



HPM 718 Section 001 READINGS IN MENTAL HEALTH SERVICES RESEARCH AND POLICY

*Department of Health Policy and Management
School of Public Health*

Fall 2018 Syllabus

Class Location: Sheps Center for Health Services Research, DeFries Conference Room (first floor); monthly seminars at Duke’s Brightleaf Square*

Meeting Times: Meeting Times: Tuesdays 8:00 – 10:50

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Office Hours: By appointment

* Students are encouraged to carpool when seminars are at Duke. Course participants who are unable to participate in the Duke seminars due to conflicts caused by the additional drive time should notify course instructor immediately to arrange webinar or other alternatives.

Course Overview

This course is an introduction to mental health services research. We will cover topics such as the financing of mental health services, organizations that provide mental health services, quality measures and measures of need, and barriers to care, among other topics. Topics will change each year in response to participants’ interests. The course will alternate between seminar presentations by local and nationally recognized experts in mental health services research and readings sessions lead by course participants.

Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>Competencies</i>
1	To understand the complex issues in mental health services research	Analytical Thinking, Innovative Thinking, Systems Thinking
2	To isolate and describe discussion questions from key readings in mental health services research	Analytical Thinking, Information Seeking, Innovative Thinking

3	To knowledgeably read and understand key articles in mental health services research	Information Seeking, Analytical Thinking, Strategic Orientation
4	To be able to competently discuss the current policies and research in mental health services	Analytical Thinking, Innovative Thinking, Communication Skills

Resources

Seminars

Updates to seminars will be sent via a listserv. All course participants should make sure that they have an appropriate email address on the listserv. They can do this by contacting Lindsay McCall (lmccall@email.unc.edu) and asking to be put on the “mental health seminar listserv.”

Texts

We will use both textbooks and journal articles for this course.

The text for the 2018 fall semester is:

- Mental Health and Social Policy: Beyond Managed Care (6th Edition) (Advancing Core Competencies) by David Mechanic, Donna D. McAlpine, David A. Rochefort (2013).

Additional readings from recent journal articles will be required for the course. I will provide you the citation for these readings and whenever possible will use readings available electronically through the UNC library.

Requirements and Expectations

Prerequisites: There are no formal prerequisites to this course, although prior coursework on U.S. health care policy is helpful.

Course Format

This course includes both lecture-based seminars and discussion sessions, as described in the course schedule below. Note that while the discussion sessions are always at UNC at the Sheps Center, the location of seminars alternates between UNC and Duke. Students are encouraged to carpool to Duke. Course participants who are unable to participate in the Duke seminars due to conflicts caused by the additional drive time should notify the course instructor immediately.

Participants are expected to come prepared to each class session. Seminar presenters will provide one or more articles or book chapters as background to their presentations; these articles should be read thoroughly prior to the seminar. Students are expected to actively engage the speaker in discussion. Readings sessions involve in-depth discussion of multiple book chapters or articles. Participants should thoroughly read these articles and come prepared to discuss and apply the concepts contained in these materials. Readings sessions will be led by seminar participants. Discussion leaders may also want to read

beyond the required material to facilitate course discussion. All participants will lead one or more discussion sessions; Post-doctoral Fellows and PhD students will be expected to lead more discussion sessions than Master's students. Discussion leads will be assigned on the first course meeting.

The format of the class time will be determined by whether the class is a seminar or readings session. Seminar sessions will generally follow this schedule: 8:00-9:00: transport to the seminar when at Duke; readings; planning with team for future discussion sections. Readings sessions will generally follow this schedule: 8:00-9:00: team meetings to prepare for future discussion section finalize team activities, discuss questions, and/or readings/videos; 9:00-10:00 discussion of readings; 10:00-10:50 Team Activities.

Evaluation Methods

Grade Components

Graduate students enrolled in the course for credit will be graded based on their preparation and participation in discussion and seminar sessions. Participation will be graded on both quantity and quality using a rubric to be developed and refined jointly during the semester. Participation entails: (a) attendance at all seminar sessions (one absence will be permitted during the semester; absences in excess of one can be made up as described below); (b) preparation for all discussion and seminar sessions; (c) active participation in all discussion sessions.

Specific grade components include the following:

Contribution to discussion boards	10%
Pre-discussion documents	20%
Discussion Rubric - participant	30%
Discussion Rubric – discussion lead	5%
Final Course Project / Paper	35%

Contribution to discussion boards: Discussion boards on Sakai will be used to debrief after seminars and identify key take-away points. All students and postdocs are expected to participate in discussion boards each week that there is a seminar. Discussion posts are due by Monday at noon on the week following a seminar (e.g., within 6 days). Initial posts can earn up to 8 points. Class participants are also encouraged to react to each other's' posts to help refine ideas. Comments and refinements can earn up to 2 points, for a total of 10 points each week there is a seminar. Copying and pasting materials found on the web is generally not helpful; posts should consist of original thoughts and reflections on the speakers' work. Comments on others' posts must be substantive in order to earn points ("great idea" would not earn any points, but indicating *why* you think a prior poster's idea is great can earn points).

Team Activities: Most of the Readings classes will include a team Activity. The Team assigned to serve as Discussion Leaders will help develop the Team Activity for the week. Participants in the Team Activity will provide evaluations of the content of the activity. Some sample activities may include: (a) develop an idea for a research project that will address one or more gaps in the literature noted in this weeks' readings; (b) develop a strategy policy makers can use in overcoming one or more of the issues identified in this week's readings; (c) develop an educational strategy that can be used to overcome one or more of the barriers identified in this week's readings; (d) if you had \$1m to solve a problem identified in this week's reading, how would you spend it and why? Team activities will not be graded but participation is expected as a part of class participation.

Discussion rubric: will be developed jointly by participants. Students taking the course for credit will be evaluated each discussion session by course faculty and points will be assigned each week. Weeks where the student did not attend or attended but did not contribute will earn zero points for the discussion rubric. The lowest discussion score will be dropped at the end of the semester.

Pre-discussion document: Each discussion class will have a short document in which students will write up a reflection on the entire set of readings for that week, ending with 2-3 questions for discussion. This document should not summarize the readings, but rather reflect on them, possibly linking to other readings or current topics. These documents will be evaluated on a 10-point scale and are due prior to class.

A final course project is due by the final exam date. This could either be a project or a short paper (5 pages maximum) reflecting any aspect of mental health services research or policy. Students may work individually or in teams of two. Team products are expected to reflect the additional contribution of having two students participate and thus will be held to a higher standard. Students will present their papers or projects in a 10-15 min presentation on the last day of classes. This final project, including the document and the presentation will be graded on a 100-point scale (80 points for the document and 20 points for the presentation).

Absences

Students should notify the instructor to the extent possible if they will be absent from class. In the interests of public health, students with health conditions that can be spread through classroom contact (e.g., cold, flu) should not attend class and if they feel up to it, may attend virtually (through Zoom). Students are expected to complete all pre-discussion documents even in the event of an absence if possible. Students will be allowed to make up the missed discussion points from excused absences after the first one (which will be the lowest score that is dropped, see above). They can do so by attending other seminars on campus related to mental health services research or by writing up further extensions to the articles missed or additional readings. These make up assignments should be arranged in advance with the course instructor to the extent possible.

Cell Phones and Laptops

Turn off cell phones in class. Laptops are not generally necessary during seminars or readings, except as required during team activities. Please be considerate when using laptops, typing can be quite noisy and distracting to others in the classroom.

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Disability Accommodation

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300, email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Course Evaluation

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

Course Schedule (tentative)

Date & Location (All Sheps unless BS is indicated)	Topic/Title	Format	Speaker / Discussant	Required Readings
Aug 21	Welcome and Course organization	Discussion		None
Aug 28	Introduction, Mental Illness	Readings	Rachel S, John	Ch. 1&2, Rosenhan (1973)
Sept 4 (BS)	The Quality of Life and Productivity Losses Associated with Suicide Deaths and Related Bereavement in the United States	Seminar	John Richardson, PhD (RTI)	Posted
Sept 11	Psychiatric epidemiology and treatment	Readings	Maggie, Courtney, and Anjalee	Ch. 4-6
Sept 18	Mental health inequities	Readings	Terika, Rachel S.	Shim et al., 2014; Kugelmass 2016; Sotero 2016; Patel et al., 2010
Sept 25	Addressing Parental Substance Abuse and Child Neglect in the Child Welfare System: The FAIR Program	Seminar	Lisa Saldana, PhD Oregon Social Learning Center	TBD
Oct 2 (BS)	Does Access to Primary care facilitate treatment among	Seminar	Jason Rotter, Alex Gertner,	TBD

	Adults with Opioid Use Disorder?		and Marisa Domino	
Oct 9	Financing and delivery of mental health services	Readings	Katy, Sarah	Ch. 7 & 8; Kazdin & Rabbitt, 2013
Oct 16	TBD	Seminar	Joseph P. Morrissey	TBD
Oct 23	Analysis of mental health policy and systems in the U.S. and across the globe	Readings	Sarah, Terika	Ch. 11; Kennedy-Hendricks et al. 2016; Saloner et al., 2016
Oct 30 (BS)	TBD	Seminar	TBD	TBD
Nov 6 (Sheps, Carey room 101)	Policy and Mental Health, MH Professionals	Readings	Maggie, Courtney, and Anjalee	Ch. 3, 9 & 10
Nov 13	Mental illness and the law Readings TBD - Students MH Law / Tentative – APHA?	Readings	John, Katy	Ch. 12; Becker & Kleinman 2013; Collins et al., 2013
Nov 20	Family psychoeducation for adults with psychotic disorders in Tanzania	Seminar	Joy Noel Baumgartner, PhD, MSSW, (Duke)	TBD
Nov 27 (BS)	TBD	Seminar		TBD
Dec 4	Presentation of final projects	Presentations	Students	--
Dec 11 (8AM)	Final projects due			

BS = Seminars will be held at Duke’s Brightleaf Square location. Address for seminars at Brightleaf Square can be found at: <http://www.shepscenter.unc.edu/locations/duke-univdept-of-psychiatry-and-behavioral-sciences-2/>.