



Department of Mental Health Law and Policy
MHS 4452-002 - Co-Occurring Disorders (3 credits)
Summer 2019 - Session A
Course Syllabus

This course is offered as a core class in one of the concentrations for the Bachelor's degree in Behavioral Healthcare and an elective in the minor or cognate in Behavioral Healthcare. It is designed both to assist students in seeking employment in community-based behavioral healthcare settings as well as to prepare students for graduate study in a behavioral healthcare field.

Class Time: Tuesday and Thursday 9:30 a.m. - 1:00 p.m.
Classroom: MHA 126E (Westside Conference Center, Room E)

Instructor:	Roger H. Peters, Ph.D., Professor and Licensed Psychologist (PY0004092)
Office:	MHC 2733
Phone:	(813) 974-9299
E-mail:	rhp@usf.edu
Office Hours:	By appointment (telephone or e-mail)

Course Description

This unrestricted course is designed to introduce the topic of co-occurring disorders, impart students with knowledge and understanding related to co-occurring disorders, as well as teach students skills needed to apply for and obtain employment in behavioral healthcare. It is not repeatable for credit.

Course Objectives

Upon completion of this course (with its supplemental activities and materials), students will be able to demonstrate:

1. Knowledge and understanding of co-occurring disorders that includes its definition, prevalence, as well as assessment and screening;
2. Understanding of various evidence-based practices for treatment of co-occurring disorders;
3. Understanding of various service delivery systems for individuals with co-occurring disorders; and
4. Appreciation of the career opportunities available in the field of social and behavioral

sciences.

Student Learning Outcomes

By the conclusion of the course, students will be able to:

1. Define co-occurring disorders;
2. Understand co-occurring disorders using a life span perspective;
3. Understand co-occurring disorders are prevalent across behavioral healthcare settings;
4. Describe various evidence-based screening and assessment procedures for identifying individuals with co-occurring disorders;
5. Contrast different service delivery models and evidence-based practices for treatment of individuals with co-occurring disorders;
6. Summarize the most common methods by which individuals with co-occurring disorders enter the service system; and
7. Describe various careers in the behavioral healthcare field that involve working with individuals with co-occurring disorders.

Required Textbooks

There are no required texts for this course. All required readings (see pps. 4-6 of syllabus), including journal articles, monographs, and book chapters will be posted as pdf files on Canvas in the “Modules” section.

Methods of Instruction

Several instructional techniques will be used, including lectures by Dr. Peters and guest presentations from professionals in the behavioral healthcare field. Video segments will be interspersed with lectures, discussion, and individual and group exercises to help students understand the nature of co-occurring disorders and behavioral healthcare services for these disorders. Class discussions will sometimes focus on value-laden and controversial issues related to substance abuse, mental health, trauma, the criminal justice system, and current events related to co-occurring disorders.

Summary of Course Requirements and Grading

Assignment/Exam	% of Grade
Class Attendance and Participation	10%
Random Quick Quizzes on Readings	10%
Reaction Papers	20%
Midterm Exam	25%
Discussion Leader for Readings and Current Topics	10%
Final Exam	25%

Class Attendance and Participation (10%). Attendance and participation is expected in this course. Students are expected to attend class, to sign the attendance sheet, to have read the assigned readings for each class (located in “Modules” section of Canvas), and to actively participate in classroom discussions and exercises. The participation grade will be based on attendance, level of participation in discussions and exercises, and questions and comments

initiated during class. Students are expected to arrive at class on time and remain in the classroom until class is completed.

If there are special circumstances in which you need to arrive late or leave early, please discuss these with Dr. Peters in advance. If you need to miss a class (*e.g.*, religious observance or sickness) or leave early, you are expected to contact Dr. Peters before the class session. If you miss more than one class for medical reasons, a doctor's note may be required. If you have to miss class for another reason, or if there are repeated instances of arriving late to class or leaving early, it may affect your participation grade. In any case, please email the instructor either before (when possible) or after any class you miss. Students are responsible for material covered in class if they are absent, and for completing and turning in assignments. If interested, please review the University Attendance Policy. <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>. Also, see the USF policy concerning absences due to religious observances: <http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf>

Random Quick Quizzes on Assigned Readings (10%). Quick quizzes will be provided on the assigned readings at least four times during the semester, and will be given at the beginning of class. The student's lowest grade of all quizzes will be dropped in calculating the overall grade for quizzes. Students who miss the quiz due to lateness will not be given make-up quizzes, and won't be allowed to drop the lowest grade of the quizzes.

Reaction Papers (20%). Students will be asked to write two reaction papers based on a current local or national news event that is relevant to substance abuse and/or mental health co-occurring disorders. Students are required to write a single-spaced, one page entry that should be typed and uploaded to Canvas before class on **May 23, 2019** (Reaction Paper #1) and **June 18, 2019** (Reaction Paper #2). Grades will be based on thoughtfulness, reflection, relevance of the topic to co-occurring disorders, and grammar. Papers that are late will only receive partial credit.

Midterm Exam (25%). The midterm exam will be held on **May 30, 2019**. The test will include a series of multiple choice, true/false, and short answer questions. The content will include all class materials and readings up to the midterm. There will be a review session for the mid-term exam during the previous class.

Discussion Leaders for Readings and Current Events (10%). Each week, one group of two students will co-lead a brief (15 minute) class discussion reviewing *current news items* related to mental and/or substance use disorders. Another group of two students will lead a brief discussion on a *topic of interest related to one of the readings*. The discussions will generally take place at the start of class, or near the start of class (*e.g.*, following presentations by guest speakers). Power Point slides, video clips, and/or handouts may be used. The Discussion Leaders will be graded based on the extent to which they engage other students in discussion, are well-organized, creative, and present thoughtful questions/issues for class discussion. Discussion Leaders should arrive to class a bit early to allow time to load Power Point slides or video clips. 1-2 page handouts can be forwarded to Dr. Peters at least a day before class, if you'd like handout copies made for the class.

Final Exam (25%). The final exam will be held on **June 20, 2019** during the last day of class. The test will include a series of multiple choice, true/false, and short answer questions. The content will include all class materials and readings covered after the midterm. There will be a review session for the final exam during the previous class.

Grading Scale

Student grades will be recorded on Canvas. Students should check Canvas regularly for posted announcements. Grading will be on a percentage scale and the plus/minus grading system will be utilized – thus grades may range from A+ to F as follows:

Grade	Percentage (%)	Grade	Percentage (%)
A+	97-100	C	72-76
A	92-96	C-	70-71
A-	90-91	D+	67-69
B+	87-89	D	62-66
B	82-86	D -	60-61
B-	80-81	F	<60
C+	77-79	I = Incomplete	Permission of instructor

NOTE ABOUT GRADES: The final course grade is based solely on the assignments listed previously in the “Summary of Course Requirements and Grading” table. It is Dr. Peters’ policy not to give additional extra credit assignments.

If you feel during the semester that you are struggling with the class or falling behind, please contact Dr. Peters as soon as possible and I will do everything reasonable to help you. Do not wait until the end of the course to try and restore a poor or failing grade.

Assignment Policy. Assignments that are not turned in will receive a grade of 0. Assignments that are not turned in on time (i.e., by class time on the date due) will lose 10% each day that it is late (i.e., late assignments will be worth 90% at best).

Incomplete Grade Policy. An “I” grade indicates incomplete coursework and *may be* awarded if only a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. USF policy provides for the assigning of I grades combined with the total grade the student currently has attained factoring in zero for the missing work. Until removed, the “I” is not computed in the GPA for the student.

The following is the tentative course schedule indicating reading assignments and other deadlines. This schedule is subject to change at the discretion of Dr. Peters; any changes will be announced in class and posted on Canvas. All readings will be available on Canvas.

Schedule of Classes and Required Readings

Class	Date	Topic	Reading Assignments
1	May 14	Introduction and Course Overview: Defining and Understanding the Nature of Co-Occurring Disorders (CODs), Stigma Related to CODs	NIDA Research Report Series – <i>Comorbidity: Addiction and other Mental Illnesses</i> (2010) NIDA DrugFacts – <i>Treatment Approaches for Drug Addiction</i> (2016) Center for Substance Abuse Treatment, COCE - Overview Paper #1 (2006)
2	May 16	Veterans and Co-Occurring Disorders ** Guest speakers – Joel Pietsch, Department of Veterans Affairs, and Rob Fleege, Senior Congressional Advisor, Erika Lucas, VJO Coordinator	Seal, Shi, Cohen, Cohen, Maguen, Krebs, & Neylan (2012) Office of National Drug Control Policy, Fact Sheet: Veterans Treatment Courts (2010)
3	May 21	Issues and Interventions Related to Child Welfare, Adolescents, and Families ** Guest speaker - Jessica Rice, Gracepoint, Inc.	Child Welfare Information Gateway (2014) Reedy & Saunders (2013) National Center for Mental Health and Juvenile Justice (2014)
4	May 23	Screening and Assessment, Diagnosis, and Treatment Planning ** First Reaction Paper due	Center for Substance Abuse Treatment, COCE - Overview Paper #2 (2006) Center for Substance Abuse Treatment, Treatment Improvement Protocol #42, Chapter 4 (2005), pps. 65-76, 79-82, 96-99
5	May 28	Trauma and Co-Occurring Disorders ** Guest speaker - Vicki Hummer, Crisis Center of Tampa Bay Review for Mid-Term Exam	Center for Substance Abuse Treatment, Treatment Improvement Protocol (TIP) #57, Chapter 6 (2014), pps. 137-150 (pps. 151-155 optional) Bernardy, Hamblen, Friedman, & Kivlahan (2011), pps. 242-250 (pps. 251-261 optional)
6	May 30	Mid-Term Exam Evidence-Based Treatment for Co-Occurring Disorders	Mueser & Gingerich (2013) Drake & Bond (2010)

7	June 4	Evidence-Based Treatment for Co-Occurring Disorders	Center for Substance Abuse Treatment, Treatment Improvement Protocol #42, Chapter 5 (2005), pps. 101-111, 116-118, 125-134 (remainder of chapter optional)
8	June 6	Co-Occurring Disorders and the Justice System	Peters, Wexler, & Lurigio (2015) Time Magazine article – “Dangerous Cases” (2014)
9	June 11	Co-Occurring Disorders and the Justice System ** Guest speaker - Eva Dyer and Rob Parkinson, Hillsborough County, Criminal Justice Programs	Rojas & Peters (2015)
10	June 13	Homelessness and Co-Occurring Disorders Integration of Behavioral Health, General Healthcare, and Other Services ** Guest speaker – Roger Casey, VA National Center on Homelessness among Veterans	Foster, LeFauve, Kresky-Wolff, & Rickards (2010) Colorado Screening, Brief Intervention, and Referral to Treatment (SBIRT) (2012)
11	June 18	International Approaches to address Co-Occurring Disorders Review for Final Exam ** Second Reaction Paper due	European Monitoring Centre for Drugs and Drug Addiction (2013) National Drug and Alcohol Research Centre – Australia (2008)
12	June 20	Course Review and Student Feedback Final Exam	

First Class Meeting Attendance/Dropping the Course. Students are required to attend the first class meeting of courses for which they registered prior to the first day of the term. The first class roll is used by professors to drop students who do not attend the first day of class. Students

having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor or the department prior to the first class meeting to request waiver of the first class attendance requirement. Students who add courses or late-register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for non-attendance by the instructor. To avoid fee liability and academic penalty, the student is responsible for ensuring that he/she has dropped or been dropped from courses the student does not want to continue by the end of the 5th day of classes.

Attendance Policy. As noted previously, regular attendance in class is required, which is essential to ensuring a balanced and comprehensive discussion of course materials, and to maintain continuity in our group discussions. Any absences should be discussed with Dr. Peters in advance, and should be well-justified and kept to a minimum. Students are expected to arrive at class on time and remain in the classroom until class is completed. If there are special circumstances in which you need to arrive late or leave early, please discuss these with Dr. Peters in advance. Students are responsible for material covered in class if they are absent and for turning in assignments. If a student needs to be absent due to medical reasons (yours or your immediate family) on a day an assignment is due, please provide a physician's note and notify Dr. Peters prior to class.

Code of Conduct. Students are expected to actively participate in the course, and students' ideas and insights are a vital and important part of the course. Students who offer their perspectives and questions will be afforded a respectful, non-discriminatory classroom environment. This course includes extensive classroom discussion, and students are encouraged to speak up, ask questions, and express their opinions. Some of the topics and readings covered in the course are controversial, and students may have strong views about the issues. Students are expected to listen with an open mind and to respect others' points of view. Disruption of the classroom or teaching environment is unacceptable. USF policies and procedures for disruption of the academic process are described as follows: <http://www.ugs.usf.edu/pdf/cat0910/08acapol.pdf>

Use of Electronic Devices in Class. Students are expected to refrain from using cell phones and other electronic devices during class. Cell phones, pagers, beepers, iPads/iPods, and other electronic equipment must be turned off during class. Laptop computer use is allowed only with permission of the instructor. If you have an emergency that requires you to have your cell phone on, please contact Dr. Peters to discuss this in advance. No cell phones or other electronic devices may be on the desk during tests.

Course Notes and Recording Policy. Students may take notes during lectures/class presentations and may record the lecture/presentation. Such notes and recordings may be used for individual or group study, or for other non-commercial purposes reasonably arising from the student's enrollment. Selling or distributing notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the USF System and the instructor is a violation of the USF Student Code of Conduct.

Religious Preference Absence Policy. Students are expected to notify Dr. Peters at the beginning of the semester if they intend to be absent for a class or announced examination for religious reasons. Students absent for religious reasons will be given reasonable opportunities to

make up any work missed. <http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf>

Right to Change Syllabus. Adjustments to the content, timeline, and due dates for assignments may be required during the semester. If this is necessary, some components of this syllabus may change. Changes will be announced in class and posted on Canvas. Students are responsible for checking Canvas and emails to ensure they are notified of any changes.

Canvas. Canvas will be used to post course materials and changes to the syllabus/assignments/due dates. Students must post assignments to Canvas unless otherwise specified on the syllabus. Student grades will be recorded on Canvas. Students should regularly check Canvas and their registered email account with USF for announcements related to the class.

Special Facilities and Needs. Students in need of academic accommodations for a disability may consult with the Office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. A letter from SDS must accompany this request. Contact the SDS Office to arrange academic accommodations and assistance at (813) 974-4309, SVC 1133.

Safety and Well-Being of Students. USF has a commitment to the safety and well-being of our students. Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence that come to their attention. Such incidents must be reported in order for the Office of Student Rights and Responsibilities or the Office of Diversity, Inclusion, and Equal Opportunity to investigate the incident or situation as a possible violation of the USF Sexual Misconduct/Sexual Harassment Policy and to provide assistance to the student making the disclosure. The Center for Victim Advocacy and Violence Prevention, The Counseling Center, and Student Health Services are confidential resources where you can talk about such situations and receive assistance without the incident being reported.

Center for Victim Advocacy and Violence Prevention: (813) 974-5757
<http://www.sa.usf.edu/ADVOCACY>

Counseling Center: (813) 974-2831 <http://www.usf.edu/student-affairs/counseling-center/>

Student Health Services: (813) 974-2331 <http://www.usf.edu/student-affairs/student-health-services/>

Use of Professional Language. The use of professional language is expected in written assignments and in class discussion. Guidelines regarding language are available in the Publication Manual of the American Psychological Association: <http://www.apa.udel.edu/apa/publications/texts/nonsexist.html>

University Writing Center. The University Writing Center is a free resource for USF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more

information or to make an appointment, visit the UWC website at <http://www.lib.usf.edu/writing>, stop by LIB-125, or call 813.974.8293.

Official Suspension of Classes. In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important information.

End of Semester Student Evaluations. All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued. The results of student feedback are sent to departments and faculty members only after semester grades are already submitted, and student responses are reported only anonymously and in the aggregate to faculty.

Academic Integrity. As in other professional disciplines, the reputation of the behavioral healthcare field depends on the collective integrity of persons working in them. It is assumed that students taking this class will live up to the highest levels of academic honesty. If Dr. Peters has reason to believe a student is cheating or being academically dishonest, proceedings may be instituted to have the student dismissed from the program and/or the University (see current USF catalog). An F received as a result of academic dishonesty automatically can provide grounds for dismissal from undergraduate programs at USF. A class in which you receive an F as a result of academic dishonesty is not repeatable.

Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. . Selected examples from the USF policies and procedures regarding academic dishonesty or disruption of academic process are included in this syllabus. Students are responsible for adherence to all USF policies and procedures even if they are not specifically printed in this syllabus. USF procedures for alleged academic integrity are as follows:
<http://www.ugs.usf.edu/pdf/cat0910/08acapol.pdf>

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructor for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

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- a) Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
 - b) When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.

- c) Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
- d) This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

Text Matching Services for Potential Plagiarism. USF uses an automated plagiarism (text matching) detection service that allows instructors to submit student assignments to be checked for plagiarism. Dr. Peters reserves the right to (1) request that assignments be submitted as electronic files and (2) electronically submit assignments for plagiarism review. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor will receive a report showing the extent to which the text in the student's paper matches other printed/on-line text material.

Fabrication, Forgery and Obstruction. *Fabrication* is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences. *Forgery* is the imitating or counterfeiting of images, documents, signatures, and the like. *Obstruction* is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

- a) Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
- b) Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.
- c) Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records, or on records of agencies in which students are fulfilling academic assignments.
- d) Students may not steal, change, or destroy another student's work. Students may not impede the work of others by the theft, defacement, mutilation or obstruction of resources so as to deprive others of their use.
- e) Obstruction does not include the content of statements or arguments that are germane to a class or other educational activity.

Multiple Submission is turning in the same or substantially the same work for credit in two or more courses. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

- a) Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.
- b) Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g. graded for research effort and content versus grammar and spelling).

- c) Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it PRIOR to the submission of the current endeavor.
- d) Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

Complicity is assisting or attempting to assist another person in any act of academic dishonesty. A student will be considered to be complicit if the student is aware of an academic integrity violation, is able to report and fails to do so. In addition:

- a) Students may not allow other students to copy from their papers during any type of examination. b) Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official.
- c) Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.
- d) Students may not have a substitute take an examination or take an examination for someone else.

Improper use of Teamwork Credit is allowing your name to be included on a group project in which you did not participate. This act is considered a violation of academic integrity. For reference, general guidelines for appropriate teamwork participation include, but are not limited to the following:

- a) No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor.
- b) All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.
- c) Only those persons who participated on the team shall be named in the submission of the assignment.

Solicitation or Purchase is the offering, advertising or responding to solicitations or purchasing products or services designed to facilitate, support or actively contribute to the commission of an act of academic dishonesty.

Misrepresentation. Submitting the work of another as your own, e.g., using a ghostwriter to write a paper, thesis, or dissertation; having another person complete an on-line class in your name.

Misconduct in Research and Creative Endeavors is a serious deviation from the accepted academic and professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. *Research Misconduct* means fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. It does not include honest error or differences in opinion. In addition to the academic sanctions in this Regulation misconduct in research is also subject to USF System Policy 0-301, procedures and any sanctions contained therein.

- a) Students may not invent or counterfeit information.
- b) Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.
- c) Students may not represent another person's ideas, writing or data as their own.
- d) Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
- e) Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.
- f) Students must adhere to all federal, state, municipal, and university regulations or policies for the protection of human and other animal subjects.
- g) Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.
- h) Students must abide by the university's policies on Misconduct in Research where applicable, which can be found in the university's policies and Procedures Manual at the Regulations and Policies website.

Computer Misuse includes unethical or illegal use of the computers of any person, institution or agency in which students are performing part of their academic program. (a) Students may not use the university computer system in support of any act of plagiarism. (b) Students may not monitor or tamper with another person's electronic communications.

Misuse of Intellectual Property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties. 12. Violation of State or Federal laws with regard to Intellectual Property is conduct that violates and does not adhere to state or federal laws concerning the fair use of copies or other intellectual property.

Student Academic Grievance Procedures.
<http://www.ugs.usf.edu/catalogs/1213/pdf/StudentAcademicGrievanceProcedures.pdf>

Consultation with Dr. Peters

Dr. Peters will be glad to meet with students to discuss issues related to the class or issues related to co-occurring disorders. Please schedule an appointment with him, as needed. The 15 minute period before class is generally not a good time to consult with Dr. Peters, as this time will be used to check equipment and to prepare materials to ensure that the class begins promptly.

Course-Related Problems

Students experiencing problems related to this course or in other areas that may interfere with successful participation in the course are strongly encouraged to speak with Dr. Peters as soon as these problems arise. Students requiring special arrangements or assistance should discuss their needs with Dr. Peters in advance.

Concluding Remarks and Biographical Information for Dr. Peters

Thanks in advance for your active involvement in this course, and for sharing your ideas and enthusiasm in what should be a provocative, exciting, and fun learning environment. I look forward to getting to know you and to your collaboration and contributions during the course.

My biographical profile is included in the section to follow so that you know a bit more about my background, interests, and expertise. Also, feel free to visit my web page at the Department of Mental Health Law and Policy web site, which has additional biographical information:

<http://intra.cbcs.usf.edu/PersonTracker/common/cfm/Unsecured/mhlp/bio.cfm?ID=764>

Brief Biographical Information for Dr. Roger Peters

Dr. Roger Peters has been a licensed Psychologist in Florida since 1988. Dr. Peters is a Professor in the Department of Mental Health Law and Policy at the Louis de la Parte Florida Mental Health Institute (FMHI), University of South Florida (USF), where he has been a faculty member since 1986. He served as Department Chair from 2004-2011 and as Associate Department Chair from 2002-2004. Dr. Peters holds a joint appointment in USF's College of Public Health, Department of Community and Family Health. He received his Ph.D. in clinical psychology from the Florida State University, following completion of a pre-doctoral internship at the University of North Carolina, School of Medicine. He has served as Principal Investigator and Director for several grant projects, including the NIDA Research Core Center - USF's Center on Co-Occurring Disorders, Justice, and Multidisciplinary Research (CJM Center). He is currently Principal Investigator on three funded projects, including a 5-year R25 grant from the National Institute on Drug Abuse (NIDA). From 1995-2004, Dr. Peters was the lead consultant to the National GAINS Center for People with Co-occurring Disorders in the Justice System. He has published frequently in major journals, served on federal expert panels, grant and document reviews, national advisory boards and committees, and has consulted with federal and state agencies.

Dr. Peters served for four years on the Board of Directors of the National Association of Drug Court Professionals and for eight years on the Treatment-Based Drug Court Steering Committee for the Supreme Court of Florida. He currently serves on the Supreme Court of Florida's Task Force for Mental Health and Substance Abuse Issues in the Courts. Dr. Peters is a member of the editorial boards for the *Journal of Dual Diagnosis*, the *Psychiatric Rehabilitation Journal*, the *Journal for Advancing Justice*, and *Addictology*. Dr. Peters served as Chair and Co-Editor of the SAMHSA/CSAT Treatment Improvement Protocol (TIP) #44 on "Substance Abuse Treatment for Adults in the Criminal Justice System". On March 20, 2007, Dr. Peters provided testimony to the U.S. House Judiciary Committee on the "Second Chance Act of 2007"

legislation. He recently co-authored the “Drug Court Treatment Resource Guide”, published by the American University and the Bureau of Justice Assistance. He is also the primary author of the National GAINS Center monograph on “Screening and Assessment of Co-Occurring Disorders in the Justice System” (3rd Edition, 2016).

Dr. Peters received a Fulbright Specialist Grant and served in Ghana in June 2015 as a Fulbright Scholar with the University of Cape Coast, College of Health and Allied Sciences, Department of Mental Health. He received a second Fulbright Specialist Grant which was completed in Asuncion, Paraguay in August, 2017 in collaboration with colleagues at the Universidad Catolica. In February 2016 he joined the ICCE Commission (International Centre for Certification and Education of Addiction Professionals) as representative of universities in North America. In 2016 and 2017, Dr. Peters participated in Expert Panel meetings on Diversion of Drug Offenders from the Justice System, convened in Vienna, Austria by the United Nations Office on Drugs and Crime (UNODC) and the World Health Organization (WHO). Dr. Peters currently serves as Director of the Universal Treatment Curriculum (UTC) Coordinating Center for North American Universities at USF, which is supported by the Colombo Plan with funding by the U.S. Department of State/INL. He recently helped to establish the International Consortium of Universities for Drug Demand Reduction (ICUDDR), and serves as ICUDDR Vice President.