

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

COURSE NUMBER: SOWO 831
COURSE TITLE: ADDICTION AND PUBLIC POLICY: IMPLICATIONS FOR PRACTICE
SEMESTER AND YEAR: SPRING 2021
Tuesdays 3/16/21 to 4/27/21
MEETING TIME: ONLINE
INSTRUCTOR Michael McGuire, LCSW, LCAS, LMFT, MINT, CCS
OFFICE HOURS By appointment (Rm. 418 or via Zoom)
CONTACT 336-405-9506 (cell); uncmike@unc.edu

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 may include video clips, audio clips, and interactive exercises to stimulate your learning. Students are expected to complete required readings and actively participate in Incubator Team discussions.

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. With the exception of the person being a client, you are encouraged to have a conversation with the person to gain the information necessary to complete the worksheet. Clients should not be interviewed for this purpose.

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?	▪

Please note, you will be required to complete a self-evaluation rubric for this assignment.

2. Policy Analysis Worksheet

The Policy Analysis Worksheet allows you to organize the factors and forces shaping a given policy, seeing how they interact, and how they provide support for, or opposition to, the policy in question. Choose 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 readily understood. Cite your sources in APA format. Please include your opinion of the matter as well.

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: Below is an example of the worksheet, although the final version is located in Sakai under this assignment.

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
Political: <ul style="list-style-type: none"> ◆ Does the policy favor/disfavor any specific agendas? ◆ Who are the major formal & informal change agents that shaped this policy? 	
Economic <ul style="list-style-type: none"> ◆ What are the short- & long-term costs & benefits of the policy? 	

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

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: Using APA format, cite articles or sources used in developing the worksheet.

Please note, you will be required to complete a self-evaluation rubric for this assignment.

3. Incubator Team (IT)

Incubator Teams are essential to the learning design of this course and carry significant weight toward the final grade. You are expected to meet each week, come prepared, and fully engage in assignments as posted on Sakai under each lesson plan. You will offer a self-evaluation of your efforts within your incubator team that includes preparedness, engagement, attendance, completion of IT assignments, and the debate assignment (see below).

Debate Assignment – Your incubator team is to choose a specific or general policy germane to substance use harm reduction (e.g., decriminalization or legalization of illicit drugs). Split the team into two, each taking one side of the argument, prepare for the debate, and hold the debate. You do not need to agree with the side of the debate you are arguing (in fact, it may be more useful to argue a side you do not fully support).

Please note, you will be required to complete a self-evaluation rubric for this assignment.

4. Policy Letter

Write a letter to a government official advocating for an issue related to drug policy. You may choose any issue, including the issue debated in your Incubator Team or used in your Policy Analysis Worksheet. The letter should be professional in both temperament and quality of case being made for your perspective on the issue.

Please note, you will be required to complete a self-evaluation rubric for this assignment.

5. Exam

There will be an exam covering highlights of the course material. This is an online, closed-book exam to be completed in the window of time offered. The exam will consist of multiple choice and True/False items.

COURSE EVALUATION

The Human Face of Policy	15%
Policy Analysis Worksheet	20%
Incubator Team	25%
Policy Letter	20%
Exam	20%
Total	100%

GRADING SYSTEM

H: 94 and above
P: 74-93
L: 70-73
F: 69 and below

EXPECTATIONS FOR WRITTEN ASSIGNMENTS AND WRITING SUPPORT

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the [APA Style and Writing Resources](#) page on the School's website (under Academics: Resources and Documents tab). Written assignments should be typed and follow APA format as specified in the APA Publication Manual (6th edition). The following websites and links also provide helpful information regarding APA formatting: <https://owl.english.purdue.edu/owl/resource/560/01/>
<http://www.apastyle.org/apa-style-help.aspx>
<https://ssw.unc.edu/wp-content/uploads/sites/509/2020/10/apa-quick-reference-2020.pdf>

Students are expected to use rigorous academic writing; grades will be lowered for poor grammar, syntax, or spelling. Students can get help with their writing from the School of Social Work writing support team: SOSWwritingsupport@gmail.com. Help with writing is also available through the UNC Writing Center: <http://writingcenter.unc.edu/>.

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

An assignment is considered late if handed in or submitted any later than the start of class on the day it is due (or with respect to a specified due date/time). Students must notify the instructor at least 24 hours before an assignment is due if an assignment is going to be turned in late. Extensions may be given at the Instructor's discretion. Students will lose 10 percentage points of the total possible score for each day beyond the due date/time (including weekends) for unexcused late assignments. Assignments more than 5 days late will not be accepted. All assignments must be completed to receive a Passing Grade for the course (H/P/L).

POLICY ON ACADEMIC DISHONESTY

Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work".

In keeping with the UNC 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."

SAFETY

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services (confidential), or the Gender Violence Services Coordinators (confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.
<https://safe.unc.edu/create-change/faculty-staff-opportunities/>

ACCESSIBILITY AND RESOURCES SERVICES

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 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.

EQUAL OPPORTUNITY AND COMPLIANCE (EOC) STATEMENT.

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs)** (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

We are all invested in creating a learning environment of respect and engagement. Students may use laptops in class for taking notes or completing tasks. However, please use them *only* for relevant activities. During class, cell phones and other devices should be silenced. No text messaging during class.

BAD WEATHER POLICY

Please check your email by 7:30 AM on the day of class in case of snow, ice, or other threatening and/or unsafe conditions. Use your best judgment about travel safety if you are driving to Chapel Hill from surrounding areas that have snow, ice, or other threatening and/or unsafe conditions.

LESSON OVERVIEW - TABLE

The table below is a useful snapshot of the course broken down by weekly lesson plan. Please note the lesson plan on Sakai trumps this table, as we are able to adjust Sakai to best meet the current needs and interests of the students. With that in mind, each week open the new lesson plan on Sakai and work your way down the page, using the checkboxes to track your progress.

COURSE OUTLINE

Date	Topics & Due Dates	Prospective Material
Lesson I 3/16/21 Available online by 0900	<ul style="list-style-type: none"> ▪ Policy Anatomy ▪ Current Events 	<ul style="list-style-type: none"> ▪ (2020). The BREATHE Act Summary. M4BL Breathe Act. https://breatheact.org/wp-content/uploads/2020/09/Section-1-The-BREATHE-Act-Summary.pdf ▪ (2020). What is the BREATHE Act? M4BL Breathe Act. https://breatheact.org/learn-more/ ▪ Wootson, Cleve R. Jr, & Peiser, J. (2020). Oregon decriminalizes possession of hard drugs, as four other states legalize recreational marijuana. ▪ Lawrence, G. (2020, Oct 01). Oregon Ballot Initiative Analysis: Measure 110 (2020). CE Think Tank Newswire

		<p>http://libproxy.lib.unc.edu/login?url=https://www-proquest-com.libproxy.lib.unc.edu/wire-feeds/oregon-ballot-initiative-analysis-measure-110/docview/2448086311/se-2?accountid=14244</p> <ul style="list-style-type: none"> ▪ Jarecki, E., Barnes, J., Fraser, N., Glover, D., Legend, J., Pitt, B., Simmons, R., ... VPRO,. (2013). The house I live in. ▪ (2020). Trends in US Corrections. The Sentencing Project. https://www.sentencingproject.org/wp-content/uploads/2020/08/Trends-in-US-Corrections.pdf ▪ Lopez, G. (2020, November 11). America’s war on drugs has failed. Oregon is showing a way out. Vox. https://www.vox.com/future-perfect/21552710/oregon-drug-decriminalization-marijuana-legalization
<p>Lesson II 3/23/21</p> <p>Available online by 0900</p>	<p>International Policy</p> <p>*Human Face of Policy (Assignment #1) & Rubric Due by 0900 on 3/26..</p>	<ul style="list-style-type: none"> ▪ Caulkins, J.P., Kasunic, A., Kleiman, M., & Lee, M.A. (2014). Understanding drug legalization. <i>International Public Health Journal</i>, 6(3), 283- 294. ▪ Films Media Group. (2012). Breaking the taboo: Have we lost the war on drugs? Films On Demand. https://fod.infobase.com/PortalPlaylists.aspx?wID=102632&xtid=53283. ▪ Global Commission on Drug Policy. https://www.globalcommissionondrugs.org/the-five-pathways-to-drug-policies-that-work ▪ The International Drug Control Conventions. https://sakai.unc.edu/portal/site/41c87263-a739-4efb-9b2f-17e1644f6975/tool/e6af1455-e48f-4b59-b58c-70ab692a4ec7?panel=Main ▪ Documentary on Drug Policy in West Africa. https://www.youtube.com/watch?v=Vq1kTqQNRgE&t=170s ▪ United Nations Office on Drugs and Crime. https://www.unodc.org/ ▪ International Drug Policy Consortium. https://idpc.net/ ▪ Lasco, G. (2020). Drugs and drug wars as populist tropes in Asia: Illustrative examples and implications for drug policy. <i>The International Journal of Drug Policy</i>, 77, 102668. ▪ Stevens, A., & Zampini, G. F. (2018). Drug policy constellations: A habermasian approach for understanding English drug policy. <i>The International Journal of Drug Policy</i>, 57, 61. ▪ Stevens, O., & Forrest, J. I. (2018). Thinking upstream: The roles of international health and drug policies in public health responses to chemsex. <i>Sexual Health (Online)</i>, 15(2), 108-115. doi:http://dx.doi.org.libproxy.lib.unc.edu/10.1071/SH17153 ▪ Santos, Á. (2020). Drug policy reform in the Americas: A welcome challenge to international law. <i>AJIL Unbound</i>, 114, 301-306. doi:http://dx.doi.org.libproxy.lib.unc.edu/10.1017/aju.2020.59 ▪ Stippel, J. A., & Serrano-Moreno, J. E. (2020). The coca diplomacy as the end of the war on drugs. the impact of international cooperation on the crime policy of the plurinational state of Bolivia. <i>Crime, Law, and Social Change</i>, https://doi.org/10.1007/s10611-

		<p>020-09891-5</p> <ul style="list-style-type: none"> ▪ Rehm, J., Foxcroft, D., Medina-Mora, M. E., Reuter, P., Rossow, I., Caulkins, J., Obot, I., Room, R., Strang, J., Fischer, B., Humphreys, K., & Babor, T. F. (2018). Drug policy and control at the international level. (). Oxford University Press. https://doi.org/10.1093/oso/9780198818014.003.0013
<p>Lesson III 3/30/21 Available online by 0900</p>	<p>National Policy</p>	<ul style="list-style-type: none"> ▪ (2013). A Brief Outline of Drug Policies in the United States. The House I Live In. http://www.thehouseilivein.org/get-involved/drug-war-history/ ▪ (2021). The SUPPORT for Patients and Communities Act (H.R. 6). American Society of Addiction Medicine: Advocacy. https://www.asam.org/advocacy/the-support-for-patients-and-communities-act-(h.r.-6) ▪ Department of Justice Announces Enhancements to the Risk Assessment System and Updates on First Step Act Implementation. (2020). Washington: Department of Justice. https://www.justice.gov/opa/pr/departement-justice-announces-enhancements-risk-assessment-system-and-updates-first-step-act ▪ First Step Act Timeline https://www.prisonfellowship.org/2019/01/what-is-the-first-step-act/ ▪ Hines, R., Vittorio, V., Life Is My Movie Entertainment (Firm), Moving Picture Institute., & Bullfrog Films. (2016). Incarcerating US. ▪ Martinelli, J. (2017, December 29). A Nashville Man Spent Two Decades Behind Bars. Now The Government Wants Him To Go Back. Nashville Public Radio: 90.3 WPLN News. https://wpln.org/post/matthew-charles-nashville-man-who-gained-national-attention-released- ▪ Martinelli, J. (2019, January 3). Matthew Charles, Nashville Man Who Gained National Attention, Is Released From Prison Again. Nashville Public Radio: 90.3 WPLN News. https://wpln.org/post/matthew-charles-nashville-man-who-gained-national-attention-released-prison-again/ ▪ Davis, C. S. (2019). The SUPPORT for patients and communities act — what will it mean for the opioid-overdose crisis? The New England Journal of Medicine, 380(1), 3-5. https://doi.org/10.1056/NEJMp1813961 ▪ Alexander, M., & West, C. (2020). The new Jim Crow: Mass incarceration in the age of colorblindness. (pp. 40-139 & 232-234) ▪ Szalavitz, M. (2016, May 7). US Anti-Drug Laws Aren't Scientific — They're Colonialist and Racist. YouTube; Big Think. https://www.youtube.com/watch?v=Jn5YyGzQ7SU ▪ Hawkin, A. & Kulick, J.D. (2011). United States federal drug policy. In B.A. Johnson (Ed.), Addiction medicine, (pp. 51-73). New York, NY: Springer. ▪ Grawert, A. (2020, June 23). What Is the First Step Act — And What's Happening With It? Expert Brief. Brennan Center for Justice; Brennan Center for Justice. https://www.brennancenter.org/our-work/research-reports/what-

		<p>first-step-act-and-whats-happening-it</p> <ul style="list-style-type: none"> Review 42 CFR Part 2 on Sakai
<p>Lesson IV 4/6/20 Available online by 0900</p>	<p>State Policy</p> <p>Guest Speaker 4/7 6:00-7:15p</p> <p>*Incubator Team Debate Rubric (Assignment #2B) Due by 0900 on 4/9</p>	<ul style="list-style-type: none"> Brennan, P.K. & 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. Zerden, L.D.S., Davis, C.S., Castillo, T., Childs, R., & Attilo, L. (2016) Law enforcement and public health: How North Carolina became a leader in harm reduction policy change. In C.B.R. Smith & 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). Rehm, J., Foxcroft, D., Medina-Mora, M. E., Reuter, P., Rossow, I., Caulkins, J., Obot, I., Room, R., Strang, J., Fischer, B., Humphreys, K., & Babor, T. F. (2018). Drug policy and control at the international level. (). Oxford University Press. https://doi.org/10.1093/oso/9780198818014.003.0013 Rehm, J., Foxcroft, D., Medina-Mora, M. E., Reuter, P., Rossow, I., Caulkins, J., Obot, I., Room, R., Strang, J., Fischer, B., Humphreys, K., & Babor, T. F. (2018). Drug policy and control at the international level. (). Oxford University Press. https://doi.org/10.1093/oso/9780198818014.003.0013 Rehm, J., Foxcroft, D., Medina-Mora, M. E., Reuter, P., Rossow, I., Caulkins, J., Obot, I., Room, R., Strang, J., Fischer, B., Humphreys, K., & Babor, T. F. (2018). Drug policy and control at the international level. (). Oxford University Press. https://doi.org/10.1093/oso/9780198818014.003.0013 Woodruff, K., & Roberts, S. C. M. (2019). "alcohol during pregnancy? nobody does that anymore": State legislators' use of evidence in making policy on alcohol use in pregnancy. <i>Journal of Studies on Alcohol and Drugs</i>, 80(3), 380-388. https://doi.org/10.15288/jsad.2019.80.380 Upchurch, L. (2020). <i>Addressing the opioid epidemic through resource mobilization in the North Carolina piedmont triad area</i> (Order No. 27833538). Available from ProQuest Dissertations & Theses Global. (2429009902). Retrieved from http://libproxy.lib.unc.edu/login?url=https://www-proquest-com.libproxy.lib.unc.edu/dissertations-theses/addressing-opioid-epidemic-through-resource/docview/2429009902/se-2?accountid=14244 Castillo, T. (2018). <i>Harm Reduction Strategies for the Opioid Crisis</i>. North Carolina Medical Journal. 79 (3) 192-194; DOI: 10.18043/ncm.79.3.192 Needle and hypodermic syringe exchange programs authorized; limited immunity - https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_90/GS_90-113.27.pdf

Lesson V 4/13/20 Available online by 0900	Local Policy *Policy Analysis (Assignment #3) & Rubric Due by 0900 on 4/16	<ul style="list-style-type: none"> ▪ Collins, S. (2021, February 22). Now is the time to revolutionize policing. Vox. https://www.vox.com/22263084/breathe-act-revolutionize-policing-pressley-tlaib ▪ Orange County Drug Treatment Courts. http://orangecountync.gov/1978/Drug-Treatment-Courts ▪ Orange County Needle Exchange Program Lawsuit. https://ocnep.org/ ▪ Notes: <ul style="list-style-type: none"> • https://library-unc-edu.libproxy.lib.unc.edu/citationbuilder/ • https://library-unc-edu.libproxy.lib.unc.edu/support/citing/
Lesson VI 4/20/20 Available online by 0900	UNC & SSW Policy	<ul style="list-style-type: none"> ▪ University Policies on Drugs and Alcohol. https://police.unc.edu/about/security-fire-safety-report/sfsr-2019/university-policies-on-drugs-and-alcohol/#:~:text=In%20North%20Carolina%2C%20%E2%80%9CIt%20is,and%20as%20part%20of%20University ▪ https://catalog.unc.edu/policies-procedures/university-policies/ ▪ https://alcohol.unc.edu/policies/ ▪ https://campushealth.unc.edu/health-topics/alcohol-and-other-drugs/alcohol-and-law
Lesson VII 4/27/20 Available online by 0900	<ul style="list-style-type: none"> • Wrap-Up • Exam Prep *Policy Letter (Assignment #4) & Rubric Due by 0900 on 4/30	
Exam	*Exam (Assignment #5) 5/3 (9:00 am) – 5/4 (11:30 pm)	This is an online, closed-book exam via Sakai. You may take the exam anytime between the date and times noted but please allow yourself enough time to complete the exam by the close time of 11:30 pm on 5/4. More details to follow.

There is nothing more here. Stop gawking. Move away. Move along. Go home folks.