Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
HPS 412/512 Public Health Approaches to Mental Disorders in the U.S.
SPRING 2019

TIME: Saturdays and Thursdays, 9:30 - 10:45 AM

LOCATION: Drachman A114

INSTRUCTOR: Christina Cutshaw, PhD
Drachman A270/520-626-7020
cutshaw@email.arizona.edu **Note: I do not use D2L email

OFFICE HOURS: Thursdays 3-4:30 and by appointment

TEACHING ASSISTANTS & TA OFFICE HOURS: Desk Space # 23 2nd floor of Drachman Hall:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cody W. Welty</td>
<td><a href="mailto:codywelty@email.arizona.edu">codywelty@email.arizona.edu</a></td>
<td>Mondays: 3-4</td>
</tr>
<tr>
<td>Helen Wasielewski Schaffer</td>
<td><a href="mailto:helenwas@email.arizona.edu">helenwas@email.arizona.edu</a></td>
<td>Tues. 11-12</td>
</tr>
<tr>
<td>Martín Francisco Celaya, M.P.H.</td>
<td><a href="mailto:celayamf@email.arizona.edu">celayamf@email.arizona.edu</a></td>
<td>Thurs. 1-2</td>
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CATALOG DESCRIPTION: This class will explore the identification and treatment of mental illness in the U.S. and discuss a public health approach to addressing mental health issues.

COURSE DESCRIPTION: This class is designed to help students think critically about the identification and treatment of mental illness in the United States. Students will explore current research and debates surrounding the definition, prevention and treatment of mental disorders in the United States. In addition to learning about the presentation and treatment of mental illness, they will also be introduced to concepts in public health, psychology, psychiatry and health services research. We will also discuss the history of our beliefs about the mentally ill and how these beliefs have influenced policy, systems, services and treatment over the last century.

COURSE PREREQUISITES: Junior or senior undergraduate status. Students in the undergraduate Health Delivery Track have priority over other undergraduate majors.
COURSE OBJECTIVES
Upon completion of the course students will be able to:

- Identify contemporary issues and controversies around the definitions, diagnosis and treatment of mental disorders in the United States.
- Describe clinical features, risk factors, treatment and preventive interventions and approaches for various mental disorders in the United States.
- Define a “public health approach” to mental disorders.
- Describe features of mental health service delivery in the U.S. and challenges of service delivery in various settings.
- Describe common mental problems and disorders for various populations defined by risk status (e.g. poverty) or age (e.g. children, older adults, veterans).
- Identify ways historical beliefs, culture and stigma influence policy, services and treatment of persons with mental illness.
- Identify sources of information for evidence-based interventions in mental health promotion, prevention and treatment

COURSE COMPETENCIES

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<th>Competency</th>
<th>Method of Evaluation</th>
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<tr>
<td>Explain biological and genetic factors that affect a population’s health</td>
<td>--Lecture/readings and multiple choice questions on final exam</td>
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<td>Identify the core functions of public health and the 10 Essential Services (D1)</td>
<td>-- Lecture/readings --Final memo section on defining public health --Final exam multiple choice questions</td>
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<td>Communicate audience-appropriate public health content, both in writing and through oral presentation (D.2)</td>
<td>--Final 4-5 page memo framed for a community organization audience, where students must select evidence-based interventions to promote mental health, prevent/treat or help reclaim (i.e. live with a mental illness after a diagnosis of mental illness) health.</td>
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<td>The ability to locate, use, evaluate and synthesize public health information (D.11)</td>
<td>--Final 4-5 page memo requires: Issue and data section (for prevalence of selected mental disorder or health issue, issue features), Selected risk and protective factors section, intervention summary, rationale for selection/search for evidence, evidence of effectiveness and considerations for implementation for interventions to promote mental health, prevent/treat or help reclaim health. --Memoir book paper – identify and provide prevalence data on mental disorders</td>
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<td>Expose students to concepts and experiences necessary for success in the workplace, further education and lifelong learning (D13)</td>
<td>--Optional 3 hour extra credit service learning opportunity at a local consumer-run mental health organization plus written reflection on future professional role they might have (if any) in supporting the health and recovery of people with a mental illness</td>
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COURSE NOTES AND READINGS
• Class materials and readings are available on http://d2l.arizona.edu
• Book selected by the student for the book review. This can be purchased through your chosen bookseller (e.g. Amazon, Bookman’s or may be available in a library: UA, Pima County).

COURSE REQUIREMENTS

I. ATTENDANCE, PARTICIPATION, READING

A. ATTENDANCE (100 POINTS)
• Attendance is required.
• Daily attendance will be taken. It is your responsibility to make sure you have signed the attendance sheets. We have two circulating in class. Sign one. If you are a late arrival, or the sheet has missed you during class time, just sign in before you leave.
• We have 30 classes. You are allowed 3 unexcused absences including the first class. The attendance grade is based on 27 classes rather than 30 (27*3.7=100). Absences beyond that are unexcused unless documentation is provided due to illness or a Dean’s excuse or exceptional circumstances. If you attend 28-30 classes, these will be extra points
• You can see our record of your attendance in the Attendance tab in D2L. We manually enter these grades at the middle or end of the semester. It is your responsibility to note any errors and bring them to our attention.
• More than 6 total absences (20% of the classes), whether excused or unexcused, will likely result in an administrative drop from the course.
• If you have medical or other personal issues that are affecting your attendance, please talk with your advisor, me, or UA Counseling Services (CAPS) for resources.

B. IN-CLASS EXERCISES (10 POINTS)
• We do exercises sometimes in class. If you are absent, these must be made up by the last day of class.

C. READING QUIZZES (200 POINTS)
• 12 reading quizzes, 20 points each, 2 lowest grades dropped (10 assessments*20)
• Usually 10 questions, multiple choice, short answer, matching
• Topics: readings and class topics. Mostly based on comprehension of required class readings. I am looking for understanding of concepts - not typically small details.
• Administered in class, unannounced times during the semester
• If you miss a quiz, you may make it up. You need to submit 5 questions (multiple choice, matching, true/false) that cover all of the readings you missed that were covered in the quiz that day. If there were 3 readings, you need to have a total of 5 questions, but questions have to come from each reading, not all 5 from one reading. This helps me build my question bank and assess your knowledge.
• Quizzes are not handed back. If you want to see your quiz, you may come to view them at before/after class or at TA office hours.
• All quizzes must be made up by the last day of class.

II. REFLECTION AND WRITING

D. WEST 47TH STREET REFLECTION ASSIGNMENT (80 points)
• 2-3 page, 1.5 space, 12 point font reflection paper
• Based on the film we will watch and discuss in class
• Instructions & rubric will be posted in the D2L “Assignment Information” folder

E. MENTAL ILLNESS MEMOIR/EXPERIENCE BOOK RESPONSE
• Reading an individual’s first-hand experience of having a mental illness or a family member’s perspective of mental illness is an important part of understanding the conditions we study during the semester.
• Choose one of the books in the table by 11:00 pm 1/14/18 and post your selection in D2L.
• In choosing a book, please be mindful of the topic and how reading about some conditions may affect your own mental health. For example, readers who struggle with unhealthy eating behaviors should consider and/or consult a mental health professional about whether they should read about an eating disorder. There is content in these books and in the course that discusses sensitive topics, such as traumatic experiences, suicide, self-harm.
• You need to obtain the book from the UA or public library or purchase it online (e.g. Amazon) or locally (e.g. Barnes and Noble or Bookman’s).
• Read the book in addition to the other reading assignments. I suggest close reading and annotating as you read.
• You will write a 6-7 page (not including references) paper response/reflection about the book according to assignment instructions posted in the D2L “Assignment Information” folder. We will discuss the assignment in class.
• A draft will be due in D2L and in class for 412 students.

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<tr>
<th>CONDITION/EXPERIENCE</th>
<th>TITLE</th>
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F. BOOK CLUB (75 points)
• Students will gather in groups to discuss the book they read in class on Book Club Day.
• Graduate students in 512, TAs and undergraduate volunteers (if needed and for extra credit) will lead the Book Clubs and will create a list of discussion questions and use these to lead the discussion about their selected book in the book club.
• ALL students are expected to participate in discussion about the books and participation will be noted.
• Attendance is mandatory. If you miss book club, you must have a doctor’s note or extraordinary circumstance to be excused. You make it up by meeting with me, one-on-one.

G. CULTURE BOOK RESPONSE AND BOOK CLUB (100 POINTS) [512 STUDENTS ONLY]

Book club & book response paper
• Submit a 6-page response (not including references) about the paper. Instructions and rubric will be posted in the D2l “Assignment Information” folder and will be discussed in class.
• Students will meet separately to have Book Club on this book with Dr. Cutshaw

H. MEMO (150 points)
• This assignment consists of a 4-5 page memo where you will summarize evidence-based interventions to either promote mental health, prevent/treat or help reclaim (i.e. live with a mental illness after a diagnosis of mental illness) health.
• We will have assigned readings about this project and instructions and rubric will be posted in the D2l “Assignment Information” folder. We will also work on this assignment in class.

I. FINAL EXAM (235 points)
• Tuesday, May 7, 8-10 am
• Multiple choice, short answer, matching, true/false
• It is cumulative. I will discuss the guide in class and have a review session. Based on class powerpoints and themes emphasized in class.
• UA Final exam regulations: http://www.registrar.arizona.edu/staff/courses/final-exams?audience=staff&cat1=10

EXTRA CREDIT
• There will be several extra credit opportunities this semester:
• Attending 28-30 classes=daily attendance points (3.7 points)
• Rooms and times TBA.
  o Film: One Flew Over Cuckoo’s Nest (in person= 15 points/watch home+ written reflection=10 points).
  o Film: Ordinary People/Of Two Minds (in person= 15 points/watch home+ written reflection=10 points)
• Participate in the Autism Walk or the National Alliance for Mentally Ill Walk (25 points)
  o More information to come. Do not have to formally register (pay). Requires documented participation and reflection.
• Service Learning: Our Place Clubhouse, 4 hour volunteer shift + reflection =55 points
  o (See D2l for more materials and information)

GRADING SCALE AND POLICIES

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<th>512</th>
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<tr>
<td>A=900+ points</td>
<td>A=990+points</td>
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<tr>
<td>B=800-899 points</td>
<td>B=880-989 points</td>
</tr>
<tr>
<td>C=700-799 points</td>
<td>C=770-879 points</td>
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<td>D=600-699 points</td>
<td>D=660-769 points</td>
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<td>E=≤599</td>
<td>E=≤659</td>
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### ADDITIONAL GRADING INFORMATION

**412/512 differentiation**
- Students in 512 have an additional book and paper to complete and will meet with the instructor separately at least once per semester. They also are book club leaders.
- 512 students are expected to be active in class.
- Points are distributed differently so please note that the D2L gradebook reflects the 412 distribution of points in the grade calculation.
- I will provide an excel sheet for grade tracking

### Writing
- Learning to write clearly and effectively for a variety of audiences is a critical professional skill that takes practice. Everyone can improve their writing. Pay close attention to poor grammar, spelling and punctuation.
- Many mistakes can be corrected prior to submission by simply proof-reading the assignment before uploading it to D2L. Spell-checking is not the same as proof-reading.
- When you make statements as if they are facts, you must provide a source for this statement and use correct APA (American Psychological Association) Style. See: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
- Additional help at the UA for writing can be found at the Writing Center [http://thinktank.arizona.edu/tutoring/writing](http://thinktank.arizona.edu/tutoring/writing)

### Late assignments
- Assignments are considered late after the due date and will be penalized by points deducted for late assignments. This is typically 2 points per 24 hours.
- If you have technical problems with D2L, email the assignment to the TA and instructor. Technical difficulties are not excuses for late assignments.

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Attendance, participation and reading</td>
<td>Attendance</td>
<td>100 (10%)</td>
<td>Same</td>
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<td></td>
<td>Exercises</td>
<td>10 (1%)</td>
<td>Same</td>
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<td></td>
<td>Reading responses/Quizzes</td>
<td>200 (20%)</td>
<td>Same</td>
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<td></td>
<td>Book Club Attendance</td>
<td>75 (7.5%)</td>
<td>--Book Club Attendance</td>
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<td>Expectation for grad. students</td>
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<tr>
<td>Reflection and writing</td>
<td>West 47th Street Reflection</td>
<td>80 (8%)</td>
<td>Same</td>
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<td>Mental Illness Memoir/Experience Book Response</td>
<td>Draft=25 Final=125 (15%)</td>
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<td>Culture Book Reflection and Book Club</td>
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<tr>
<td></td>
<td>Memo</td>
<td>150 (15%)</td>
<td>Same</td>
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<tr>
<td>Reviewing and recall</td>
<td>Final exam</td>
<td>235 (23.5%)</td>
<td>Same</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td><strong>1000</strong></td>
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Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete and http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal

ABSENCE AND CLASS PARTICIPATION POLICY

- The UA’s policy concerning class attendance, participation, and administrative drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop
- The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.
- Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored,
- http://deanofstudents.arizona.edu/
- Participating in the course and attending lectures and other course events are vital to the learning process. Attendance is required at lectures and other meetings. Students who miss class due to illness or emergency are required to bring documentation from a health-care provider or other relevant third parties. Failure to submit third-party documentation will result in unexcused absences.
- See more in Course Requirements “Attendance and Participation”

COURSE SCHEDULE

Week 1

1/10 Introduction
--Review syllabus

Week 2

1/15 Defining Mental Illness and Mental Health
Optional readings posted on D2L

1/17 Schizophrenia
PLUS: Start reading your selected memoir/family perspective on mental illness book
Optional readings posted on D2L
Week 3

1/22 West 47th Street Film, Stigma
REQUIRED READING
PLUS: Selected memoir/family perspective on mental illness book
Optional readings posted on D2L

1/24 West 47th Street Film, Stigma I
REQUIRED READING
PLUS: Selected memoir/family perspective on mental illness book
Optional readings posted on D2L

Week 4

1/29 Stigma II
REQUIRED READING
PLUS: Selected memoir/family perspective on mental illness book
Optional readings posted on D2L

1/31 Public Health Approach and Mental Health Services and Policy I
-- Go to: the Willard Suitcase Project and Museum Exhibit at http://www.suitcaseexhibit.org/
Read material and look at the images on the following pages under the tabs:
--read: The Willard Suitcase
--read: The People Behind the Suitcases, "the institution"
--Read: about at least 1 of the suitcase owners: Fräulein Theresa/Sister Marie Ursuline #15468, Mr. Lawrence #14956, Sr. Rodrigo #15902, Miss Margaret #25682, Mr. Herman #20884, Mr. Frank #27967, Mrs. Ethel #20756, Mr. Dmytro #32643, Mlle. Madeline #2204
PLUS: Selected memoir/family perspective on mental illness book
Optional readings posted on D2L
Week 5
2/5 Depression I
REQUIRED READING
   https://azahcccs.gov/AHCCCS/ProgramPlanning/EndSuicide/
PLUS: Selected memoir/family perspective on mental illness book
Optional readings posted on D2L

2/7 Depression II
REQUIRED READING
PLUS: Selected memoir/family perspective on mental illness book
Optional readings posted on D2L

Week 6
2/12 Memoir work on own

2/14 Anxiety and Post-partum Depression (catch up)
REQUIRED READING
PLUS: Selected memoir/family perspective on mental illness book
Optional readings posted on D2L

Week 7
2/19
Bi-polar Disorder
REQUIRED READING

2/21 Book Club: Mental Illness Memoir/Experience

Week 8

2/26 TBA
Dave Salafsky: College and Health Promotion
Optional readings posted on D2L

2/28 College and Public Health
REQUIRED READING
Optional readings posted on D2L

Spring Break: 3/5, 3/7

Week 10

3/12 PTSD
Optional readings posted on D2L

3/14 Comorbidity: Alcohol/Substance Abuse and Mental Illness
Optional readings posted on D2L

Week 11

3/19 Comorbidity: Physical Health
REQUIRED READING


**3/21 Eating Disorders**

**REQUIRED READING**


Optional readings posted on D2L

**Week 12**

**3/26: Autism**


Optional readings posted on D2L

**3/28 School violence from a Public Health Perspective (no in-class session)**

**Assignment:**

1. Do required reading
2. Quiz 6: Due by Monday April 1. 11:30 pm

Compose an approximate ½ page document addressing the following questions:

1. Identify common themes that cut across the “Call to Action” and the radio reports.
2. Is the “Call to Action” reflect a public health approach (see National Center for Injury Prevention & Control (n.d.). “The public health approach to violence prevention”)


**REQUIRED READING**

Radio shorts


Week 13

4/2 Children’s Mental Health


4/4: Public Health Approach to Mental Disorders Conceptual Framework /Memo Discussion

REQUIRED READING
--Chapters 3, (Skim 4 and 5, ch. 6 pp. 79-93)


Week 14

4/9 Childhood Disruptive Disorders

REQUIRED READING
--Read abstract, introduction and discussion - skim methods


Optional readings posted on D2L

4/11 Mental Health, Race, Ethnicity and Culture

REQUIRED READING


**Week 15**

**4/16: 412 Memo work session w/TAs - bring laptop/CPH 512 Book Club w/Dr. Cutshaw**

**REQUIRED READING**
--All reading from 4.4  
--Research on memo started

**4/18 LGBTQ Issues and Mental Health: To Be Posted**

**REQUIRED READING**

**Week 16**

**4/23: Mental Health Services, Financing, Policy II**

**REQUIRED READING**


**4/25: Public Health Intervention Implementation Issues and Recovery/ReClaim concepts**

**REQUIRED READING**
--O'Connell ME, Boat T, Warner KE, editors. (2009). Chapter 11: Implementation and Dissemination of Prevention Programs National Research Council (US) and Institute of Medicine (US) Committee on the Prevention of Mental Disorders and Substance Abuse Among Children, Youth, and Young Adults: Research Advances and Promising Interventions; Washington (DC): National Academies Press (US); Optional readings posted on D2L

**Week 16**

**4/30: Wrap-up/Exam review**

--Browse and read materials about the Campaign to Change Direction: https://www.changedirection.org/  
--Campaign to change direction. (no date). Available at: http://www.changedirection.org/  
--SAMSHA. (no date). SAMHSA’s working definition of recovery. Retrieved from https://store.samhsa.gov/shin/content/PEP12-RECDEF/PEP12-RECDEF.pdf

**5/7: Final exam, 8-10 am**

**COURSE COMMUNICATIONS**

You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

- I will post relevant information in “Announcements” in D2L. Please check this space before each class for updates, changes to assignments, responses to questions or other important class news. You will be responsible for the information posted there.
- I will also occasionally email using the UA email on file.
Notification of Objectionable Materials (recommended, not required):
“This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. http://gened.arizona.edu/content/course-syllabus-guidelines.”

Disability Accommodations:
It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately, so that we can discuss options. You are also welcome to contact the Disability Resources (520-621-3268) to establish reasonable accommodations (as it is very important that you be registered with the DRC). For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas:
Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Nondiscrimination and Anti-Harassment Policy:
The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

UA Smoking and Tobacco Policy:
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

What counts as plagiarism?
• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
• Submitting all or parts of previous assignments for this course. It is considered self-plagiarism and is against the Code of Academic Integrity. If you have questions about what you can use from other classes please talk to the instructor.
General expectations and laptop use
- Attend class and participate!
- See me or the TA if you are having difficulty with attendance or assignments as soon as possible.
- Keep your phone put away during class.
- Laptops are to be used only when permitted by the instructor. Note-taking is expected to be by hand unless discussed with the instructor. Why?
  - http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html

Gender Pronoun Guideline
It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.