

# USC Mann

Alfred E. Mann School of Pharmacy  
and Pharmaceutical Sciences

## SP2025: RXRS-414: Buzzed: Modern Drugs of Abuse and Addiction

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**Course Weight:** 4 Units

**Day/Time/Location:** Monday, Wednesday, 11:00 am to 12:20 pm, THH-214

**Catalogue description:** Modern perspectives; discovery and use of legal and illicit drugs of addiction including alcohol and opioids. How drugs have helped, shaped, modified or changed individuals and society.

### Introduction

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The term buzzed commonly describes the sensation experienced after consuming various substances, such as alcohol, plants, or other drugs. It is often associated with the "high" that accompanies these substances. This course delves into the concept of being buzzed, exploring its meaning in the context of substance use, abuse, and addiction.

We will examine a range of substances, including alcohol, opioids, benzodiazepines, synthetic drugs, soda, coffee, and tobacco. Through this exploration, we will review the latest research on substances of abuse, such as prescription opioids, purple drank, and bath salts. Topics will include the biological and behavioral effects of addiction, the unique impact of drugs on the adolescent brain, cultural trends surrounding these substances, and ethical considerations in modern substance use.

The course provides concise, accessible summaries of how these substances interact with the body and brain, their short- and long-term effects, the "highs" they produce, and the risks they

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pose, including fatal outcomes. Importantly, this course neither advocates for abstinence through the “just say no” doctrine nor serves as a guide for substance use. Instead, it aims to empower participants with accurate, up-to-date information to make informed decisions about substances they may encounter.

Given the limited public access to current psychological, legal, and pharmacological research on these substances, this course fills an important gap. It offers a comprehensive understanding of how these drugs function, the consequences of their use, the policies governing them, and the social narratives that shape perceptions of substance use and abuse.

## Objectives

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This course is designed for undergraduates of both scientific and non-scientific majors with an interest in learning about current trends that mark today’s drug climate as they explore the social, psychological, economical, and biological reasons why drug use, misuse and abuse occur. This course will also examine the historical, political, and cultural foundations of drug use in contemporary society by studying pharmacologic, literary, political, economic, philosophical, legal, ethical, and religious traditions as they relate to drug use. For example, the prescription drug abuse crisis and implications of this phenomenon is one way in which we will explore links between illegal use of prescription opioids and the increase in accidental opioid overdose deaths. Students will also learn about drugs of abuse and misuse plaguing the globe over the past forty years. Differences surrounding the ethics of the development and deployment of synthetic chemicals (for example, MDMA) will be presented in ways that are designed to lead to lively discussions during class.

Upon successful completion of this course, the student should be able to participate in a thoughtful debate about:

- Evaluate and provide context to the nature of substances of abuse throughout the world
- Explain and identify the differences between addiction and abuse
- Understand classical features of the most abused drugs, including their general reactions and interactions
- Critique and debate current policies that inhibit or exploit certain substances of abuse
- Describe street capitalism and identify the economics of drug distribution
- Discuss the good, the bad, and the ugly of modern pharmaceuticals
- Predict the consequences of improper drug use and abuse and their relationship to health, economy, wellbeing, and society as represented in popular culture

## Communication Method

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If you have questions or concerns, please contact Dr. Church via email ([tdchurch@usc.edu](mailto:tdchurch@usc.edu)). Your email will be attended as quickly as possible within a 48-hour window. For more urgent or pressing issues, please contact Dr. Church via telephone at 323.442.0241.

## Evaluation and Grading

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Evaluation will be based on one midterm examination, a final examination, two in-class projects, and two writing assignments (critical report and discussion).

<i>Description</i>	<i>Points</i>	<i>Weight</i>
In-Class Projects 2 (@ 15 pts each)	30 pts	(15%)
Midterm exam	55 pts	(25%)
Final exam (partially cumulative)	100 pts	(30%)
Critical Presentation	75 pts	(15%)
Critical Report	75 pts	(15%)
<b>Total</b>	<b>335 pts</b>	<b>(100%)</b>

**15% In Class Projects:** (each worth 7.5% of your class grade) There will be 2 in class projects over the course of the semester. These projects are designed to reinforce course material by having students work in small groups to accomplish specific objectives and apply knowledge from lecture and readings. Specific details will be supplied for each in class project.

**25% Midterm:** There will be 1 midterm for this course that will cover the first 8 weeks of course material. The midterm will consist of a series of questions involving short answers as well as a longer question requiring critical thought and its articulation in written responses. This midterm exam will help students to generate a critical assessment of key topics in this course, to develop a suitable argument, and to convey their ideas and interpretations through the written word.

**30% Final:** The Final Exam will be in the form of an in-class examination during exam week. The final exam will be composed of two parts, each having equal weight towards the final grade. The first part of the exam will include questions from the lectures and from the textbook in the form of multiple choice, T/F and fill-in the blank questions. The second part of the final examination will consist of short written answers to demonstrate the students' knowledge regarding topics covered in the course. This latter part of the final exam will allow students to express their ideas based on facts derived from the course.

**15% Critical Presentation:** Beginning in Week 3 and continuing to Week 14 students will be required to prepare *one* presentation. The presentation will be a critical evaluation of a topic related to a substance of the students' choice. The presentations should be at least 8 minutes but no more than 10 minutes in length. These presentations will be used to guide weekly discussions (general topic ideas per substance can be found on page 8-9). Students will need to research their topics and present on a journal article, news report, legal case, ethical issue, or policy review. The discussion day for the weekly substance topic will have a maximum of 8 speakers. Students should sign-up as it is first come, first served – once all spots are full for a topic week no additional presenters will be accepted. The sign-up sheet is available in Brightspace.

**15% Critical Report:** Beginning in Week 3 and continuing to Week 14 students will be required to prepare one report. The report will be a critical review of a topic related to a substance of the student's choice. The Critical Presentation and Critical Reports are not permitted to be done on the same substance. Students will prepare a five-page critical response report of their chosen topic and upload the report via Brightspace. Students will need to sign-up as it is first come, first served – once all spots are full for a topic week no additional presenters will be accepted. The sign-up sheet is available in Brightspace.

## Use of Artificial Intelligence

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There is an expectation about AI (e.g., ChatGPT and image generation tools) use for this class. Learning to use AI is an emerging skill, and discussions about appropriate use are welcome. It is recommended that you take the opportunity to meet with your professor to get guidance with the use of these tools during office hours or after class. Keep in mind the following:

- AI tools are allowed to help you brainstorm topics or revise work you have already written.
- If you supply minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate / specify the prompts you used to obtain the results what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

## Course Content Distribution and Synchronous Session Recordings Policies

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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 relationship to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

## Required Text

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Kuhn, C.; Swartzwelder, S.; Wilson, W.; Wilson, L. H.; Foster, J.

2014 *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy*, 4th ed. W. W. Norton & Company: New York, NY. 386 pp.

## Supplemental Texts and Multimedia

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Chapters from the core textbook will be supplemented with a variety of source materials including online resources, media outlets and cinema. Supplemental materials will be available on Brightspace either as documents, media links, or embedded files. The selected materials are intended to provide students with a broader perspective by rounding out the information presented in the required text.

## Content Warning

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Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course dealing with drug use, abuse 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. Together, we will create an atmosphere of mutual respect and sensitivity. Class topics are discussed for the sole purpose of intellectual engagement in the area of addiction.

All class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include topics and associated materials is not taken lightly. 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. Our classroom provides an open space for the critical and civil exchange of ideas.

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## Course Outline

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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.

## Course Schedule

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The lectures are designed to provide historical, cultural, social, economic, and political overviews of the topics listed. In weeks 3-4, weeks 6-8, weeks 10-11, and weeks 13-14; the Monday lectures will introduce a specific substance by providing a pharmacologic overview, history of use, legal / regulatory practices, and commentary related to any socio-cultural phenomenon surrounding the substance. In weeks 2-4, weeks 6-8, weeks 10-11, and weeks 13-14, the Wednesday lectures will be open forum where students will present their critical reports and together, we will discuss how these issues, reports, and commentary frame a specific substance. Students are encouraged to provide current information (2020 to present).

Week	Date	Subject	Instructor	Assigned & Supplemental Readings
Week 1	Mon 13 Jan	Course Introduction	Dr. Church	
	Wed 15 Jan	Use, Abuse, and Addiction		Introduction – <i>Buzzed</i> ; Garriott <i>Addiction in the Making</i> – Brightspace
Week 2	Mon 20 Jan	No Class		
	Wed 22 Jan	Alcohol – Lecture The substances to be covered in the lecture on alcohol include: <ul style="list-style-type: none"><li>• Liquor / Spirits</li><li>• Wine</li></ul> Beer / Mead / Ale	Dr. Davies	Chapter 1 – <i>Buzzed</i>
Week 3	Mon 27 Jan	Caffeine – Lecture The substances to be covered in the lecture on caffeine include: <ul style="list-style-type: none"><li>• Coffee</li><li>• Tea</li><li>• Soda / Energy drinks</li><li>• OTC drugs</li><li>• Chocolate</li></ul>	Dr. Church	Chapter 2 – <i>Buzzed</i>

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Week	Date	Subject	Instructor	Assigned & Supplemental Readings
	Wed 29 Jan	Caffeine – Discussion	Student Presentations	
Week 4	Mon 3 Feb	Ecstasy – Lecture The substances to be covered in the lecture on ecstasy include: <ul style="list-style-type: none"> <li>• MDMA</li> <li>• EDM / dance music festivals</li> </ul>	Dr. Church	Chapter 3 – <i>Buzzed</i> ; Little, Burger, and Croucher <i>EDM and Ecstasy</i> – Brightspace
	Wed 5 Feb	Ecstasy – Discussion	Student Presentations	
Week 5	Mon 10 Feb	Hallucinogens – Lecture The substances to be covered in the lecture on hallucinogens include: <ul style="list-style-type: none"> <li>• LSD, psilocin, mescaline, &amp; DMT</li> <li>• Belladonna alkaloids</li> <li>• PCP, Ketamine, &amp; Dextromethorphan</li> <li>• Salvia divinorum</li> </ul>	Dr. Church	Chapter 4 – <i>Buzzed</i>
	Wed 12 Feb	Hallucinogens - Discussion	Student Presentations	
Week 6	Mon 17 Feb	<b>No class</b>		
	Wed 19 Feb	Herbal Drugs – Lecture The substances to be covered in the lecture on hallucinogens include: <ul style="list-style-type: none"> <li>• Ephedrine</li> <li>• St. John’s Wort</li> <li>• Melatonin</li> <li>• Ginseng</li> <li>• Gingko</li> </ul>	Dr. Church	Chapter 5 – <i>Buzzed</i>
Week 7	Mon 24 Feb	Inhalants – Lecture The substances to be covered in the inhalants lecture include: <ul style="list-style-type: none"> <li>• Nitrites</li> <li>• Nitrous oxide, halothane, ether</li> <li>• Solvents, fuels, paints, glues</li> </ul>	Dr. Church	Chapter 6 – <i>Buzzed</i>
	Wed 26 Feb	Inhalants – Discussion	Student Presentations	
Week 8	Mon 5 Mar	Cannabis – Lecture The substances to be covered during the cannabis lecture include: <ul style="list-style-type: none"> <li>• Cannabis sativa</li> <li>• Cannabis indica</li> <li>• Cannabis hybrids</li> </ul>	Dr. Church	Chapter 7 – <i>Buzzed</i> ; Kilmer <i>Medical Cannabis and Cannabis Legalization</i> – Brightspace
	Wed 7 Mar	Cannabis – Discussion	Student Presentations	

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Week	Date	Subject	Instructor	Assigned & Supplemental Readings
<b>Week 9</b>	<b>Mon 10 Mar</b>	<b>Mid Term – Review</b>		
	<b>Wed 12 Mar</b>	<b>Mid Term Exam</b>		
<b>Spring Break – 16 Mar and 23 Mar</b>				
Week 10	Mon 24 Mar	Nicotine – Lecture The substances to be covered during the nicotine lecture include: <ul style="list-style-type: none"> <li>• Tobacco, cigars, cigarettes, pipe tobacco</li> <li>• Chewing gum</li> <li>• Chewing tobacco, snuff</li> <li>• E-cigarettes, vaping devices</li> </ul>	Dr. Church	Chapter 8 – <i>Buzzed</i> ; Leventhal, Strong, & Kirkpatrick <i>Electronic Cigarette Use</i> - Brightspace
	Wed 26 Mar	Nicotine – Discussion	Student Presentations	
Week 11	Mon 31 Mar	Opiates – Lecture The substances to be covered during the nicotine lecture include: <ul style="list-style-type: none"> <li>• Opium, heroin, morphine</li> <li>• Codeine, hydromorphone, oxycodone</li> <li>• Hydrocodone, fentanyl, propoxyphene</li> </ul>	Dr. Church	Chapter 9 – <i>Buzzed</i>
	Wed 2 Apr	Opiates – Discussion	Student Presentations	
Week 12	Mon 7 Apr	Sedatives – Lecture The substances to be covered during the sedatives lecture include: <ul style="list-style-type: none"> <li>• Benzodiazepines</li> <li>• Hypnotics, sedatives, barbiturates</li> <li>• Gamma-hydroxybutyrate</li> </ul>	Dr. Church	Chapter 10 – <i>Buzzed</i>
	Wed 9 Apr	Sedatives – Discussion, via Zoom	Student Presentations	
Week 13	Mon 14 Apr	Steroids – Lecture The substances to be covered during the steroids lecture include: <ul style="list-style-type: none"> <li>• Anabolic steroids</li> <li>• Athletic “doping”</li> </ul>	Dr. Church	Chapter 11 – <i>Buzzed</i> ; Schneider <i>Doping, Cycling, and the Tour de France</i> - Brightspace
	Wed 16 Apr	Steroids – Discussion	Student Presentations	



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Week	Date	Subject	Instructor	Assigned & Supplemental Readings
Week 14	Mon 21 Apr	Stimulants – Lecture The substances to be covered during the stimulants lecture include: <ul style="list-style-type: none"> <li>• Cocaine</li> <li>• Amphetamine and methamphetamine</li> <li>• Ephedrine and ephedrine substitutes</li> <li>• Methylphenidate</li> <li>• Cathinone</li> <li>• Diet pills</li> </ul>	Dr. Church	Chapter 12 – <i>Buzzed</i> ; Race, Lea, Murphy, & Pienaar <i>Recreational Drug Use and MSM</i> - Brightspace
	Wed 23 Apr	Stimulants – Discussion	Student Presentations	
Week 15	Mon 28 Apr	Legal Issues – Lecture	Dr. Church	Chapter 16 – <i>Buzzed</i>
	Wed 30 Apr	Drug Issues of Concern	Dr. Church	

**Final Exam – Wednesday, May 7  
11 AM to 1 PM**

### In-Class Assignments and Exams Schedule

Week   Day	Material, Subject, or Description
Week 6   19 Feb	In-class Assignment 01
Week 9   12 Mar	Mid Term Exam / Week 1 – Week 8
Week 15   28 Apr	In-Class Assignment 02
7 May	Final Exam 11am-1pm

### Discussion / General Topic Ideas per Substance

Below is a list of potential topics for the student presentations / critical report. These questions are general and very broad topics, students can use this list to help brainstorm topics that are of interest to them.

Week	Substance	Potential Topics
Week 3	Caffeine	Caffeine addiction; caffeine for mental focus; effects of caffeine on brain, body, or relationships; stress, panic attacks, and psychosis from caffeine use; physical or mental enhancement from caffeine; treatment of headaches and migraines; soda addiction; energy drinks and alcohol; chocolate

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<b>Week</b>	<b>Substance</b>	<b>Potential Topics</b>
Week 4	Ecstasy	MDMA addiction; Effects of MDMA on brain, body, or relationships; MDMA and music subcultures (raves, EDM, other); MDMA purity; MDMA as therapy; post-MDMA use depression; MDMA and psychological suggestion
Week 5	Hallucinogens	LSD; psilocybin; Microdosing; LSD Art; LSD management retreats; Hallucinogens to treat PTSD; Bad Trips; Trip Siting; LSD and Mental Health; Other Hallucinogens
Week 7	Inhalants	Health risks; Adolescents and Inhalants; Huffing, Sniffing, Bagging; Risks of Sudden Death; Role of Media in Shaping Perceptions; Comparative Analysis of Inhalant abuse; Prevalence of Teenage Boys who Huff; Education in Preventing Abuse; Chemistry of Inhalants; Poppers in Popular Culture; Role of Poppers in the LGBTQ+ Community
Week 8	Cannabis	Cannabis and methods of use; edibles and dosing; Federal versus State governance; effects of cannabis on brain, body, or relationship; racial and ethnic stereotyping of cannabis users; negative stereotype of the name “Cannabis”; cannabis and music cultures; cannabis and economics; politics of cannabis
Week 10	Nicotine	Cultural history of tobacco; tobacco and American history; effects of nicotine on brain, body, or relationships; political and social control of big tobacco; legislation and taxation of tobacco (current or historic); vaping, e-cigarettes, and smokeless tobacco; marketing of tobacco
Week 11	Opiates	Cultural history of opium; economics of opium; effects of opiates on brain, body, or relationships; over-prescription and opiate addiction; opiates and crime; popularization of junkie culture; opium dens; heroin shooting galleries; risks of injection drug use
Week 12	Sedatives	Social aspects of sedative abuse; prescription drug abuse; date rape drugs; reversible and irreversible consequences of sedative abuse; positive effects of sedatives; sedative recovery; religion and sedatives; sedatives as a coping mechanism
Week 13	Steroids	Performance enhancing drugs and regulations; sports and steroids; steroids and body dysmorphia / body image; steroids and masculinity; steroids and femininity; steroids and economics; effects of steroids on brain, body, or relationships
Week 14	Stimulants	ADHD prescription among youth; ADHD medications and performance; Effects of stimulants on brain, body, or relationships; “Party and Play” – meth and gay men; cultural history of cocaine; religious use of cocaine; cocaine and drug cartels; diet pills and dependence; stimulants and rise of sexually transmitted infections

## Academic Integrity

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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](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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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.

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[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call  
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

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

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

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

## Critical Presentation and Critical Reports

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During weeks 3-8 and weeks 10-14 students will be required to prepare and present ***One*** oral & ***One*** written report on two separate substances of abuse. These reports will be related to the weekly topic and students will sign-up for two topics on two different substances of their choice. Students will prepare a five-page critical report and submit it via Brightspace. In addition, students will prepare a PowerPoint presentation, this presentation should be at least 8 minutes but no more than 10 minutes in length (~4 or 5 slides, not counting the title or reference slides). These presentations will be used to guide weekly discussions (general topic ideas per substance can be found on page 9-10). For each presentation, students will need to research their topics and incorporate information from, at minimum, two journal articles, news report, legal cases, ethical issues, or policy reviews.

Grading of the critical presentation and critical report will be based upon the quality of your analysis and how clearly you present the information within your report and within your presentation. Students are expected to incorporate key terms and concepts they have learned in this course but should not summarize material presented during formal lecture. Points will be deducted for grammar, punctuation, and spelling errors.

These critical presentations and critical reports are partly related to the material covered in lecture and in the assigned readings. The critical report must be based on an area of interest within the weekly drug topic. External research will be needed to complete the report. Students must utilize sources not included as part of the weekly class content in preparing their presentation and written report. Your essays must consist of:

- A. **An Introduction paragraph**, which contains a minimum of four sentences that introduces your question or topic; and establishes a foundation for the remainder of your essay. The introduction serves two key functions – 1) it gets the reader interested in the topic and encourages them to read the argument or issue posed; and 2) it acts as a roadmap of what will be presented as evidence and provides the overarching point the report will be making – i.e. the thesis statement, question, or issue. The introduction should also have a thesis statement, which should explain your research paper's topic and point of view. This statement will guide the organization of your essay. A strong thesis statement is specific, clear, and able to be proved. You can do this by opening with a compelling story, question, or example that shows why your topic is important. The hook should establish the relevance of your report in the wider context.
- B. **Body paragraph(s)**, which present the major content of your report and presents supporting information for the question, problem, or issue identified in the introduction. Include at least one body paragraph with a minimum four sentences within the paragraph. Typically there are between 3 to 5 body paragraphs to support the thesis statement, question, or issue.
- C. **A conclusion paragraph**, which contains a minimum of four sentences and summarizes the major points contained in the body paragraphs. In a concluding paragraph, it is important to summarize what has been written about in the report – what are the key

points or take-aways? The main thesis statement, question, or issue should be brought back in to tie it all together. The conclusion should leave the readers with something to consider.

### Format Requirements

Carefully follow the format requirements below. Any variation will result in lost points or no credit.

- Margins = 1 inch
- Font type = Arial, Times New Roman, or any Sans type font
- Font size = 11 point
- **5 pages (double spaced) – (references not included)**
- Use a header for each page:
  - Include your first and last name
  - Use week number to indicate your topic (e.g. **Week 3 – Caffeine**)
- Filename should have your last name and first name (e.g. **Trojan\_Tommy\_ShortEssay1**)
- Acceptable file formats:
  - Word (DOC or DOCX) and PowerPoint (PPT or PPTX)

### Direct Quotations

These essays are expected to be written in your own words therefore no more than 5% of the essay should be quoted or copied word – for – word. If you submit an essay with more than 5% quoted material, you will be penalized one point for each percentage above 5%. If you submit an essay with more than 15% quoted material, you will receive an automatic zero.

### APA Citations

***THIS IS NOT AN APA paper***; however, you are expected to demonstrate understanding of the rules of plagiarism and expected to use APA style citations appropriately, which include in-text and full citations with a Reference page. Missing in-text citations will result in a **-5** points penalty for a missing parenthetical citation, for a maximum of **-10** points.

You are expected to cite at least **2** sources (articles from journals, books, etc) per essay not related to the course content / readings. You will be penalized **-5** points for a missing resource, for a maximum of **-10** points..

**Do NOT** use Wikipedia or any other similar form of wiki to author these essays.

Students will sign up for their topics through Brightspace by going to the Content tab and selecting the Weekly Topics Sign-up link. They will “sign-up” for the weekly topics they are interested in. If a topic of interest is closed, please contact Dr. Church to discuss options.

### Submission Requirement

*USC Mann School of Pharmacy and Pharmaceutical Sciences*  
**RXRS 414: Buzzed: Modern Substances of Abuse and Addiction**

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The written reports are to be submitted by 2pm of the Monday after the presentation has been given (see chart below) via Brightspace.

**Weekly Report Topics and Submission Dates**

<b>Week Number</b>	<b>Essay Topic</b>	<b>Critical Presentation Due Date</b>	<b>Critical Report Due Date (by 2pm)</b>
3	Caffeine	29 Jan	3 Feb
4	Ecstasy	5 Feb	10 Feb
5	Hallucinogens	12 Feb	18 Feb
7	Inhalants	26 Feb	5 Mar
8	Cannabis	7 Mar	10 Mar
10	Nicotine	26 Mar	31 Mar
11	Opiates	2 Apr	7 Apr
12	Sedatives	9 Apr	14 Apr
13	Steroids	16 Apr	21 Apr
14	Stimulants	23 Apr	28 Apr