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PHED 117 | Sustainability And Self-Care

Units: 2

Section: 4956R Thursday 3:00 PM – 4:50 PM

Term: Fall 2025

Location: THH 217

Instructors:

Kiel Shaub, Ph.D.

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

Dr. Shaub's Office Hours: Tuesdays 1-2PM Or By Appointment

Dr. Shaub's Contact Info: kshaub@usc.edu

Amanda Gilbert

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

Amanda Gilbert's Office Hours: Wednesdays 10:00am-12:00pm (email to schedule)

Amanda Gilbert's Contact Info: amandag5@usc.edu

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

IT HELP: USC Information Technology Services Help

Phone: (213) 740-5555

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

Hours: 24 hours a day, every day

Physical Education & Mind Body Health (PEMBH)

PEMBH Mission

Physical Education & Mind Body Health (PEMBH) provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes. Courses are designed to introduce students to various aspects of health and physical education principles. With this exposure, knowledge, and skill, students are better equipped to make choices regarding a healthy and active lifestyle. All classes stress the importance of exercise and leisure time activity to physical, mental, and social well-being.

Acknowledgements

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

[Additional Resources](#)

Course Description

If we begin with the fundamental belief that all beings are interconnected, our planet, thoughts, actions, and praxes have the ability to reflect this unity. What's more, by balancing traditional learning pedagogy with experiential techniques, we can collectively bridge the gap between ourselves and our planet easier and more skillfully. In this course, students will complete readings, submit brief reflections and papers, and give short presentations on their experiences of being immersed in nature and their internal/external experiences through a variety of self-care modalities, designed to share various ways of sustaining one's own energy. This energy can then focus on the discovery of alternative ways to live, including integrating sustainability practices into an everyday routine, as well as through a comprehensive self-care, planet-care strategy and way of life.

Prerequisite: None

Co-Requisite: None

Recommended Preparation: None

Learning Objectives

- Develop the intrinsic connection between oneself and the planet
- Understanding multiple viewpoints on eco-philosophy and reflecting on those alternative perspectives
- Integrate self-care modalities as a means of sustaining one's own energy and mitigating stress and climate anxiety
- Grow awareness of the environment through immersion in campus biodiversity
- Evolve both listening and sharing skills by participating in an ongoing cohort
- Construct a comprehensive personal self-care/planet-care routine

PEMBH Objectives

Students will be provided both an intellectual and experiential understanding of the principles of self-care as it pertains to wellness, better health, and planet sustainability will be able to:

- Recognize the physical and mental benefits of self-care, the importance of planet care and principles tied to better health in each respect
- Understand basic self-care principles and wellness and sustainability terminology

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

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

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

- Create a safe, progressive, methodical, and efficient activity-based plan to enhance improvement and minimize risk of injury

- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health

PEMBH Policy For The Use Of AI Generators

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

Course Textbook And Course Readings

Course Textbook – *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, by Robin Wall Kimmerer

- Available on [Amazon](#)

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

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

Course Notes

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

Proficiency will be assessed through projects, assignments, and class discussions.

Integrating theory and practice, you will use traditional and experiential learning styles to engage with the course materials. Class sessions combine lectures, videos, reflections, discussion groups, Yoga practice, pranayama breathwork, and meditation techniques. You will also participate in weekly discussions, engage in self-care-related practices, and write reviews on guest lecturers, as well as complete a midterm project and a final project. Overall, Sustainability And Self-Care is a complex topic and grades will be a combination of several components and specific assignments.

That said, all students will exit the course with a personalized and comprehensive self-care routine.

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

General Guidelines For Class Practices And Course Policies

- **BYOM: Students must bring their own materials to class and they will be notified in the class announcements on Brightspace when anything additional is required**
- ***Arrive to class on time:*** Be 2 to 3 minutes early to make sure you're on time
- ***Dress properly:*** For movement-specific days wear comfortable athletic clothing that

allows freedom of movement and note that close-fitting athletic clothes are usually best (avoid baggy t-shirts/pants and dangly jewelry)

- ***Avoid practicing on a full stomach:*** Wait two hours after a meal or one hour after a light snack and no candy or chewing gum during our practices

- ***Report health issues and injuries:*** Notify the instructors of any existing injuries, health problems, and medical conditions – including pregnancy – in the first class meeting. If you develop any new injuries, health problems, and medical conditions and/or become pregnant during the semester, you MUST inform your instructor. This will be kept STRICTLY confidential.

- ***Life is about showing up:*** If you are unable to practice, you are still required to attend class and observe as you can learn a lot simply by watching

- ***Handle your responsibilities:*** Complete assignments on time

- ***Minimize distractions and seek quietness:*** Turn off cell phones (unless using for notes during lecture)

- ***Plan ahead with communication:*** Email is the preferred method of communication outside of class for all of the course instructors; emails will normally be answered within 72 hours or within 96 hours if it's over a weekend or following a holiday

- ***Please use:*** Sustainability And Self-Care PHED 117 and your section in subject line of any email communications

- ***Absences:*** Absences will be excused if the student provides verification and/or documentation from a Health Care Provider, Keck, A USC Department, a positive COVID test, and/or USC Team or Club. For unexcused absences, only 1 make-up assignment will be given whereby a 1 paragraph to a 1 page paper on the missed lecture materials will substitute and highlight missed in-class work

- ***Consult Brightspace if needed:*** Refer to Brightspace for additional handouts and assignments

Presence And Participation Policies

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

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

Presence (7.5% = 15 points → 1.5 points/class starting Week #2)

Our class is an experience-based practice and Physical Education course that requires presence, i.e. physical attendance and showing up, day-to-day. Attendance will be taken every class via Qwicky and it is the student's responsibility to confirm presence. Additionally, to receive this credit, presence will be combined with your tardiness, class citizenship, and/or your mature sense of being a part of a collective community endeavor in the class. **Please note that if you have 3 absences, your final grade will probably lower by one full grade. More than 5 absences and your final grade will likely lower by**

two grades.

In-Class Participation (7.5% = 15 points → 1.5 points/participation starting Week #2)

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

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

Book Review (10% = 20 points)

Students will write a 1-2 page paper reviewing the book, *Braiding Sweetgrass*. Each student will present their review to the class and respond to questions from their fellow students.

Alternative Option: Inspired by *Braiding Sweetgrass*, design and implement a learning experience for your fellow students. Your learning experience will exemplify a specific aspect of the book that you would like your fellow students to grasp, appreciate, and discuss at greater depth.

Course Reflection Forms (30% = 60 points)

Reflection is an integral part of the learning process, especially in self-care.

They include:

- Self-Care Practice Log. 5+ minutes a day with specific notes of practices completed and length of practice time.
- Class and Speaker Reflections. Submit a reflection from class, lectures from your instructor and guest lectures.
- Book and reading reflections.
- Rubric Criteria: 5 points for self-care practice log (presence and effort); 5 points for written responses (thorough and reflective).

Midterm Project (25% = 50 points)

For the midterm project, students will be assigned one section of the campus in small groups. The groups will then research that area of campus, including the history, fauna, wildlife, significance to the self-care/planet-care model, etc. More details will be provided in class to help students define the specifics of the assignment and how it will be graded.

Final Project (20% = 40 points)

Caring for yourself is an act of caring for the planet, and caring for the planet is caring for yourself. The separation of these two concepts is often where problems arise. Your final project in this course will integrate these principles into a comprehensive Self-Care/Planet-Care strategy. More details will be provided in class to help students define the specifics of the assignment and how it will be graded.

Grading Criteria

	% Grade	Points
Presence	7.5%	15
In-Class Participation	7.5%	15
Reflections Forms	30%	60
Book Review	10%	20
Midterm Project	25%	50
Final Project	20%	40
Total	100%	200 Points

Grading Scale

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

(200 Total Points)

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

Course Schedule

COURSE OUTLINE AND CLASS SCHEDULE

Week	Topic
Week 1: Week 1: August 28	Lecture: Introduction To Sustainability And Self-Care <ul style="list-style-type: none"> • Interconnectivity • Eco-Anxiety Assessment • Sign Waiver

<p><i>Individual Sections</i></p>	<ul style="list-style-type: none"> ● Syllabus Overview ● Introduction to Sustainability and Self Care ● Waterfall Intervention Model ● Interconnectivity + Reciprocity ● Introductions <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Instructor-Led Mind-Body Practice: Samavritti Pranayama/Box Breathing <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week ● Read <ul style="list-style-type: none"> ○ <i>Braiding Sweetgrass</i>: “Preface”; “Skywoman Falling” ○ Additional Readings On Brightspace
<p>Week 2: September 4</p> <p><i>All Sections</i></p>	<p><i>Lecture: Sustainability And Self Care: Our Interconnection With Our Environment And The Elements with Dr. Eden Goldman</i></p> <ul style="list-style-type: none"> ○ Introduction The Elements And How They Relate To Interconnectivity And Self-Care ○ Reciprocity And Interconnectivity ○ Digital Procrastination And Accountability: Are You Too Busy? ○ Bring: clear water bottle (glass or clear bottle), something that represents the earth (rock, pebble, leaf, flower, twigs, grass etc.) <p><i>Practice:</i></p> <ul style="list-style-type: none"> ○ Repeat Instructor-Led Mind-Body Practice Three Times Throughout The Week: Speaking Through The Elements, Ujjayi Pranayama, Foot And Ankle Exercises <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ○ Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week ● Read <ul style="list-style-type: none"> ○ <i>Braiding Sweetgrass</i>: “The Council of Pecans”; “The Gift of Strawberries” ● Prepare <ul style="list-style-type: none"> ○ 1 Question For The Office Of Sustainability Next Week ● Explore <ul style="list-style-type: none"> ○ https://drawdown.org/ ○ https://www.scoutfitters.org ○ https://www.peaksandprofessors.org

<p>Week 3: September 11</p> <p><i>Individual Sections</i></p>	<p><i>Site Visit: Office Of Sustainability & Yoga</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> • Instructor-Led Mind-Body Practice: Sitali Breathing, Mini-Flow Yoga Practice, Mirroring The Flow In Each Other Practice <p><i>Assignment: Reflection Form 1 Due By September 11th At 8 PM</i></p> <ul style="list-style-type: none"> • Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: Dirga Breathing And Tree Pose, Upright Crescent Pose, and Tadasana • Read <ul style="list-style-type: none"> ○ Elemental Immersion Reading On Earth ○ <i>Braiding Sweetgrass</i>: “An Offering”; “Asters and Goldenrod”; “Learning the Grammar of Animacy” ○ Additional Readings On Brightspace • Explore <ul style="list-style-type: none"> ○ https://www.mindful.org/what-is-ecoanxiety-and-how-can-mindfulness-help ○ https://www.greenpeace.org.au/blog/caring-for-yourself-so-you-can-care-for-the-planet ○ https://green.usc.eduhttps://sustainability.usc.edu
<p>Week 4: September 18</p> <p><i>All Sections</i></p>	<p><i>Lecture: Sustainable Systems & Living With Amanda Gilbert</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> • Instructor-Led Mind-Body Practice <p><i>Assignment: Reflection Form 2 Due by September 18th at 8pm</i></p> <ul style="list-style-type: none"> • Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week • Read <ul style="list-style-type: none"> ○ <i>Braiding Sweetgrass</i>: “Maple Sugar Moon”; “Allegiance to Gratitude”
<p>Week 5: September 25</p> <p><i>All Sections</i></p>	<p><i>Lecture: Mind Travel With Murray Hidary</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> • Instructor-Led Mind-Body Practice <p><i>Assignment:</i></p> <ul style="list-style-type: none"> • Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week ○ of yourself in regard to stress? (½ page MAX total) ○ Write these reflections in the assignment box on Brightspace. Due at 8 PM. • Read

	<ul style="list-style-type: none"> ○ Braiding Sweetgrass: “The Three Sisters”; “Mishkos Kenomagwen: The Teachings of Grass”; “The Honorable Harvest”
Week 6: October 2 <i>All Sections</i>	<p><i>Lecture:</i> Sustainability With ORSL Dean Varun Soni</p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Instructor-Led Mind-Body Practice <p><i>Assignment:</i> Reflection Form 3 Due By October 2nd At 8 PM</p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week ● Read <ul style="list-style-type: none"> ○ Braiding Sweetgrass: “In the Footsteps of Nanabozho: Becoming Indigenous to Place”; “Witness to the Rain” ● GIVE MIDTERM PRESENTATION NEXT CLASS
Week 7: October 9 <i>Fall Recess (No Class)</i>	<p>NO SELF-CARE PRACTICE LOG</p> <p>FALL RECESS</p>
Week 8: October 16 <i>Individual Sections</i>	<p>MIDTERM PRESENTATIONS</p> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Walking Tour Through Campus. Submit your Midterm paper to Brightspace by October 15 (before the next class) at 8 PM
Week 9: October 23 <i>All Sections</i>	<p><i>Lecture:</i> Local Ecosystems Restoration Projects with Dr. Kiel Shaub</p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Instructor-Led Mind-Body Practice <p><i>Assignment:</i> Reflection Form 4 Due by October 23rd at 8pm</p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week ● Read <ul style="list-style-type: none"> ○ “Windigo Footprints”; “The Sacred and the Superfund”; “Shkitagen: People of the Seventh Fire”; “Defeating Windigo”; “Epilogue: Returning the Gift”
Week 10: October 30	<p><i>Lecture:</i> Introduction To The Parasympathetic Nervous System with Dr. Eden Goldman</p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Instructor-Led Mind-Body Practice: 478 Breathing

	<p><i>Assignment: Due By October 30th At 8 PM</i></p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: 478 Breathing
<p>Week 11: November 6</p> <p><i>Individual Sections & All Sections</i></p>	<p><i>Book Discussion: Braiding Sweetgrass</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● The Book Discussion Is A Practice In Listening And Represents Akash (Space) ● See Brightspace For More <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: Brahmari Pranayama aka Bumble Bee Breathing And Repeating The Mantra/Affirmation of Your Choice 108x ● Read <ul style="list-style-type: none"> ○ Elemental Immersion Reading On Akash/Space ● Binaural Beats – The Power Of Sound
<p>Week 12: November 13</p> <p><i>Individual Sections & All Sections</i></p>	<p><i>Lecture: Compassion & Loving Kindness/Morning Altars/Nature Altars</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Instructor-Led Mind-Body Practice: Loving Kindness Meditation <p><i>Assignment: Reflection Form 5 Due By November 13th At 8 PM</i></p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: Loving Kindness Meditation ● Create <ul style="list-style-type: none"> ○ One Nature Altar While In Class ● Read <ul style="list-style-type: none"> ○ Elemental Immersion Reading On Water ○ Additional Readings On Brightspace
<p>Week 13: November 20</p> <p><i>All Sections</i></p>	<p><i>Lecture: Guest Lecture TBD</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● See Brightspace For Practice: Restorative Yoga <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: Restorative Yoga Practice

	<ul style="list-style-type: none"> ○ Choose 1 Action That Supports The Planet And Try It As A Regular Practice ● Read <ul style="list-style-type: none"> ○ Additional Readings On Brightspace
Week 14: November 27 <i>Thanksgiving Holiday (No Class)</i>	NO SELF-CARE PRACTICE LOG THANKSGIVING HOLIDAY
Week 15: December 4 <i>All Sections</i>	<i>Site Visit: USC Peace Gardens - Hosted By: Dr. Camille Dieterle, OTD, OTR/L, Associate Professor Of Clinical Occupational Therapy, USC Chan Division Of Occupational Science And Occupational Therapy</i> <i>Practice:</i> <ul style="list-style-type: none"> ● Nature Immersion ● Gardening <i>Assignment:</i> <ul style="list-style-type: none"> ● Practice ● Repeat Instructor-Led Practice Three Times Throughout The Week (your choice of practice). Additional Readings On Brightspace <i>Assignment :Reflection Form 6 Due By December 4th At 8 PM</i> <ul style="list-style-type: none"> ● Read <ul style="list-style-type: none"> ○ Additional Readings On Brightspace FINAL PROJECT PRESENTATIONS NEXT CLASS
Week 16: December 11 FINAL PROJECT PRESENTATIONS <i>Individual Sections</i>	LAST CLASS CLASS EVALUATION FORMS FINAL PROJECT PRESENTATIONS CLOSING REFLECTIONS

COVID 19 (Class Guidelines)

To protect yourself and others, compliance with Trojan Check is required before entering campus. Students are expected to comply with all aspects of USC's COVID-19 policy. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards. For updates and information: <https://we-are.usc.edu/>

Academic Integrity Policy

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

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

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

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

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

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

Student And Disability Accommodations

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

Support Systems

Counseling and Mental Health

(213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline

988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP)

(213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)

(213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment

(213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS)

(213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention

(213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity, and Inclusion

(213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency

UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety

UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#)

(213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#)

(323) 442-2850 or otfp@med.usc.edu

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