![USC Chan Division of Occupational Science and Occupational Therapy]

OT 699 Pedagogy in Occupational Therapy Education: Current Issues and Best Practices (4 units)
Spring 2025

Course Days/Time
Mondays 5:30-8:30 pm

Location
Online (see Brightspace for Zoom link)

Instructor
Kristy Payne, OTD, OTR/L

Office Hours: Mondays 5-5:30 pm and available by appointment

Contact: kristypa@chan.usc.edu

Personal Zoom Room: https://usc.zoom.us/j/9351117649

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 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 developing a class session and creating a course syllabus.
3. Use evidence-based content and best practices to build a course syllabus, including learning objectives, planned readings, and assignments.
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.
6. Demonstrate skills for planning and facilitating large-group discussions or activities.

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

Class Opening Facilitation

The first few minutes of a class provide a valuable opportunity to set the stage for the session and prepare students for learning. This semester, students will plan and lead a class opening activity or discussion to support an intentional transition into the classroom space and facilitate peer connection. An assignment description with details and sign-up link is available on Brightspace.

Teaching Module

Students will apply knowledge from CET Modules and course content to plan and lead a 1-hour class session from their designed syllabus (see Syllabus Assignment below). Students will submit a written outline and presentation slides to Brightspace on the day of their facilitation. A rubric with expectations for the presentation is available on Brightspace. Session materials should include:
- Session learning objectives
- Selected readings
- Learning activities
- Method of assessing student knowledge

PEER FEEDBACK ON TEACHING MODULE

The ability to provide constructive and actionable feedback is an essential function of an effective educator. Students will work with a rubric to provide meaningful feedback to peers on their Teaching Module presentation. Students will evaluate their peers based on assignment criteria and provide a thoughtful rationale to justify assigned scores.

Synthesis Matrix

Synthesis matrices can be a useful tool to help you to synthesize evidence from scholarly sources. Synthesis matrices help to avoid summarizing each individual source like an annotated bibliography. The matrix allows the writer to cluster source material into specific categories or themes in order to facilitate the development of topics for a course syllabus on your chosen topic.

IN-CLASS WORKSHOPS

In-class workshops provide a time for students to receive feedback from their peers and the instructor prior to submitting assignments. The three in-class workshop topics include:

- Lesson outline for teaching module
- Synthesis matrix and selected topics
- Learning objectives and course description

Students will be given guidance on how to effectively evaluate their peers' progress and will have in-class time allotted to implementing feedback and consulting with the instructor.

Course Syllabus

Students will design a syllabus for a university-level course including course description, learning objectives, topics, weekly readings, and graded assignments. Students will choose a topic for the course related to occupational science and occupational therapy. Topics must be approved by the instructor. Sample topics will be discussed in class and assignment guidelines will be posted to Brightspace. Students will submit a draft of their course syllabus for instructor feedback prior to submitting the final draft.

Center for Excellence in Teaching: Future Faculty Teaching Institute

Students will complete USC Center for Excellence Future Faculty Teaching Institute modules online. Students will submit a corresponding assignment to Brightspace for each module in order to promote reflection on the topic and apply principles to their own teaching practice.

Grading Breakdown

Assessment Tool (Assignments)	% of Grade
Class Opening Facilitation	5%
Teaching Module	10%
Peer Feedback Teaching Module	5%
Synthesis Matrix	10%
In-Class Workshops (3)	15%
Course Syllabus Draft	5%
Final Course Syllabus	25%
Completion of CET Modules and Assignments	25%
TOTAL	100%

Grading Scale

93 – 100	=	A
90 – 92	=	A-
88 – 89	=	B+
83 – 87	=	B
80 – 82	=	B-
78 – 79	=	C+
73 – 77	=	C
70 – 72	=	C-
68 – 69	=	D+
63 – 67	=	D
60 – 62	=	D-
59 and 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.

MESSAGE TO STUDENTS:

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.

Date	Topics/Daily Activities	Readings/Preparation	Deliverables / Assignment Due	CET Future Faculty Institute Module & Assignment Due
Mon. 1/13	Course overview and introduction Self-Determination Theory and Learner motivation Curriculum design and development Review Class Opening Facilitation Assignment and Sign-up	**Review before or after class:** 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 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 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/ Payne, K., & Crowley, K. (2021). Developing an occupational science curriculum for undergraduate students. *Journal of Occupational Science*, *28*(2), 308-313. https://www.tandfonline.com/doi/full/10.1080/14427591.2020.1736133?casa_token=JChHLO43sFgAAAAA%3At00XE_RmYIMX_thgu56G6NZBL0pT22fx--		

		OU9eLd9F9ftWwenRtdrYHXQLhY-p1yCMQmqMT8mpw		
Mon. 1/20	**No class meeting** *Martin Luther King Jr. Day*			
Mon. 1/27	Learner-centered instructional strategies Backward Design and developing effective learning objectives Exploring the teaching medium (on-site versus online) Review Teaching Module assignment	Stefaniak, J. E., & Tracey, M. W. (2015). An exploration of student experiences with learner-centered instructional strategies. *Contemporary Educational Technology*, *6*(2), 95-112. https://www.proquest.com/docview/2135157526?accountid=14749&parentSessionId=rQiHvKy6RPiA%2Fnm1MmkBRc%2BAEtzwQJC0Pf451fwyrRk%3D&pq-origsite=primo&sourcetype=Scholarly%20Journals 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 Boettcher, J. V., & Conrad, R. M. (2021). *The online teaching survival guide: Simple and practical pedagogical tips*. John Wiley & Sons. https://ebookcentral.proquest.com/lib/socal/detail.action?docID=6621496&pq-origsite=primo Chapter 1 - Teaching Online: The Big Picture		**CET Future Faculty Institute Modules 1 & 2 Assignment due to Brightspace**
Mon. 2/3	Developing learning activities Active learning strategies **In-Class Workshop 1: Teaching Module Lesson Plan (bring draft)**	Stoltzfus, J. R., & Libarkin, J. (2016). Does the room matter? Active learning in traditional and enhanced lecture spaces. *CBE—Life Sciences Education*, *15*(4), ar68. https://www.lifescied.org/loi/lse Finelli, C. J., Nguyen, K., DeMonbrun, M., Borrego, M., Prince, M., Husman, J., Henderson, C., Shekhar, P., & Waters, C. K. (2018). Reducing Student Resistance to Active Learning: Strategies for Instructors. *Journal of College Science Teaching*, 47(5), 80–91. https://www-tandfonline-com.libproxy1.usc.edu/doi/abs/10.2505/4/jcst18_047_05_80		**CET Future Faculty Institute Module 3 Assignment due to Brightspace**

		Schaber, P. (2014). Keynote address: Searching for and identifying signature pedagogies in occupational therapy education. *The American Journal of Occupational Therapy*, *68*(Supplement_2), S40-S44. https://www.proquest.com/docview/1629331869?parentSessionId=NzSPeK5S9flk%2BJRXKK5qcRj7l%2FgOK%2BzLh5KtTUPe7JA%3D&pq-origsite=primo&accountid=14749&sourcetype=Scholarly%20Journals Schaber, P., Marsh, L., & Wilcox, K. J. (2012). Relational learning and active engagement in occupational therapy professional education. *Exploring more signature pedagogies*, 188-202. https://ebookcentral.proquest.com/lib/socal/reader.action?docID=911875		
Mon. 2/10	**Teaching Module Presentations**	Submit Teaching Module slides to Brightspace prior to class.	**Teaching Module Presentations (submit slides to Brightspace)**	**CET Future Faculty Institute Module 4 Assignment due to Brightspace**
Mon. 2/17	**No class session** *Presidents' Day*			
Mon. 2/24	Providing effective feedback Teaching learners how to provide peer feedback	Obilor, E. I. (2019). Feedback and students' learning. *International Journal of Innovative Research in Education*, *7*(2), 40-47. https://www.researchgate.net/profile/Esezi-Isaac-Obilor/publication/343609551_Feedback_and_Students'_Learning/links/5f33e743458515b729189e6d/Feedback-and-Students-Learning.pdf McFadzien, N. (2015). Why is effective feedback so critical in teaching and learning?. https://ir.canterbury.ac.nz/server/api/core/bitstreams/376533a9-8068-4bc1-a5fd-a3ad2c331d18/content	**Submit Peer Teaching Module Feedback**	**CET Future Faculty Institute Module 5 Assignment due to Brightspace**

		Nilson, L. B. (2003). Improving student peer feedback. *College teaching*, *51*(1), 34-38. https://www-tandfonline-com.libproxy1.usc.edu/doi/epdf/10.1080/87567550309596408?needAccess=true		
Mon. 3/3	Diversity, Access, and Inclusion in Pedagogy Principles of syllabus design Review Synthesis Matrix Assignment and Course Syllabus Assignment	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 • Part 2 The Practice of Inclusive Teaching, Chapter 3 How Do They Design an Inclusive Course? Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge. https://doi-org.libproxy1.usc.edu/10.4324/9780203700280 • Chapter 1: Engaged Pedagogy • Chapter 2: A Revolution of Values: The Promise of Multicultural Change Chapter 3: Embracing Change: Teaching in a Multicultural World		**CET Future Faculty Institute Module 6 Assignment due to Brightspace**
Mon. 3/10	Literature Review: Guest consultation from USC Norris Medical Librarian Principles of Universal Design for Learning (UDL) and Designing inclusive learning experiences **In-Class Workshop 2: Synthesis Matrix (bring draft)**	Behling, K. T., & Tobin, T. J. (2018). *Reach everyone, teach everyone: Universal design for learning in higher education*. West Virginia University Press. https://ebookcentral.proquest.com/lib/socal/reader.action?docID=5597807 • Chapter 2 Reframing UDL Explore CAST website: https://www.cast.org/impact/universal-design-for-learning-udl USC Libraries. (2024). *Copyright & Teaching*. Research Guides.		**CET Future Faculty Institute Module 7 Assignment due to Brightspace**

		https://libguides.usc.edu/healthsciences/copyright/teaching		
Mon. 3/17	**No class session** *Enjoy Spring Recess!*			
Mon. 3/24	Evaluation methods Review Course Syllabus Assignment	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 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 Palmer, M. S., Gravett, E. O., & LaFleur, J. (2018). Measuring Transparency: A Learning-Focused Assignment Rubric. To Improve the Academy, 37(2), 173–187. https://doi.org/10.1002/tia2.20083 Palmer, M. S., Gravett, E. O., & LaFleur, J. (2018). Measuring transparency: A learning-focused assignment rubric. *To Improve the Academy*, *37*(2), 173-187. https://www.sciencedirect.com/science/article/pii/S0191491X20302194?casa_token=pDW3L6llMN0AAAAA:a1vE8Y7HEI16iy7TU3PkWWsRdPd7pJ24Ipm41PtzN4hDe899iSVeD0LKLg92-uqvBCHQvKbS	**Submit Synthesis Matrix**	**CET Future Faculty Institute Module 8 Assignment due to Brightspace**
Mon. 3/31	**In-Class Workshop 3: Course Syllabus (bring draft)**	Explore USC CET's *Equity, Diversity, Inclusion, and Anti-Racism Resources* available on Brightspace.	**Submit Course Syllabus Draft**	**CET Future Faculty Institute Module 9 Assignment due to Brightspace**

| Mon. 4/7 | Teaching Occupation | **Choose three of the following:**
Krishnagiri, S., Hooper, B., Price, P., Taff, S. D., & Bilics, A. (2017). Explicit or hidden? Exploring how occupation is taught in occupational therapy curricula in the United States. *The American Journal of Occupational Therapy*, *71*(2), 7102230020p1-7102230020p9.
https://research.aota.org/ajot/article-abstract/71/2/7102230020p1/6284/Explicit-or-Hidden-Exploring-How-Occupation-Is?redirectedFrom=fulltext

Price, P., Hooper, B., Krishnagiri, S., Taff, S. D., & Bilics, A. (2017). A way of seeing: How occupation is portrayed to students when taught as a concept beyond its use in therapy. *The American Journal of Occupational Therapy*, *71*(4), 7104230010p1-7104230010p9.
https://research.aota.org/ajot/article-abstract/71/4/7104230010p1/6271/A-Way-of-Seeing-How-Occupation-Is-Portrayed-to?redirectedFrom=fulltext

Hooper, B., Krishnagiri, S., Price, P., Taff, S. D., & Bilics, A. (2018). Curriculum-level strategies that US occupational therapy programs use to address occupation: A qualitative study. *The American Journal of Occupational Therapy*, *72*(1), 7201205040p1-7201205040p10.
https://research.aota.org/ajot/article-abstract/72/1/7201205040p1/6398/Curriculum- | | **CET Future Faculty Institute Module 10 Assignment due to Brightspace** |

		Level-Strategies-That-U-S-Occupational?redirectedFrom=fulltext Hooper, B., Mitcham, M. D., Taff, S. D., Price, P., Krishnagiri, S., & Bilics, A. (2015). Energizing occupation as the center of teaching and learning. *The American Journal of Occupational Therapy*, *69*(Supplement_2), 6912360010p1-6912360010p5. https://research.aota.org/ajot/article-abstract/69/Supplement_2/6912360010p1/6073/Energizing-Occupation-as-the-Center-of-Teaching?redirectedFrom=fulltext Krishnagiri, S., Hooper, B., Price, P., Taff, S. D., & Bilics, A. (2019). A national survey of learning activities and instructional strategies used to teach occupation: Implications for signature pedagogies. *The American Journal of Occupational Therapy*, *73*(5), 7305205080p1-7305205080p11. https://research.aota.org/ajot/article-abstract/73/5/7305205080p1/9859/A-National-Survey-of-Learning-Activities-and?redirectedFrom=fulltext		
Mon. 4/14	Considerations and best practices for online teaching	Itow, R. C. (2020). Fostering valuable learning experiences by transforming current teaching practices: practical pedagogical approaches from online practitioners. *Information and Learning Sciences*, *121*(5/6), 443-452. https://www.emerald.com/insight/content/doi/10.1108/ils-04-2020-0106/full/html?casa_token=3h84NgciclcAAAAA%3AAdsSqmMtZ3LyNvMEmY3gXTQILpjUoYhMH6qBIT-Bf_CzfQFSRosXbbW0wnZtchwnsY3aT5uKfM4TOOY7HLfTc5BLwj8sYp4FFWAPRvzYzI0J4vERPA Boettcher, J. V., & Conrad, R. M. (2021). *The online teaching survival guide: Simple and practical pedagogical tips*. John Wiley & Sons.		**CET Future Faculty Institute Module 11 Assignment due to Brightspace**

		https://ebookcentral.proquest.com/lib/socal/detail.action?docID=6621496&pq-origsite=primo • Chapter 3 Best Practices for Online Teaching Palmer, M. S., Gravett, E. O., & LaFleur, J. (2018). Measuring Transparency: A Learning-Focused Assignment Rubric. To Improve the Academy, 37(2), 173–187. https://onlinelibrary.wiley.com/doi/abs/10.1002/tia2.20083		
Mon. 4/21	Student engagement and Classroom management strategies Developing your unique teaching practice Crafting a teaching statement	Brookfield S. (2017). *Becoming a Critically Reflective Teacher.* Second edition. Jossey-Bass. Retrieved from: https://ebookcentral.proquest.com/lib/socal/detail.action?docID=4790372 • Chapter 1 What is Critically Reflective Teaching? • Chapter 4 The Four Lenses of Critical Reflection • Chapter 14: Practicing Critically Reflective Leadership Goering, A. E., Resnick, C. E., Bradford, K. D., & Othus-Gault, S. M. (2022). Diversity by design: Broadening participation through inclusive teaching. New Directions for Community Colleges, 2022(199), 77–91. https://onlinelibrary-wiley-com.libproxy1.usc.edu/doi/full/10.1002/cc.20525 Review USC CET *Teaching statement evaluation guide* on Brightspace.		**CET Future Faculty Institute Module 12 Assignment due to Brightspace**
Mon. 4/28	**No class session** *University study day*			

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Final			**Submit final Course Syllabus to Brightspace.**	

Statement on University Academic and Support Systems

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