Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS: CPH 412/512 Public Health Approaches to Mental Disorders in the U.S.
SPRING 2013

Time: Tuesdays and Thursdays, 9:30 - 10:45 AM

Location: Drachman A118

Instructor: Christina Cutshaw, PhD
A270/ 520-626-7020
ccutshaw@email.arizona.edu **Please do not use D2L address

Office Hours: Wednesdays, 2-4 pm (starting 1/23/13) and by appointment

Teaching Assistant: Julie Tippens; jtippens@email.arizona.edu

TA Office Hours: Thursdays, 11am-1 pm and by appointment

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.

Course Learning Objectives:

Upon completion of the course students will be able to:
1. Describe clinical features, risk factors, treatment and preventive interventions and approaches for major mental disorders in the United States.
2. Define a “public health approach” to mental disorders.
3. Describe features of mental health service delivery in the U.S. and opportunities and challenges of service delivery in various settings.
4. Understand mental health issues of various populations defined by risk status or age (e.g. children, older adults, veterans).
5. Discuss contemporary issues and controversies around the diagnosis and treatment of mental disorders in the United States.
6. Understand how historical beliefs and culture influence policy, services and treatment of persons with mental illness.
7. Be a critical consumer of media about mental health issues.

MPH/SECTION Competencies Covered:

- Understand how data illuminates ethical, political, scientific, economic, and overall public health issues
- Communicate effectively both in writing and orally (unless a handicap precludes one of those forms of communication); Interpret and present accurately and effectively demographic, statistical, and scientific information for professional and lay audiences adapting and translating public health concepts to individuals and communities.
- Identify and examine the role of cultural, social, ethnic, religious, spiritual, and behavioral factors in determining disease prevention health promoting behavior, and health service organizational and delivery; Determining health related consequences of social structure
- Define, assess, and understand the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services;
- Understand the historical development and structure of state, local, and federal public health agencies.

Course Notes: Readings will be placed on the class D2L site.

Required Texts/Readings:
1. Readings available on the class site: http://d2l.arizona.edu
2. Book selected by the student for the book review. This can be purchased through your chosen bookseller or found in the UA or local library.

Recommended Texts/Readings:

Course Requirements:

1. Attendance/Participation: 5%
Students are expected to attend classes, to be active and respectful class participants and to respond to the instructor and TA’s emails. Attendance and participation are expectations for all students and are consistent with preparation for higher education/a career. A respectful and active class participant is someone who makes an effort to thoughtfully answer or ask questions and engages with the instructor, visitors and students. Doing activities not related to this class in any way (e.g. texting, doing other assignments, checking email) is not consistent with being engaged in this class. If you are observed to be doing these activities, you may lose attendance points for the day.

Students will be asked to sign-in at each class and attendance will be monitored.

If there is a doctor’s note, points can be given for attendance. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee will be also be honored).

Participation: I plan to call on students on most class days to ask questions about the readings. An effort to answer the questions will be counted towards your participation points, as will volunteering. Graduate students are expected to participate in class throughout the semester at a higher frequency than undergraduate students.
2. Film/Guest Speaker Reflections: (10%)

**Due: Day of the next class after the speaker/film, 12am/midnight, D2L dropbox**

- We will have several guest speakers this semester and will watch at least one film in class. Students are required to submit a @250 word paragraph reflection discussing briefly your thoughts, questions, comments or reactions to what the speaker talked about or to the material in the film.
- There will be 4-5 of these assignments.

**GRADING:** Not submitted (0), Late/minimal effort (1), Average/satisfactory effort (2), Above average effort (3)

<table>
<thead>
<tr>
<th>Points</th>
<th>(e.g. 5 assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-15</td>
<td>A</td>
</tr>
<tr>
<td>11-12</td>
<td>B</td>
</tr>
<tr>
<td>8-10</td>
<td>C</td>
</tr>
<tr>
<td>&lt;7</td>
<td>D</td>
</tr>
</tbody>
</table>

3. Exploring the literature: prevention or treatment of mental disorders: (25%)

**Part A: (10%). Due: 2/14, 12am/midnight, D2L dropbox**

- Choose a mental disorder you want to learn more about
  - Find a peer-reviewed (use MEDLINE) article between 2008-2013 that discusses research on the prevention or treatment of a mental disorder. The article should be about the epidemiology or interventions about the topic. (e.g. Austin, M.P. (2008). Brief antenatal cognitive behaviour therapy group intervention for the prevention of postnatal depression and anxiety: A randomised controlled trial. M.P. UJ Affect Disord, 105(1-3), 35-44).
  - Please consult me or Julie if you have trouble finding an article.
  - This is an opportunity for you to read something that interests you in particular
- Read the article
- Write the following: (Format: 1.5 spacing, 1 inch margins, 12 point font)
  - Section 1: Summary of the article’s purpose/main research question(s).
  - Section 2: Identify and describe some element of the article that you do not understand. This could be a theory or terms used in the literature review, a method or assessment tool or statistical technique used in the method, assessment tool (e.g. used to measure the illness) that you do not understand or have limited knowledge of.
Part B: (10%). Due: 3/21, 12am/midnight, D2L dropbox
  o Section 3: Strategy you used to research the element described in Paragraph 2/Assignment A. What research did you do, how did you search (e.g. internet search engines, databases), what articles, books or other sources of information did you use to research what you didn’t understand.
  o Section 4: Describe/define what you learned from the sources about the element you did not understand. For example, if you identified “randomized controlled trial” as an element you did not understand: what is this term mean? Cite 2-3 sources, list them at the end of the paper using APA citation style.
  o Section 5: Reflect on your current level of understanding.

**Submit Part A again when submitting Part B in one document.

4. Book review/Book Club: (25%)
Book choice due: 2/7
Review: **Due: 3/5, 12 am/midnight D2L dropbox

- Students will choose one of the following books
  - Submit a 5-6 page paper: Format: 1.5 spacing, 1 inch margins, 12 point font
  - Citation style: American Psychiatric Association
  - that answers the following questions:
    1. In brief: what is the book about? (a paragraph or two, include the author and title)
    2. What is the mental illness or mental health issue the book discusses/explores?
    3. What is the tone of the book? Funny? Sad?
    4. What do you think the main point of the book was? Was there a message the author wanted you to take from the book?
    5. Did you learn something new? Did the book make you think about mental disorders or issues in a way you hadn’t before?
    6. Did you like the book? Why or why not? Would you recommend others read it? Why or why not?

These books are first-person accounts or family member accounts of experiences with mental illness.

*Graduate students will also create a list of discussion questions and use these to lead a small group discussion about their selected book in the book club.*

Bell, Jeff. Rewind, (2007) 
Replay, Repeat: A Memoir of Obsessive-Compulsive Disorder

Jamison, Kay Redfield (1997) 
An Unquiet Mind: A Memoir of Moods and Madness

Grandin, Temple (1996) 
Emergence: Labeled Autistic

Leyden, Jackie. (1998) 
Daughter of the Queen of Sheba: A Memoir

Raskin , Marjorie (2004) 
The Anxiety Expert: A Psychiatrist's Story of Panic

Slater, Lauren. (1997) 
Welcome to My Country

Styron, William (1992) 
Darkness Visible: A Memoir of Madness.

Marya Hornbacher (1999) 
Wasted: A Memoir of Anorexia and Bulimia (students who have had past or present symptoms of an eating disorder may find this book too intense and are encouraged to choose another book)
Book Club: 3/7
On the Book Club class day, students will gather in groups according to the book they chose. All students are expected to participate in discussion about the books.

5. Final Papers: (35%):
**Topic due: 4/4**
**Final paper due: 5/7, 12 am/midnight D2L dropbox**

A. Critique: Undergraduate students

- This assignment consists of a 6-8 page paper that critiques either:

  a) how a newspaper, news magazine, website or essay reports or discusses a mental health issue. The issue can be a program, policy, legislation, current event, research or a description of a debate or controversy among researchers or policymakers about a mental disorder; or

  b) how a movie, television program or essay portrays a mental health issue or a person/people with mental illness or mental health problems.

The goal of this assignment is to demonstrate critical thinking skills. Students should discuss and provide examples from the work when possible to illustrate your point:

- Briefly describe the main points of the chosen report/show/work. What is the work and what is it about?
- Briefly describe the mental disorder or symptoms that the work is focusing on (Summarize diagnostic features and prevalence. Use DSM-IV and peer reviewed sources)

- (If a news report or segment, or newspaper or online work that is supposed to be “factual”
  - Identify the issues raised in the work and how the author/s discussed them
  - Where there issues not addressed in the article/report/show that should have been addressed?
  - Were the issues or facts reported accurately? If no, how were they inaccurate?
  - What Optional information do you think the authors should have included and why?

- What is the message(s) the author want you to take from the work?
- Was the work persuasive? Credible?
- What is the tone of the work? Funny? Sad? Skeptical? What emotions or reaction is the author trying to provoke in the audience?
- Does the work possibly increase, decrease or make no difference in terms of the stigma about the condition?
- Did you learn something new? Did the work lead you to think about mental disorders or issues in a way you hadn’t before?
- Did you like the work? Why or why not? Would you recommend others read it? Why or why not?

Grading/additional details will be provided in a hand-out will be discussed in class.
- Pages will be counted
- Format: 1.5 spacing, 1 inch margins, 12 point font
- Citation style: American Psychiatric Association
B. Analytic Paper & Presentation: Graduate Students

- This assignment consists of a 10-12 page analytic paper and an @10 minute presentation to the class.
- The paper may address a question suggested by the readings/class discussion/lectures or it could be a topic that is of interest to the student. The paper should not be merely descriptive. Students should explore a question or issue and use primarily peer-reviewed sources.

Grading: To be discussed with the graduate students.

- Pages will be counted
- Format: 1.5 spacing, 1 inch margins, 12 point font
- Citation style: American Psychiatric Association

ALL ASSIGNMENTS

- Learning to write clearly and effectively for a variety of audiences is a critical professional skill that takes practice. Correct use of grammar, spelling and punctuation is expected in written assignments. Points will be deducted for poor grammar, spelling and punctuation and for citing references incorrectly.
- Many mistakes students make can be corrected prior to submission by simply reading the assignment before uploading it to D2L.
- Successful students budget their time so they are not submitting what is essentially a first draft as a final product.
- Students are encouraged to meet with the instructor and/or TA to receive help on assignments as needed.

Late assignments

- Assignments are considered late after the due date.
- Points will be deducted as described in the assignments above
- For the book review, critique and analytic paper, two points will be deducted after the deadline and then every 24 hours they are late after that until the assignment is submitted, unless you have an arrangement with the instructor.
- Exceptions will be made only in extreme or unusual circumstances.
- If you have technical problems with D2L, email the assignment to the TA and instructor.

Grading/Student Evaluation

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Weight</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Film/Visitor Reflections</td>
<td>10%</td>
</tr>
<tr>
<td>Lit. Exploration</td>
<td>25%</td>
</tr>
<tr>
<td>Memoir/Book</td>
<td>25%</td>
</tr>
<tr>
<td>Critique</td>
<td>35%</td>
</tr>
</tbody>
</table>
Students are strongly encouraged to read the UA policy on class attendance and administrative drops, see: http://catalog.arizona.edu/2012-13/policies/classatten.htm. It is the student’s responsibility to initiate procedures to drop the course or to request an incomplete. More than 50% of the course grade is supposed to have been earned before a request for an incomplete can be considered.

Communications: You are responsible for reading emails sent to your UA account from your professor 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: http://www.registrar.arizona.edu/emailpolicy.htm

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: http://catalog.arizona.edu/2011-12/policies/disability.htm

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas) The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines

Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://web.arizona.edu/~policy/distruptive.pdf and the Policy on Threatening Behavior by Students found at http://web.arizona.edu/~policy/threatening.pdf

Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student’s graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy: http://catalog.arizona.edu/2012-13/policies/gradappeal.htm

Telephone and Computer Use: Please turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor. Texting is not permitted in class. Laptops will be allowed in class as long as they are used for course-related purposes, such as note-taking, referring to assigned articles, and other class activities.

A Further Note on Academic Honesty
This class is designed to be collaborative, and students are encouraged to talk to each other about the topics covered in class. However, all assignments handed in for a grade should be your own original, independent work. Group exercises should reflect the thoughts, interpretations, and efforts only of those members of the group and no other individuals. DO NOT turn in any work with your name on it that was done by someone else. DO NOT turn in one of your old papers
v. 1.22.13
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 then please talk to 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, so that it looks like your own.
- Paraphrasing a passage without citing it
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

Please see: “What is plagiarism and why is it important” for Optional guidance. [http://www.library.arizona.edu/help/tutorials/plagiarism](http://www.library.arizona.edu/help/tutorials/plagiarism)

- There are many resources for learning how to correctly note the source of a quotation or idea, including the Writing Center on campus, essay writing handbooks, and informative websites. If you have questions or are unsure about how to properly manage ideas and work that are not your own, please ask!

**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. PLEASE CHECK the “Content” section for D2L for syllabus changes.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/READING ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10 (TH)</td>
<td>Syllabus; Introduction</td>
</tr>
<tr>
<td>1/15 (T)</td>
<td>Definitions, a public health approach to mental illness and mental health Required</td>
</tr>
<tr>
<td></td>
<td>mental disorders: Implications for research and policy. Arch Gen Psychiatry,55, 109-115.</td>
</tr>
<tr>
<td></td>
<td>OptionalReadings</td>
</tr>
<tr>
<td></td>
<td>Psychiatry,164,557–565.</td>
</tr>
<tr>
<td>1/17 (TH)</td>
<td>(Dr. Cutshaw out)/Exercise outside of class</td>
</tr>
<tr>
<td>1/22 (T)</td>
<td>Depression &amp; Suicide Required</td>
</tr>
<tr>
<td></td>
<td>Perspective</td>
</tr>
<tr>
<td></td>
<td>--Lamb,K., Pies, R., &amp; Zisook, S. (2010). The bereavement exclusion for the diagnosis of</td>
</tr>
<tr>
<td></td>
<td>major depression: To be or not to be. Psychiatry;7 (7),19–25.</td>
</tr>
<tr>
<td></td>
<td>impact on secondary school staff. Journal of Consulting and Clinical Psychology,</td>
</tr>
<tr>
<td></td>
<td>76(1), 104 –115.</td>
</tr>
<tr>
<td></td>
<td>OptionalReadings</td>
</tr>
<tr>
<td></td>
<td>of situational obstacles and social support on suicide-prevention gatekeeper behaviors.</td>
</tr>
<tr>
<td></td>
<td>Crisis,32(5), 264–271.</td>
</tr>
<tr>
<td>1/24 (TH)</td>
<td>Violence and Mental Disorders</td>
</tr>
<tr>
<td></td>
<td>***GUEST: Dr. Joel Dvoskin, UA</td>
</tr>
<tr>
<td></td>
<td>--“ I was Adam Lanza.” Parts 1-3. The Daily Beast, 2012.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.thedailybeast.com/articles/2012/12/22/i-was-adam-lanza.html">http://www.thedailybeast.com/articles/2012/12/22/i-was-adam-lanza.html</a></td>
</tr>
<tr>
<td></td>
<td>social and emotional competence: A randomized trial of the preschool “PATHS” Curriculum.</td>
</tr>
<tr>
<td></td>
<td>The Journal of Primary Prevention, 28 (2), 67-91.</td>
</tr>
<tr>
<td></td>
<td>--Appelbaum, P. &amp; Swanson, J.W. (2010). Gun laws and mental illness: How sensible are</td>
</tr>
<tr>
<td></td>
<td>the current restrictions? Psychiatric Services, 61(7), 652-654.</td>
</tr>
<tr>
<td></td>
<td>--Swanson, J. ( ) Explaining rare acts of violence. Psychiatric Services, 62(11), 1369-</td>
</tr>
<tr>
<td></td>
<td>1371.</td>
</tr>
<tr>
<td>1/29 (T)</td>
<td>Gender and Mental Disorders: Women, Depression and Pregnancy Required</td>
</tr>
<tr>
<td></td>
<td>--Kessler, R. (2003). Epidemiology of women and depression. Jo of Affective Disorders,</td>
</tr>
<tr>
<td></td>
<td>74, 5-13</td>
</tr>
<tr>
<td></td>
<td>depression complicates pregnancy. Primary Care, 36(1), 151-65.</td>
</tr>
</tbody>
</table>


**Additional**


<table>
<thead>
<tr>
<th>6</th>
<th>1/31 (TH)</th>
<th>Anxiety Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Required</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>2/5 (T)</th>
<th>College students and Mental Disorders I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Required</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>2/7 (TH)</th>
<th>Post-traumatic Stress Disorder and Trauma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Required</strong></td>
</tr>
</tbody>
</table>
| 9 | 2/12 (T) | **Eating Disorders**
Required
**Additional**

| 10 | 2/14 (TH) | ***Literature exploration P.1 DUE***

**Bi-polar disorder**
Required
**Additional**

| 11 | 2/19 (T) | **Schizophrenia/State Mental Health Agencies/Community Mental Health**
Required:
**Additional**
--- TBA

| 12 | 2/21 (TH) | **Community Integration/Film: West 47th Street.**

| 13 | 2/26 (T) | **Discussion/ West 47th Street, Stigma**
Required
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>2/28 (TH)</td>
<td>***Visitors: Café 54 and Our Place</td>
</tr>
</tbody>
</table>
| 15 | 3/5 (T) | ***Book review due  
**Older adults and Mental Disorders**  
Required  
--TBA: Alzheimer’s Disease |
| 16 | 3/7 (TH) | ***Book Club  
No Class: Spring Break  
3/12, 3/14 |
| 17 | 3/19 (T) | Prevention of Disorders Among Children and Youth/Schools  
Required  
--TBA |
| 18 | 3/21 (TH) | Autism: TBA  
| 19 | 3/26 (T) | ***Literature exploration  P.2 DUE  
Visitor: Ann Mastergeorge |
| 20 | 3/28 (TH) | ADHD  
--TBA |
| 21 | 4/2 (T) | Disruptive behavior disorders  
Required  
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Authors/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/7</td>
<td>***Final papers due: midnight, D2L</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mental Health Services: Data, Research, Evaluation or OPEN
Required:
http://www.cdc.gov/pcd/issues/2010/jan/09_0133.htm