PPD 499 Behavioral Insights for Policy Makers: Overcoming Barriers to Behavior Change
Units: 4
Spring 2025—Mondays and Wednesdays—2:00-3:50pm

Location: TBA

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IT Help: USC ITS
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or submit a ticket at https://itservices.usc.edu/about/contact/

Course Description
Health crises, climate change, environmental disasters, and other policy problems affect people around the world. To address these risks, policy makers and practitioners may recommend that people implement specific behaviors. For example, they may recommend dietary changes to improve people's health, or reducing the use of fossil fuels to curb climate change. Behavioral science combines insights from psychology, economics, and other fields to understand and promote recommended behaviors.

Governments, NGOs and businesses are increasingly hiring graduates with training in behavioral science because effective policy requires effective communications and interventions.

This course will cover what motivates people to (not) change their behavior, how to identify barriers to behavior change, how to design communications and interventions that address those barriers, and how to evaluate these communications and interventions. We will apply these insights to health, climate change, and other policy topics. Students will also learn to distill practical insights from academic papers, so that they have the skills needed to keep up with the behavioral science literature long after completing this course. The course will include lectures, in-class discussions, and practical exercises.

This course is designed for students from the Price School and across USC. Students with an interest in health, sustainability, and policy in general will benefit from this course. No background in behavioral science is needed. Students who do already have a background in behavioral science will nevertheless benefit from the practical insights provided by this course.

The course is taught by Dr. Wändi Bruine de Bruin, who is an international expert on behavioral science and policy. She directs the USC Schaeffer Behavioral Science & Policy Initiative, and is USC's Provost Professor of Public Policy, Psychology and Behavioral Science. She has taught versions of this course to students as well as policy makers around the world, at Carnegie Mellon University, Harvard University, National University Singapore, and the University of Leeds (UK). She has also shared her expertise with the National Academy of Sciences and the Council of the Canadian Academies.

Learning Objectives

By the end of this course, students will be able to do the following:
- apply insights from behavioral science to the context of health, climate change, environmental disasters, and other policy problems;
- identify what motivates and prevents behavior change for different audiences for different policy topics;
- address barriers to behavior change through communications and interventions;
- evaluate the effectiveness of communications and interventions;
- read articles from the behavioral science literature and identify their practical implications for policy makers.

Prerequisite(s): None
Co-Requisite(s): None
Concurrent Enrollment: None
Recommended Preparation: None

Course Notes

Students will receive a letter grade. Classes will be in person. Credit can be earned for class participation, because participation in in-class discussion and exercises is crucial for performing well on weekly quizzes and take-home assignments. Readings and class recordings are available on BrightSpace.

Technological Proficiency and Hardware/Software Required

Students should have their own computer (Mac or PC) to use in class and for assignments. If students do not have a laptop, one can be arranged through the USC Computing Center Laptop Loaner Program.

Required Readings and Supplementary Materials

Required readings will be available on BrightSpace from the start of the semester. Students will be expected to bring paper copies or electronic copies of the readings to class. The full reading list (by week) appears at the end of the syllabus. Slides with answers to quizzes, class discussions, and class exercises will be uploaded on Brightspace on the day *after* each class.

Course readings cover the classic foundations of the literature as well as recent papers relevant to the course objectives. Students will engage with the readings and class materials at least three times: (1) in an initial review in class, through an academic reading guide; (2) by reviewing readings and class materials for a weekly quiz; (3) by applying insights from readings and class materials to policy problems in class discussions, practical exercises, and take-home assignments.

Description and Assessment of Assignments

In-class discussions and exercises (ungraded)
In-class discussions and exercises are a crucial part of this course, and provide practice for the take-home assignments. Class attendance and participation are therefore expected.

Academic reading guide
In-class discussions and exercises will be guided by the following questions, which will help students to quickly grasp the key points and practical insights of academic papers:
1. (a) What was the research question and (b) why is that important?
2. What are the independent and dependent variables?
3. Who participated in the study?
4. What were participants asked to do?
5. What is the answer to the research question?
6. What are the limitations of the study?
7. What are the implications for practitioners, policy makers, and businesses in domains such as health, finance, and climate change?

<u>Weekly quizzes.</u>
Eleven weekly quizzes will be due by 2pm on most Fridays. The lowest quiz score will be dropped. Quizzes are to be completed on BrightSpace. Due dates are shown in the course schedule below. Each quiz will present 10 multiple-choice questions about the previous week's readings and class materials (including slides and insights from class discussions and exercises). All answers to the quiz questions will be discussed in the class after the quiz is due, thus serving as a review of the previous week's materials.

<u>Take-home assignments.</u>
Take-home assignments will consist of reports written for policy makers. They are open-book, to be completed individually, and to be submitted through BrightSpace. The mid-term take-home assignment will require knowledge of the readings and class materials through Week 7. The final take-home assignment will require knowledge of all readings and class materials. Throughout the classes leading up to the take-home assignments, students will receive information about how to prepare. Before each take-home assignment is due, there will be a class in which we will complete a practice assignment. The take-home assignment will be shared in class, allowing students to ask questions while they start working on it (see course schedule below).

Participation
Students will receive credit for actively contributing to class discussions and class exercises. Participation will be tracked on each class date (for details, see grading breakdown below).

Grading Breakdown

Assessment Tool (assignments)	Due	Points	% of Grade
10 of 11 weekly quizzes (lowest grade will be dropped)	Most Fridays 2pm*	100	35%
Mid-term take-home assignment	Fri 02/29, 2pm	100	30%
Final take-home assignment	Exam week (TBA)	100	30%
Class participation	Class dates**	100	5%
TOTAL		100	100%

*See schedule below
** Participation in classes on 2/19 and 4/28 will add 0.40% credit each. Participation on remaining dates will add 0.20% credit each, with the exception of classes on 01/15, 02/24, 02/26, 04/16 and 04/30. This adds up to a maximum of 5% credit for class participation.

Grading Scale
Course final grades will be determined using the following scale:

Letter grade	Corresponding numerical point range
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
Quizzes and take-home assignments should be submitted through BrightSpace. For due dates, see the schedule below.

Grading Timeline
Answers to weekly quizzes will be reviewed in the class after the quiz due date, when grades will become available as well. Take-Home Assignments will be graded and reviewed within about two weeks.

Course Specific Policies
Late policy for quizzes and take-home assignments
Any quiz or take-home assignment received after the deadline but within 12 hours past the due date will receive a one full letter grade deduction (e.g. minus 10 points, from an B to a C). Quizzes or take-home assignments received later than 12 hours but within 24 hours past the due date will receive two full letter grade deductions (e.g., minus 20 points, from an B to a D). Quizzes and take-home assignments received after 24 hours will be treated as missing and receive zero points. The lowest grade for Quizzes will be dropped and not count toward the final grade.

In-class discussions and exercises
Credit will be provided for actively contributing in class discussions and exercises.

No make-ups or extra credit
Quizzes cannot be made up, but the lowest grade will be dropped. Students who miss a quiz or take-home assignment due to illness need to contact the instructor with a doctor's note, to make further arrangements. USC athletes need to contact the instructor in the first week of class with approved Travel Request Letters to make arrangements in case of conflicts. No make-up assignments or extra credit assignments will be made available.

Attendance
Class attendance is expected. Participation in in-class discussions and exercises is crucial for performing well on weekly quizzes and take-home assignments. Credit will be provided for class participation. Students who miss a class will not be able to obtain credit for participation in that class, but they will be expected to review class readings and recordings, and to complete weekly quizzes and take-home assignments on time. Students need to notify the instructor in advance if they are going to miss a class.

Classroom norms
Students will share their experiences, respectfully listen to others, and and build on each other's comments.

Academic Integrity

USC 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.

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working *individually*. Students may not have another person or entity complete any substantive portion of any quiz or take-home 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 for completing the quizzes and take-home assignments in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

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.

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

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. Time will be set aside in class to complete course evaluations.

Course Schedule

MAKE IT UNDERSTANDABLE AND USEFUL		
Timing	**Topics (by date)**	**Assessment due**
Week 1	*Introduction and how to read papers* (Mon 01/13) *Simplifying language* (Wed 01/15)	**Quiz A** due by Fri 01/17 2pm
Week 2	*MLK Day – no class* (Mon 01/20) *Addressing risk perceptions and emotions* (Wed 01/22)	**Quiz B** due by Fri 01/24 2pm
Week 3	*Communicating probabilities and addressing low numeracy* (Mon 01/27 and Wed 01/29)	**Quiz C** due by Fri 01/31 2pm
Week 4	*Using graphs* (Mon 02/03) *Addressing people's lived experiences* (Wed 02/05)	**Quiz D** due by Fri 02/07 2pm
Week 5	*Addressing knowledge and skill gaps* (Mon 02/10 and Wed 02/12)	**Quiz E** due by Fri 02/14 2pm
Week 6	*President's Day – no class* (Mon 02/17) *Ungraded practice assignment 1: Designing and testing an intervention program* (Mon 02/19)	**Quiz E** due by Fri 02/21 2pm
Week 7	*Introduction to mid-term take-home assignment: Designing and testing an intervention program* (Mon 02/24) *Example narrative* (Wed 02/26)	**Mid-term take-home assignment due by** Fri 02/29 2pm
MAKE IT COMPELLING		
Class date	**Topics (by date)**	**Assessment due**
Week 8	*Using storytelling and narratives* (Mon 03/03) *Using text messages* (Wed 03/05	**Quiz F** due by Fri 03/07 2pm
Week 9	*Using labels* (Mon 03/10) *Focusing on concrete outcomes* (Wed 03/12))	**Quiz G** due by Fri 03/14 2pm
Spring break: 03/16-03/23		
Week 10	*Using financial incentives* (Mon 03/24) *Using non-financial incentives* (Wed 03/26)	**Quiz H** due by Fri 03/28 2pm
Week 11	*Using peer comparisons and social norms* (Mon 03/31 and Wed 04/02)	**Quiz I** due by Fri 04/04 2pm
Week 12	*Using attention and commitment* (Mon 04/07) *Using temptation bundling* (Wed 04/09)	**Quiz J** due by Fri 04/11 2pm
MAKE IT EASY		
Class date	**Topics (by date)**	**Assessment due**
Week 13	*Setting defaults* (Mon 04/14 and Wed 04/16)	**Quiz K** due by Fri 04/25 2pm
Week 14	*Changing environments* (Mon 04/21 and Wed 04/23)	
Week 15	*Ungraded Practice Assignment 2: Designing and testing an intervention program* (Mon 04/28) *Introduction to final take-home assignment: Designing and testing an intervention program* (Wed 04/30)	
Exam week	Final take-home assignment due	**TBA**

Course reading list (by class date)

Week 1 Readings

Introduction and how to read papers (Mon 01/13)

    Jordan, C.H. & Zanna, M.P. (1999). How to read a journal article in social psychology. In: R.F. Baumeister (Ed.) *The self in Social Psychology* (pp. 461-470). Philadelphia, PA: Psychology Press.

Make it understandable and useful: *Simplifying language* (Wed 01/15)

    Bruine de Bruin, W., Rabinovich, L., Weber, K., Babboni, M., Dean, M., & Ignon, L. (2021). Public understanding of climate change terminology. *Climatic Change, 167,* 1-21.

    Tait, A.R. et al. (2005). Improving the Readability and Processability of a Pediatric Informed Consent Document: Effects on Parents' Understanding. *JAMA Pediatrics, 159*, 347-352.

Week 2 Readings

MLK Day – no class, no readings (Mon 01/20)

Make it understandable and useful: *Addressing risk perceptions and emotions* (Wed 01/22)

    Slovic, P. (1987). Perception of risk. *Science, 236,* 280-285.

    Lefevre, C.E., Bruine de Bruin, W., Taylor, A.L., Dessai, S., Kovats, S., & Fischhoff, B. (2015). Heat protection behaviors and positive affect about heat during the 2013 heat wave in the United Kingdom. *Social Science & Medicine, 128,* 282-289.

Week 3 Readings

Make it understandable and useful: *Communicating probabilities and addressing low numeracy* (Mon 01/27)

    Schwartz, L.M., Woloshin, S., Black, W.C., & Welch, H.G. (1997). The role of numeracy in understanding the benefit of screening mammography. *Annals of Internal Medicine, 127,* 966-972.

    Bruine de Bruin, W., McNair, S., Taylor, A.L., Summers, B., & Strough, J. (2015). 'Thinking about numbers is not my idea of fun': Need for cognition mediates age differences in numeracy performance. *Medical Decision Making, 35*, 22-26.

Make it understandable and useful: *Communicating probabilities and addressing low numeracy* (Wed 01/29)

    Peters, et al. (2017). Improving numeracy through values affirmation enhances decision and STEM outcomes. *PLOS One*, *12*, 1-19.

    Schapira, M.M. et al. (2001). Frequency or probability? A qualitative study of risk communication formats used in health care. *Medical Decision Making, 21*, 459-467.

Week 4 Readings

Make it understandable and useful: *Using graphs* (Wed 02/03)

    Bruine de Bruin, W., et al. (2023). Improving visualizations for climate change communications: Insights from interviews with policy makers and practitioners. *Manuscript under review.*

    Fischer, H., van den Broek, K.L., Ramisch, K., & Okan, Y. (2020). When IPCC graphs can foster or bias understanding: evidence among decision-makers from governmental and non-governmental institutions. *Environmental Research Letters, 15,* 1-12.

Addressing people's lived experiences (Wed 02/05)

    Scott, J., Bruine de Bruin, W., & de la Haye, K. (2024). Understanding Food Insecurity in Los Angeles County During the COVID-19 Pandemic and its Aftermath: A Qualitative Interview Study *Appetite*, 198, 107323

Week 5 Readings

Make it understandable and useful: *Addressing knowledge and skill gaps* (Mon 02/10)

    Morgan, M.G., Fischhoff, B., Bostrom, A., & Atman, A.J. (2002). Chapter 2: Our mental models approach. In: *Risk communication: A mental models approach.* pp. 19-31.

    Bruine de Bruin, W., & Bostrom, A. (2013). Assessing what to address in science communication. *Proceedings of the National Academy of Sciences, 110,* 14062-14068.

Make it understandable and useful: *Addressing knowledge and skill gaps* (Wed 02/12)

Downs, J.S., Murray, P.J., Bruine de Bruin, W., White, J.P., Palmgren, C. & Fischhoff, B. (2004). Interactive Video Behavioral Intervention to Reduce Adolescent Females' STD Risk: A Randomized Controlled Trial. *Social Science & Medicine, 59*, 1561-1572*.*

Week 6 Readings
President's Day – no class, no readings (Mon 02/17)
Ungraded practice assignment 1: Designing and testing an intervention program (Wed 02/19)
 Review of all readings to date

Week 7 Readings
Introduction to mid-term take-home assignment: Designing and testing an intervention program (Mon 02/24)
Make it compelling: *Example narrative* (Wed 02/26)
 Watch movie "The Day After Tomorrow"

Week 8 Readings
Make it compelling: *Using storytelling and narratives* (Mon 03/03)
 Leiserowitz, A. (2004). Day after tomorrow: Study of climate change risk perception. *Environment: Science and Policy for Sustainable Development, 46,* 22-39.
 Betsch et al. (2011). The role of narrative vs. statistical information on perceiving vaccination risks. *Medical Decision Making, 31*, 742-753. [Focus on Experiment 1]
Make it compelling: *Using text messages* (Wed 03/05)
 Milkman, K. L., Gandhi, L., Patel, M. S., ... & Duckworth, A. L. (2022). A 680,000-person megastudy of nudges to encourage vaccination in pharmacies. *Proceedings of the National Academy of Sciences, 119(6).*

Week 9 Readings
Make it compelling: *Using labels* (Mon 03/10)
 Bruine de Bruin et al. (2023). Should we change the words we use for "climate change?" Manuscript under review.
 Sleboda, P., Bruine de Bruin, W., Gutsche, T., & Arvai, J. (2024). Don't say "vegan" or "plant-based": Food without meat and dairy is more likely to be chosen when labeled as "healthy" and "sustainable*." Journal of Environmental Psychology, 93*, 1-9.
Make it compelling: *Focusing on concrete outcomes* (Mon 03/12)
 Inwald, J., Bruine de Bruin, W., Yaggi, M., & Arvai, J. (2023). Public concern about water safety, weather, and climate: Insights from the World Risk Poll. *Environmental Science and Technology, 57*, 2075-2083.

Week 10: Readings
Make it compelling: *Using financial incentives* (Mon 03/24)
 Campos-Mercade et al. (2021). Monetary incentives increase COVID-19 vaccinations. Science, 374, 879-882.
 Meeker, D., Knight, T., Childress, P., Aliyev, E. R., & Doctor, J. N. (2021). Combining a lottery incentive with protection against losing the lottery improves exercise adherence. Behavioral Science & Policy, 7(1), 27-38.
Make it compelling: *Using non-financial incentives* (Wed 03/26)
 Samek (2019). Gifts and goals: Behavioral nudges to improve child food choice at school. Journal of Economic Behavior & Organization, 164, 1-12.
 Bolderdijk, J.W., Steg, L., Geller, E.S., Lehman, P.K., & Postmes, T. (2013). Comparing the effectiveness of monetary versus moral motives in environmental campaigning. *Nature Climate Change, 3,* 413-416. [Focus on Study 3]

Week 11 Readings

Make it compelling: *Using peer comparisons and social norms* (Mon 03/31)

    Bruine de Bruin, W., Parker, A.M., Galesic, M., & Vardavas, R. (2019). Reports of social circles' and own vaccination behavior: A national longitudinal survey. *Health Psychology, 38*, 975-983.

Make it easier: *Using peer comparisons and social norms* (Wed 04/02)

    Terrier, L., & Marfaing, B. (2015). Using social norms and commitment to promote pro-environmental behavior among hotel guests. Journal of Environmental Psychology, 44, 1-15.

    Handgraaf, M.J.J., Van Lidth de Jeude, M.A., Appelt, K.C. (2013). Public praise vs. private pay: Effects of rewards on energy conservation in the workplace. *Ecological Economics, 86,* 86-92.

Week 12 Readings

Make it easier: *Using attention and commitment* (Mon 04/07)

    Doctor, J. et al. (2018). Opioid prescribing decreases after learning of a patient's fatal overdose, *Science, 361*, 588-590.

    Meeker, D. et al. (2014). Nudging Guideline-Concordant Antibiotic Prescribing: A Randomized Clinical Trial, *JAMA Internal Medicine, 174*, 425-431

Make it easier: *Using temptation bundling* (Wed 04/09)

    Milkman et al. (2013). Holding the Hunger games hostage at the gym: An evaluation of temptation bundling. Management Science, 60, 283-299.

Week 13 Readings

Make it easier: *Setting defaults* (Mon 04/14)

    Johnson, E.J., & Goldstein, D. (2003). Do defaults save lives? *Science, 302,* 1338-1339.

    Chapman, G.B., Li, M., Colby, H., & Yoon, H. (2010). Opting in vs. opting out of influenza vaccination. *JAMA, 304,* 43-44.

Make it easier: *Setting defaults* (Wed 04/16)

    Watch video "Setting defaults for palliative care"

Week 14 Readings

Make it easier: *Changing environments* (Mon 04/21)

    Kroese, F.M., Marchiori, D.R., de Ridder, D.T.D. (2015). Nudging healthy food choices: A field experiment at the train station. *Journal of Public Health, 38,* 133-137.

    Aarestrup et al. (2016). Nudging hospital visitors' hand hygiene compliance. iNudgeyou

Make it easier: *Changing environments* (Wed 04/23)

    Jackson, E.J., & Moreton, A. (2013). Safety during night shifts: A cross-sectional survey of junior doctors' preparation and practice. *British Medical Journal: Open, 3,* 1-6.

Week 15 Readings

Ungraded Practice Assignment 2 (Mon 04/28)

    Review of all readings

Introduction to final take-home assignment (Wed 04/30)

    Review of all readings

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.