

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**  
**SCHOOL OF SOCIAL WORK**

**COURSE NUMBER:** SOWO 831  
**COURSE TITLE:** SUBSTANCE USE POLICY  
**SEMESTER AND YEAR:** SUMMER SESSION II- 2020  
**MEETING TIME:** ONLINE  
**INSTRUCTOR:** MARTY WEEMS, LCSW, LCAS  
ADJUNCT CLINICAL ASSOCIATE PROFESSOR  
**PHONE:** 919-632-7012  
**EMAIL:** martyweems1015@gmail.com  
**OFFICE HOURS:** BY APPOINTMENT

**COURSE DESCRIPTION:**

The course will examine alcohol and drug policies, particularly as they relate to the exacerbation and resolution of health and social inequities for those with substance use disorders.

**COURSE OBJECTIVES:**

The student who successfully completes this course should be able to demonstrate understanding of the following issues in regard to alcohol and drug policy:

1. Discuss the historical and political context of contemporary alcohol and drug policy.
2. Demonstrate the analytic, theoretical, and assessment skills in order to evaluate policies and apply change strategies.
3. Apply concepts and principles of human rights, social justice, and social work ethics to policy analysis, development, and change strategies.
4. Discuss ethical issues in alcohol and drug policy including: individual and family rights; issues of distributive justice; power; discrimination; and oppression in policy development.
5. Understand and to assess the disparate impact of specific policies on individuals and families, considering different race, ethnicity, socioeconomic status, and other disparities.
6. Evaluate a range of policy interventions to address and resolve social injustices.

**EXPANDED DESCRIPTION:**

The ability to understand the complexities of policy development and implementation is crucial for successful practice in since social workers shape policy, implement programs, and respond to systemic inequities. This course will critically examine a number of alcohol and drug policies and their effects on clients and systems. Students who complete this course will be able to:

1. Assess components of specific alcohol and drug policies, the interests that shape these policies, and the impact of the policies on social work practice and on clients.
2. Evaluate the impact of and biases in alcohol and drug policies regarding services to individuals and families of varied race, ethnic origin, gender, socioeconomic status, and

other factors of difference. Identify strategies for changing policies that result in oppressive or discriminatory conditions for those with substance use disorders.

3. Evaluate the interrelationships among policies at the federal and state levels.
4. Develop strategies for planning, developing, and changing alcohol and drug policies in partnership with individuals, families, and communities.

**REQUIRED TEXTS/READINGS:**

All required reading (selected articles and book chapters) will be posted on Sakai.

**TEACHING METHODS AND EXPECTATIONS:**

Class sessions will be online and largely self-paced. Lessons will include video clips, audio clips, and interactive exercises to stimulate your learning. Students are expected to complete required readings and actively participate in class discussions posted on the discussion board. It is appropriate to share materials from work settings and internships; personal experiences, comments, concerns and observations are also welcome.

**CLASS ASSIGNMENTS AND GRADING SCALE:**

The following summarizes the class assignments required for the course and a point breakdown of each.

**1. Human Face of Policy**

Think of a person that you know who has been impacted by an alcohol/drug policy. This can be a personal acquaintance, a friend, a client, or a family member.

Next, complete the *Human Face of Policy* worksheet below, using bullet points.

**Human Face of Policy Worksheet**

Description	Your Reflection (in bullet points)
Describe the person (no names please) – relevant demographics (sex, age, race, SES), disability, living situation, other facts of relevance	▪
Describe the policy that has impacted the person &/or family	▪
Describe the story of what happened – the person’s/family’s experience with the policy &/or with navigating the policy. This can also include your experience (if your role was as a service provider or advocate) in navigating the policy	▪
Describe the impact on the person &/or family. “Impacts” can be emotional, developmental, or economic, & can also include things like a changed living situation or life trajectory.	▪

Reflect on your assessment of the ways in which this policy enhanced/supported, or impeded, the person’s overall well-being, empowerment, & life trajectory. Would you hope for anything different for the person? In retrospect, might anything have been done to result in a more favorable outcome?	▪
What does this suggest to you about broader issues of power, social construction, & intended or unintended consequences related to the policy?	▪

## 2. Policy Analysis Worksheet

The Policy Analysis Worksheet is simply a template in which you can visually organize the various factors and forces shaping a given policy, seeing how they interact, and how they provide support for, or opposition to, the policy in question. You will pick a **drug or alcohol policy** (federal, state, or local) and complete the worksheet. The worksheet can be completed in bullet points, rather than narrative form – just be sure to make your points clear and understandable, as if you were going to share your Worksheet with a legislator or policy maker. You should cite all of your sources in APA format. Stating your own opinion is fine as well (simply indicate that it is your own).

Your Worksheet should incorporate at least **four scholarly references** (that is, articles from peer-reviewed journals OR respected organizations such as the Substance Abuse Mental Health Services Administration, National Institute of Drug Abuse, National Institute of Alcohol Abuse and Alcoholism, the Office of National Drug Control Policy, or the Legal Action Center).

**Worksheet Format: You must answer all questions before and after the table to get full credit. This includes the synthesis section. Please include a cover page.**

Policy Name/Definition:

What are the embedded assumptions, or implicit explanations, about how social problems are caused & how they might be best addressed?

What social, political, economic, or scientific events contributed to the development of this policy?

Domain	Discussion
<b>Political:</b> <ul style="list-style-type: none"> <li>◆ Does the policy favor/disfavor any specific agendas?</li> <li>◆ Who are the major formal &amp; informal change agents that shaped this policy?</li> </ul>	
<b>Economic</b>	

Domain	Discussion
<ul style="list-style-type: none"> <li>◆ What are the short- &amp; long-term costs &amp; benefits of the policy?</li> <li>◆ What might be some less obvious costs or benefits?</li> <li>◆ Are there particular consumers or systems that benefit economically from the policy?</li> <li>◆ Who bears the economic burden of enacting the policy &amp; of its intended or unintended outcomes?</li> <li>◆ Are there tradeoffs between cost savings &amp; benefits to consumers?</li> </ul>	
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>◆ What evidence supports, or opposes, the policy? Is the evidence consistent?</li> <li>◆ What is the quality of the research (scope, sample, replication, design)? Is the research generalizable to all relevant populations?</li> </ul>	
<p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>◆ What specific ethical principles (e.g. autonomy, individual rights, safety &amp; well-being, equality, social justice) are promoted or thwarted by the policy?</li> <li>◆ Are there dilemmas (competing or contradictory principles) inherent in the policy?</li> <li>◆ Does the policy operate in a way that promotes social justice, or does it contribute to oppression/discrimination?</li> </ul>	
<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>◆ How is the policy implemented in practice? Is it implemented as intended? If not, why might this be? Is it implemented fairly across people?</li> <li>◆ What seems to facilitate or impede effective implementation of the policy?</li> </ul>	

**Synthesis:** In what ways do you support or oppose the policy? If you are essentially in support of the policy, what do you see as its major strengths or advantages? Are there areas in which you might improve or modify it? If you largely oppose the policy, what are the grounds on which

you have made this decision? What are some of the fundamental changes that you would suggest?

**References:** Cite all articles or sources used in developing the worksheet.

**Since this is a formal assignment, please include a cover page. All other APA rules apply!**

### 3. Quiz

There will be one online quiz to test your understanding of the reading and content in the course. It will occur midway through the course in week 3. The quiz will consist of 25 questions (multiple choice, short answer, true/false). It will open at 6:00 am and close at 11:00 pm, which should give you ample time to take the quiz. Once you start the quiz you will have 1.5 hours to complete it. **You may use your notes, course content, or readings to assist you during the quiz!**

### 4. Discussion Board Postings

Students will be responsible for posting to the discussion board on a weekly basis for a total of 5 posts. The course instructor posted various questions that students can discuss that correlate with the topics explored in weekly lessons. Postings are due each **Friday by 11:00 pm** and will be locked after the due date (you won't be able to post late). Students will be scored as follows:

1 Point	2 points	3 points
Minimal response to the module question	Posting responds to the question but does not stimulate further class discussion.	Posting fully addresses the module question and stimulates at least one substantial follow-up posting

#### Scoring Breakdown

The Human Face of Policy	25%
Policy Analysis Worksheet	30%
Quiz 1	25%
Discussion Board Postings	20%
<b>Total</b>	<b>100</b>

Course Grading Scale:

H: 94 and above

P: 93-80

L: 79-70

F: 69 and below

#### POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:

**I do not accept late papers, so please plan accordingly!** Late submissions will result in a score of 0. An electronic version of your paper is due **at 9:00 a.m. on the due date.** Papers should be submitted via Assignments in Sakai.

An incomplete may be granted if (a) there are extreme and unforeseeable circumstances that affect your ability to complete the semester’s work, and (b) you meet with me in advance to develop a plan and timeline for completing your work.

**POLICY ON ACADEMIC DISHONESTY:**

All students follow the UNC Honor Code. Please ensure that the Honor Code statement “I have neither given nor received any unauthorized assistance in completing this assignment”, with your signature, is on all assignments turned in. In keeping with the Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Please refer to the *APA Style Guide*, the *SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism, and the appropriate use of assistance in preparing assignments.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: [accessibility@unc.edu](mailto:accessibility@unc.edu) or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

**SCHEDULE OF CLASSES**

Date	Topics	Readings
Class 1 6/22/20	<b>Federal Drug Policy</b> <ul style="list-style-type: none"> <li>▪ Role of policy</li> <li>▪ The War on drugs</li> <li>▪ Drug control policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hawkin, A. &amp; Kulick, J.D. (2011). United States federal drug policy. In B.A. Johnson (Ed.), <i>Addiction medicine</i>, (pp. 51-73). New York, NY: Springer.</li> <li>▪ Jansson, B.A. (2014). <i>Becoming and effective policy advocate: From policy to practice to social justice</i> (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.</li> <li>▪ Neill, K.A. (214). Tough on drugs: Law and order dominance and the neglect of public health in U.S. drug policy. <i>World Medical and Health Policy</i>, 6(4), 375-394.</li> </ul>

Date	Topics	Readings
		<ul style="list-style-type: none"> <li>▪ Schori, M.L. &amp; Laental, E. (2013). Drug control policies: Problems and prospects. In M.G. Vaughn &amp; B.E. Perron (Eds.), <i>Social work practice in the addictions</i> (pp. 249-260). New York, NY: Springer.</li> </ul>
Class 2 6/29/20	<p><b>Criminalization and Decriminalization of Drugs</b></p> <ul style="list-style-type: none"> <li>▪ Alcohol</li> <li>▪ Sentencing disparities</li> <li>▪ Legalization</li> </ul> <p><b>Human Face of Policy Worksheet Due by 9:00 am</b></p>	<ul style="list-style-type: none"> <li>▪ Brennan, P.K. &amp; Spohn, C. (2008). Race/ethnicity and sentencing outcomes among drug offenders in North Carolina. <i>Journal of Contemporary Criminal Justice</i> 24(4), 371-398.</li> <li>▪ Caulkins, J.P., Kasunic, A., Kleiman, M., &amp; Lee, M.A. (2014). Understanding drug legalization. <i>International Public Health Journal</i>, 6(3), 283-294.</li> <li>▪ Wolf, J.P., &amp; Midanik, L.P. (2013). Alcohol policy. In M.G. Vaughn &amp; B.E. Perron (Eds.), <i>Social work practice in the addictions</i> (pp. 231-248). New York, NY: Springer.</li> </ul>
Class 3 7/6/20	<p><b>Substance Use Disorders and Disability Policy</b></p> <ul style="list-style-type: none"> <li>▪ ADA</li> <li>▪ SSI/SSDI</li> </ul> <p><b>Quiz 1 due by 11:00 pm</b></p>	<ul style="list-style-type: none"> <li>▪ Le Fauve, C.E. (2011). Disability and addiction. In B.A. Johnson (Ed.), <i>Addiction medicine</i>, (pp. 1459-1486). New York, NY: Springer.</li> <li>▪ Substance Abuse Mental Health Services Administration, (n.d.). <i>Know your rights</i>. Rockville, MD: Author.</li> </ul>
Class 4 7/13/20	<p><b>Family and Housing Policy</b></p> <ul style="list-style-type: none"> <li>▪ Pregnancy</li> <li>▪ Foster Care</li> <li>▪ Housing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collard, C.S., Lewinson, T., &amp; Watkins, K. (2014). Supportive housing: An evidence-based intervention for reducing relapse among low income adults in addiction recovery. <i>Journal of Evidence-Based Social Work</i> 11(5), 468- 479.</li> <li>▪ Flavin, J. &amp; Paltrow, L.M. (2010). Punishing pregnant drug-using women: Defying law, medicine, and common sense. <i>Journal of Addictive Disorders</i>, 29, 231–244.</li> <li>▪ Harris-McKoy, D., Meyer, A.S., McWey, L.M., &amp; Henderson, T.L. (2014). Substance use, policy, and foster care. <i>Journal of Family Issues</i>, 35(10), 1298-1321.</li> </ul>
Class 5 7/20/20	<p><b>Treatment Policy</b></p> <ul style="list-style-type: none"> <li>▪ ACA</li> <li>▪ Harm reduction</li> <li>▪ 42 CFR</li> </ul> <p><b>Policy Analysis Worksheet Due by 9:00 am</b></p>	<ul style="list-style-type: none"> <li>▪ Drucker, E., Nadelmann, E., Newman, R.G., Wodak, A., McNeely, J., Malinowska-Semprucht, ... &amp; Oscapella, E. (2004). Harm reduction: Pragmatic drug policies for public health and safety. In J. J. Lowenstein, P. Ruiz, R.B. Millman, &amp; J.G. Langrod (Eds.) <i>Substance abuse: A</i></li> </ul>

Date	Topics	Readings
		<p><i>comprehensive textbook</i> (4<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer Health.</p> <ul style="list-style-type: none"> <li>▪ McClellan, A.T., &amp; Woodworth, A.M. (2014). The affordable care act and treatment for “Substance Use Disorders:” Implications of ending segregated behavioral healthcare. <i>Journal of Substance Abuse Treatment</i> 46, 541-545.</li> <li>▪ Zerden, L.D.S., Davis, C.S., Castillo, T., Childs, R., &amp; Attilo, L. (2016) Law enforcement and public health: How North Carolina became a leader in harm reduction policy change. In C.B.R. Smith &amp; Z. Marshall (Eds.) <i>Critical approaches to harm reduction: Conflict, institutionalization, (de-) politicization, and direct action</i> (pp. 41-52). Hauppauge, NY: Nova Science Publishers, Inc. (forthcoming).</li> <li>▪ Review 42 <i>CFR Part 2</i> on Sakai</li> </ul>