDULE: A WEEKLY BREAKDOWN

| | Topics/Daily Activities | Readings/Preparation | Deliverables / Assignment Due |
|---|---|---|---|
| *First Month Meeting*<br><br>**Tuesday Section: January 21st, 5:30 pm**<br><br><br>**Thursday Section: January 23rd, 9 am** | Course Overview<br><br><br>Curriculum Design and Development<br><br><br><br>Selection of Pedagogical Strategies, Instructional Design, and Technology | Hooper, B., Atler, K., & Wood, W. (2011). Strengths and limitations of the occupational therapy model curriculum guide as illustrated in a comprehensive curriculum revision process. *Occupational Therapy in Health Care*, *25*(2-3), 194-207. https://doi.org/10.3109/07380577.2011.576748<br><br>Milman, T. Z., Bream, S., Delgado, C., McIntyre, E., Scremin, T., Moreno, L., ... & Pitts, D. (2024). "Putting on our people lens": Lived Experience as Pedagogy. *Journal of Occupational Therapy Education*, *8*(2), 13. Retrieved from https://encompass.eku.edu/jote/vol8/iss2/13/<br><br>Jeno, L. M. (2015). Encouraging active learning in higher education: A self-determination theory perspective. *International Journal of Technology and Inclusive Education*, *5*(1), 716-721. Retrieved from https://infonomics-society.org/wp-content/uploads/ijtie/published-papers/special-issue-volume-2-2015/Encouraging-Active-Learning-in-Higher-Education-A-Self-Determination-Theory-Perspective.pdf | Review readings prior to meeting |
| *Second Month Meeting*<br><br>**Tuesday Section:** | Diversity, Access, and Inclusion in Pedagogy | Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge. https://doi-org.libproxy1.usc.edu/10.4324/9780203700280<br><br>• Chapter 1: Engaged Pedagogy | Review readings prior to meeting; Complete CET Modules 1-3; Quiz due by time of class session |

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| **February 25th, 5:30 pm**<br><br>**Thursday Section: February 27th, 9 am** | Principles of Universals Design (UDL) & Inclusive Pedagogy<br><br>Fundamental Concepts of Instructional Design | • Chapter 2: A Revolution of Values: The Promise of Multicultural Change<br>• Chapter 3: Embracing Change: Teaching in a Multicultural World<br><br>Addy, T. M., Dube, D., Mitchell, K. A., & SoRelle, M. (2023). *What inclusive instructors do: Principles and practices for excellence in college teaching*. Taylor & Francis. Retrieved from: https://ebookcentral.proquest.com/lib/socal/detail.action?docID=6627444<br>• Part 2 The Practice of Inclusive Teaching, Chapter 3 How Do They Design an Inclusive Course?<br><br>Bain, K. (2021). *Super courses: The future of teaching and learning*. Princeton University Press. https://doi-org.libproxy1.usc.edu/10.1515/9780691216591<br>• Part II The Courses – Prologue<br>• Chapter 14 A Personal Journey Toward a Super Course | |
| *Third Month Meeting*<br><br>**Tuesday Section: March 25th, 5:30 pm**<br><br>**Thursday Section: March 27th, 9 am** | Development of Learning Objectives, Learning Activities, Rubrics, and Assessment<br><br>Providing Feedback Assignment | Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. Theory into practice, 41(4), 212-218. https://doi.org/10.1207/s15430421tip4104_2<br><br>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public interest*, *14*(1), 4-58. https://doi.org/10.1177/1529100612453266<br><br>Jonsson, A., & Svingby, G. (2007). The use of scoring rubrics: Reliability, validity and educational consequences. *Educational research review*, *2*(2), 130-144. https://doi.org/10.1016/j.edurev.2007.05.002<br><br>Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. *Educational research review*, *9*, 129-144 https://doi.org/10.1016/j.edurev.2013.01.002 | Review readings prior to meeting; Complete CET Modules 4-6; Quiz due by time of class session |
| *Fourth Month Meeting*<br><br>**Tuesday Section: April 22nd, 5:30 pm** | Student Engagement and Classroom Management | Chen, L., Howitt, S., Higgins, D., & Murray, S. (2022). Students' use of evaluative judgement in an online peer learning community. *Assessment & Evaluation in Higher Education*, *47*(4), 493-506. https://doi-org.libproxy1.usc.edu/10.1080/02602938.2021.1933378<br><br>Flaherty, C. (2020). Study: Student evaluations of teaching are deeply flawed. *Inside Higher Education*. https://www.insidehighered.com/news/2020 | Review readings prior to meeting; Complete CET Modules 7-9; Quiz due by time of class session<br><br>**Providing Feedback** |

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| **Thursday Section: April 24th, 9 am** | Conducting Peer and Self-Evaluation<br><br><br>Evaluation Methods | /02/27/study-student-evaluations-teaching-are-deeply-flawed<br><br>Brookfield S. (2017). *Becoming a Critically Reflective Teacher*. Second edition. Jossey-Bass. Retrieved from: https://ebookcentral.proquest.com/lib/socal/detail.action?docID=4790372<br>• Chapter 1 What is Critically Reflective Teaching?<br>• Chapter 4 The Four Lenses of Critical Reflection | **Assignment due by time of class session** |
| *Final*<br><br>**Tuesday Section Due: April 29th to Brightspace by 5:30 pm**<br><br><br>**Thursday Section Due:<br>May 1st to Brightspace by 9 am** | Submit Learning Module | **Submit Designed Learning Module** | Complete CET Modules 10-12; Quiz due by final due date |

**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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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

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

**Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

**Student Financial Aid and Satisfactory Academic Progress:**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

**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 consists 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) 740-2500*
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.

**Chan Specific Support**

***Chan Student Support –*** Students are encouraged to use office hours and interact with members of the teaching team outside of regularly scheduled class times. Students can access resources on the Chan website: [https://chan.usc.edu/students](https://chan.usc.edu/students).

Student support services are offered daily (Monday through Friday) in the **Student Lounge**, located in the Center for Health Professions (CHP), rooms 137 and 139, during the mid-day break from 12:15 – 1:15 pm. Services include educational support tailored to various courses, resources for developing effective studying and learning strategies, peer mentoring for program navigation, pathways for making connections with instructors and University resources, community building, and practice exploration. Additionally, student support services provides asynchronous evidence-based resources like infographics and videos, including writing tips, APA formatting, and study techniques. Students have the flexibility to "drop-in" to the Student Lounge during the midday break or schedule meetings in-person, via Zoom, or in group formats ranging from large gatherings to 1-on-1.

Contact: Dr. Tessa Milman, Director of Student Support and Engagement, at [tmilman@chan.usc.edu](mailto:tmilman@chan.usc.edu) for additional information. Click on this [Google form](#) to request a meeting.

**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 relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

**Course Evaluations**
In-class time will be set aside at the end of the semester for students to complete the end-of-semester student learning experience evaluations. Additionally, mid-semester evaluation(s) will be administered in order for the course instructor to gather suggestions early on related to the student experience. We encourage all students to use these important tools to provide meaningful and constructive feedback and suggestions related to their learning experience in this course.