

Keck School of Medicine of USC

ADSC250: Interdisciplinary Approaches to Addiction Science

Units: 4

Term—Day—Time: Spring 2023, F 1:00PM-3:50PM

Location: WPH-101

Course Coordinator: Jessica Barrington-Trimis, PhD, MS, MA; Terry David Church, DRSc, MA, MS

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Students can expect a response to emails within 48 hours.

Course Description

Addiction science is the transdisciplinary scientific study of the nature, causes, consequences, prevention, intervention, and treatment of the broad spectrum of addiction-related problems. Addiction science also bridges the gap between science, practice, and policy, to educate and be educated by those impacted by the addictions. Addiction science spans the study of all addictive behaviors, substance and nonsubstance, acknowledging both the common and unique elements across different manifestations of the disease. It takes a real-world approach, recognizing that addictive behaviors exist within a complex environment involving commercial-economic, political, cultural, and social forces.

This course examines current studies of the nature of various forms of addiction and abuse in the context of individual and cultural use. The course takes a transdisciplinary approach to the study of addiction science. Themes of this course include (1) Addiction as a brain disease (the pharmacology and neuroanatomy of addiction and dependence) (2) Addiction as a chemical process, (3) Addiction as a public health problem (characteristics of addiction as elucidated in ethnographies, epidemiological studies, and biomedical research), (4) Addiction as a heritable process (genetics and epigenetics), (5) Addiction as a sociological process (the history of drug addiction, theories of addiction treatment and recovery, international and national drug policies related to addiction). The course will examine these facets of the addiction process and apply these theories to the study of specific classes of substance and nonsubstance addiction, including e-cigarettes and tobacco products, sedatives, alcohol, stimulants, opioids, cannabis, hallucinogens, and behavioral addictions

(digital media, technology, sex and love, pornography, self-harm, gambling, food addiction). The course will conclude with discussion of the prevention, treatment, and recovery from addiction, legal and ethical issues, and hot topics in the area of addiction science. These themes will be presented in ways that are designed to lead to lively discussions during class.

Learning Objectives

Throughout this course, students will:

1. Describe the psychological, sociological, and physiological effects of addiction on individuals and society
2. Compare and contrast current policies that inhibit or exploit substances of abuse
3. Explain the effects of common substances on the body throughout the lifespan of addiction from exposure to recovery
4. Consider the consequences of abuse and its relationship to health, economy, wellbeing and society as represented in modern culture
5. Demonstrate how theoretical frameworks from health promotion, pharmacology, and social work pertain to the addiction process
6. Define the nature of addiction as related to behavior, brain, and cultural influences
7. Differentiate how international, national, and local drug policies impact addictive behavior

These objectives are linked to the exams and assignments for this course. Upon completion of this course students will be able to draw from these objectives for a variety of uses, including, future coursework, academic endeavors, and/or professional utility.

Prerequisite(s): None

Co-Requisite(s): None

Concurrent Enrollment: None

Recommended Preparation: None

Course Notes

This course will be in the format of a directed seminar/lecture under the guidance of the instructor for the specific session. During each biweekly session the instructor will engage the students with questions and draw comments or interpretations primarily based on the assigned reading. Students are expected to ask questions and participate in an interactive fashion. Because this is an area of rapid change in policies, the readings may vary from one term to the next. Additional readings for each section that may be of added use are listed in the table below.

Content Warning

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course dealing with drug use, misuse and addiction, course topics can at times be political *and* personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom.

Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

Technological Proficiency and Hardware/Software Required

This course requires use of Blackboard and Microsoft Word

Required Materials

Readings for this course will be posted on BlackBoard.

Description and Assessment of Assignments

In class activities: Attendance at all classes is expected. Participation will include asking and answering questions and being actively involved in the discussion and any immersive learning activities that take place during class time. It is expected that the students read the assigned papers prior to the lecture and be prepared to discuss background, current understanding, treatments, and gaps in knowledge for the topic in each lecture.

Midterm: The midterm will consist of a take-home policy proposal and accompanying presentation. Students will work in groups of 2 to develop a new policy aimed at reducing addiction or the adverse consequences stemming from addiction. Proposals must include a background justification for the proposal, details about how the proposal would be implemented, and a plan for evaluation of the efficacy of the proposal. More details will be provided in class. Students will present their proposal to the class in lieu of an in-class midterm exam.

Final: The Final Project will be a free-form project due at our allotted date and time during exam week, with a 10-minute presentation to describe the project. Students may self-select a project in any form (literature review or scientific manuscript, creative writing piece, podcast, fine art composition, policy proposal, or any other creative presentation) that explicitly addresses the addiction science

concepts covered in this course. A grading rubric will be distributed. Creativity and passion in creating this project is highly encouraged.

Grading Breakdown

Grades will be recorded in the Blackboard gradebook. Evaluation will be based on one midterm examination, a final project, reaction reports, and in class activities.

<i>Assignment</i>	<i>% of Grade</i>
Midterm exam	30
Final project	40
In class activities	30
<i>Total</i>	<i>100</i>

Grading Scale

Course final grades will be determined using the following scale.

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	70-79
F	69 and below

Course-specific Policies

Assignment Submission

All assignments (in-class work and presentation components) should be submitted through Blackboard.

Grading Timeline

All graded work will be returned no later than 2 weeks from the submission deadline or exam date.

Late work

No late assignments will be accepted, except when verifiable extenuating circumstances can be demonstrated.

A grade of zero will be applied to submitted work that does not comply with the USC standards of academic conduct. Such work may not be resubmitted for a new grade.

Attendance

You are expected to attend all class sessions, on time, for the entire course of the class, and prepared to discuss the reading assignment.

Course evaluation

Multiple surveys will gather student opinions about the course: we will have short surveys every ~2-3 weeks, a mid-semester evaluation, and the standard USC course evaluation survey at the end of the semester. Your opinion is valued and can make a difference in how this course is conducted; please give your honest and constructive recommendations.

Course Schedule: A Weekly Breakdown

The lectures are designed to provide historical, cultural, social, economic, and political overviews related to addiction across the topics listed. The general structure of this 170-minute class will consist of a 50-minute lecture, a brief break (~10 minutes), a 50-minute in-class activity, a second brief break (~10 minutes), and conclude with a 50-minute class reflection / interaction. The course schedule is provided below but may be subject to change.

Week	Date	Theme / Subject	Speaker
Week 01	13-Jan	Introduction	Barrington-Trimis & Church
Week 02	20-Jan	Neurochemical	Davies
Week 03	27-Jan	Free Will	Monterosso
Week 04	3-Feb	Genetics	Burkhardt
Week 05	10-Feb	Non-Substance Addictions	Jakowec

Week	Date	Theme / Subject	Speaker
Week 06	17-Feb	Environmental Exposure	Bluthenthal
Week 07	24-Feb	Role of Industry	Alyssa
Week 08	3-Mar	Public Health Concerns	Leventhal
Week 09	10-Mar	Presentations	Student
Week 10	24-Mar	Underrepresented Populations	Evan Krueger
Week 11	31-Mar	Treatment and Recovery	Lewis
Week 12	7-Apr	Community-Based Prevention	Carl Hill
Week 13	14-Apr	Criminality and Law	Rosalie; Conrad
Week 14	21-Apr	Therapeutic Potential of Hallucinogens	Fred Barrett
Week 15	28-Apr	Legalization (cannabis)	Franson
Week 16	May 3 2pm-4pm	Concluding / Presentations	Barrington-Trimis & Church; Student Presentations

Academic Integrity

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

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

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

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

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

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

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.

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.