

**Course Title:** *U.S. Mental Health Policy*

**Course Number:** *HSAP 0674J*

**Course Location:** *School of Public Health - Piscataway*

**Course Date & Time:** *Mondays, 6-8*

**Course Instructor:** *Thomas I. Mackie, PhD, MPH, Department of Health Systems and Policy, School of Public Health, 112 Paterson Street (IFH Bldg) Rm 516, New Brunswick, NJ 08901 thomas.mackie@rutgers.edu*

**Office Hours:** *Swing Office B, 1<sup>st</sup> Floor SPH, 5-6PM*

**Course Assistant:** *None*

**Required Course Text:** *Mechanic, David, Donna D. McAlpine, and David A. Rochefort. Mental health and social policy: Beyond managed care. Pearson Higher Ed, 2014.*

**Additional/Supplemental Readings/Resources:** *Frank, Richard G., and Sherry A. Glied. Better but not well: Mental health policy in the United States since 1950. Johns Hopkins University Press, 2006.*

**Course Description:** This survey course on U.S. mental health policy engages multiple disciplines to examine the historical and contemporary landscape of mental health treatment and policy in the United States. We will begin by building a foundational set of understandings on mental health illness and treatment approaches, psychiatric epidemiology, the financing and delivery of mental health care, and the intended and unintended consequences of mental health policy. We then will apply these foundational concepts to special populations (i.e., people with serious mental illness, racial and ethnic minorities, children and adolescents, older adults). Although these special populations are heterogeneous at the individual level, we will engage in population-based analyses of mental health needs and service use, and then consider the historical and contemporary policy responses in light of these data. The course concludes by contextualizing our experience in the United States with those of other countries, and identifying how recent mental health policy reform is anticipated to impact our health and mental health care delivery systems and public health, more broadly. We will provide particular attention throughout this class to the Mental Health Parity and Addiction Equity Act of 2008 and the Patient Protection and Affordable Care Act of 2010 (ACA), as well as implications of recent policy initiatives, to repeal, and to replace the ACA

**Selected Concentration Competencies Addressed:** Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH for the *Department of Health Systems and Policies* include:

- Use economic theories, concepts and methodologies in the analysis and evaluation of current health care issues and problems;
- Assess community health needs, disparities and the health care delivery system within the context of social, cultural, political, legal, and economic forces;

- Assess and delineate public health policies and practices recognizing legal and ethical implications for individuals and population; and
- Describe principals of management theories in the delivery of health services and evaluation of health system performances

Please visit the Concentration webpages on the School of Public Health's website at [sph.rutgers.edu](http://sph.rutgers.edu) for additional competencies addressed by this course for other degrees and concentrations.

**Course Objectives:** By the completion of this course, students will be able to:

- *Describe and critically evaluate data on the incidence and prevalence of mental health disorders, related disabilities, and their social correlates nationally and among vulnerable sub-populations;*
- *Assess and critically evaluate data on mental health service use nationally and among vulnerable sub-populations;*
- *Describe the current financing approach for mental health services in the US and its cost burden for individuals and society;*
- *Identify the core components of health care reform as they relate to mental and behavioral health;*
- *Employ systems-level thinking to analyze the policy context and resource dependencies of a mental and behavioral health delivery system; and*
- *Assess available evidence to inform a public health response (whether primary, secondary, or tertiary prevention) to improve the mental health or mental health care of vulnerable populations.*

**Course Requirements and Grading:** Over the course of the semester, students will have the opportunity to earn 100 points. For each assignment listed below, a detailed description of the assignment and the respective grading criteria will be posted on Moodle. Understanding and critical engagement with course materials will be assessed through the following activities:

1. *Article Summary and Class Presentation [15 pts].* Students will write a summary of a recent empirical article and then provide this summary and a related presentation to the class. To do this, students will receive a list of supplemental readings that will include 2-3 recent and relevant empirical articles for each of the classes (Weeks 8-11). Students will be able to sign up on-line to present at a specific class. For the selected class, students will identify one of the articles from those provided for that class and write a one-page single-spaced summary and prepare a brief 10 minute presentation of the article. Student are also asked to prepare a list of questions to facilitate a 10 minute discussion with the class. Other students in the class are not expected to have read the article being presented so it is the responsibility of the presenter to provide a comprehensive one-page summary and presentation. The goal of the summary, presentation, and facilitated discussion is to help the student presenting the article and their peers to acquire new knowledge about contemporary research in the respective

topics for this class. On the first day of class, students will receive a handout with additional details about this assignment, the supplemental list of reading, and grading criteria.

2. *Where does the number come from? Identifying and assessing the source of published mental health statistics [10 pts.]*. Students are asked to identify and evaluate the sources for two types of published mental health statistics. The first will be a published mental health statistic in the media or an advocacy campaign. The second will be a published mental health statistic in a peer-reviewed journal. While peer-reviewed publications are expected to provide information about the data source and measurement approach, other published statistics in the media or advocacy campaigns frequently do not. If this should be the case, students are asked to try and identify the source of the mental health statistic and then document in the paper the approach that they took and the ultimate result of their search. For the statistic in a peer review publication, the student will identify the data source, the measurement approach, and then assess the strengths and limitations of the data source and measure. This paper is to be no longer than three pages, double spaced, and is to include references as needed. A handout, with additional specificity for the assignment and grading criteria, will be provided two weeks in advance of the due date.
3. *Policy Analysis Concept Paper [5 pts]*. Students will submit a concept paper summarizing the policy issue of interest for the final paper. This concept paper will (1) define the problem and (2) construct policy alternatives. This concept paper should provide multiple citations (at least 4-5) from reputable sources (e.g., peer reviewed journals) to support the statement of the problem, description of the response, and evaluation of this response. A handout for this concept paper will be distributed that summarizes the required content for the specific paper and the grading criteria to be used.
4. *Policy Analysis Drafts in Two Papers [30 pts./15 pts each paper]*. Students will submit two papers that will provide a: (1) define the problem and describe the policy environment, and (2) analysis of the response (whether a law/policy/systems intervention), and policy recommendation. Students will receive instructor feedback on each paper and will be responsible for accommodating this feedback and then submitting a final paper, incorporating feedback and integrating both papers, as a single 12-15 page paper as the final analysis paper. (See *final policy analysis paper* below for additional details.) Each of the two papers is required to be 5-7 pages, double-spaced. For each of these papers, a handout will be distributed that summarizes the required content for the specific paper and the grading criteria to be used.
5. *Final Policy Analysis Paper and Class Presentation [25 pts]*. The final paper will require students to incorporate feedback on two papers submitted earlier in the semester. The purpose of structuring the assignment this way is to provide students the opportunity to develop the professional skills necessary to engage meaningfully with feedback and

incorporate recommendations into a final draft. The paper will be graded on both the responsiveness of the writing to prior instructor feedback and integration of the readings, class discussion, and your experiences into a single cohesive analysis.

6. *Online Quizzes [10 pts]*. Following the first class, the course will be taught as a flipped classroom, requiring that students watch lectures or videos on-line in advance. The lectures will be between 10-15 minutes in length and online quizzes will be required. Both the presentation and any associated quiz will be posted approximately a week in advance of the respective class.
7. *Class Participation/Attendance [5 pts]*. Regular class participation and attendance are required. Central to the success of this course is regular participation from students in class. Accordingly, attendance and participation will be assessed throughout the semester. Please notify the instructor if you expect to be absent. Arrangements will be made, as necessary, to ensure that you are caught up on any materials missed. The use of laptops for material not related to course will be noted by the Instructor, and negatively impact the participation grade.

*Policy on Late Paper Submissions and Citing References.* Students will lose a full letter grade for each 24 hours after the due date for the assignment has passed. **\*\*All written work must be completed to receive a passing grade in this class.\*\***

Students are expected to properly cite any articles that are referenced in a paper, including those from the course syllabus. I will use the app, "Turn It In," to assess the originality of the submitted work. Students will have the option to review the report that I will run in advance, themselves. I will talk in detail about this when the first paper assignment is distributed. If students have any questions at any point, they are encouraged to ask

<b>Summary of Grading:</b>	
1. <i>Article summary and presentation</i>	15 pts.
2. <i>"Where does the number come from?" assignment</i>	10 pts.
3. <i>Concept paper</i>	5 pts.
4. <i>Mental Health Policy Analysis Paper 1: Description of the problem and policy environment</i>	15 pts.
5. <i>Mental Health Policy Analysis Paper 2: Analysis and Recommendations</i>	15
6. <i>Mental Policy Analysis Term Paper and Presentation</i>	25 pts.
7. <i>Quizzes</i>	10 pts.
8. <i>Class participation and attendance</i>	5 pts.
<i>Total:</i>	100
<i>pts.</i>	

## Course Schedule:

*Date: Monday, January 22, 2018*

## Overview of Mental Health Care in the United States: Where are we now?

- *Class overview:*
  - Similar to health care more generally, mental health care in the US can also be characterized by challenges to assure ACCESS, control COST, and improve QUALITY.
  - Review syllabus, course structure, and assignments.
- *Assigned Readings Due:*
  - *Text/Chapter 1: Mental Health and Mental Illness as Social Issues*
  - Mechanic, David. "More people than ever before are receiving behavioral health care in the United States, but gaps and challenges remain." *Health Affairs* 33, no. 8 (2014): 1416-1424.

*Date: Monday, January 29, 2018*

## **Defining Mental Health and Mental Health Illness**

- *Class overview:*
  - Definitions of mental health and mental illness are not static but influenced by an array of SOCIAL, CULTURAL, POLITICAL, LEGAL, and ECONOMIC forces.
- *Handout:*
  - "Where does the number come from?" *Identifying and evaluating the source of a published mental health statistic*, distributed.
- *Assigned Lecture/ Quiz/ Readings Due (before class):*
  - *Online Lectures and Quiz*
  - *Text/Chapter 2: What are Mental Health and Mental Illness?*
  - Goldman, Howard H., and Gerald N. Grob. "Defining 'mental illness' in mental health policy." *Health Affairs* 25, no. 3 (2006): 737-749.

*Date: Monday, February 5, 2018*

## **Measuring Mental Health Need and Service Use**

- *Class Overview:*
  - Mental health services research requires that we translate concepts or constructs into something that can be measured in the real world (or operationalized). The available measures and data sources required to operationalize a construct in mental health services vary in their strengths and weaknesses, requiring a critical eye and careful interpretation.
- *Assigned Lecture/ Quiz/ Readings Due (before class):*
  - *Online Lectures and Quiz*
  - *Text/Chapter 4: Psychiatric Epidemiology: Science, Counting, and Making Sense of the Numbers*
  - Walkup, James T., and Philip T. Yanos. "Psychological research with administrative data sets: An underutilized strategy for mental health services research." *Professional Psychology: Research and Practice* 36, no. 5 (2005): 551.
  - Mazzali, Cristina, and Piergiorgio Duca. "Use of administrative data in healthcare research." *Internal and Emergency Medicine* (2015): 1-8.

Date: Monday, February 12, 2018

## De-institutionalization: A Case Study of Policy Resistance

- *Class overview:*
  - De-institutionalization achieved some of the outcomes intended, but it also offers a compelling example of the potential for policy resistance and unintended consequences.
- *Assigned Lecture/ Quiz/ Readings Due (before class):*
  - Online Lectures and Quiz
  - Text/Chapter 3: A Brief History of Mental Health Policy in the United States
  - Sterman, John D. "Learning from evidence in a complex world." *American Journal of Public Health* 96, no. 3 (2006): 505-514.
- *Handout:*
  - Mental Health Policy Concept Paper, Assignment distributed.
- *Assignment Due:*
  - "Where does the number come from?," submit assignment at beginning of class.

Date: TBD [Need to reschedule class on Monday, February 19, 2018]

## Mental Health Treatment and Policy Implications

- *Class overview:*
  - Unique challenges and potential solutions exist in incentivizing the use of available evidence for mental health treatments, whether psychosocial or pharmacological, through policy levers.
- *Assigned Lecture/ Quiz/ Readings Due (before class):*
  - Online Lectures and Quiz
  - Text/Chapter 5: Controlling Mental Illness: Theory, Research, and Methods of Intervention
  - Tanenbaum, Sandra J. "Evidence-based practice as mental health policy: Three controversies and a caveat." *Health Affairs* 24, no. 1 (2005): 163-173.
  - Frank, Richard G, Rena M Conti, and Howard H Goldman. 2005. "Mental health policy and psychotropic drugs." *Milbank Quarterly* no. 83 (2):271-298.

Date: Monday, February 26, 2018

## Examining Financing and Delivery of Mental Health Services (Part 1)

- *Class Overview:*
  - Mental health insurance schemes are challenged to generate incentives that encourage and even reward desired behaviors; this has led to a variety of payment practices (such as prospective, capitated, and bundled payments).
- *Assigned Lecture/ Quiz/ Readings Due (before class):*
  - Online Lectures and Quiz
  - Text/Chapter 7: The Financing and Delivery of Mental Health Services
  - Frank, Richard G., and Sherry Glied. "Changes in mental health financing since 1971: Implications for policymakers and patients." *Health Affairs* 25, no. 3 (2006): 601-613.
- *Assignment Due:*
  - *Mental Health Policy Concept Paper*, submit at beginning of class.

- *Handout:*
  - *Mental Health Policy Analysis Paper 1: .*

*Date: Monday, March 5, 2018*

## **Examining Financing and Delivery of Mental Health Services (Part 2)**

- *Class Overview:*
  - Traditional concerns of adverse selection and moral hazard in health insurance markets are amplified in the case of mental health services.
- *Assigned Lecture/ Quiz/ Readings Due (before class):*
  - *Online Lectures and Quiz*
  - *Text/Chapter 8: Managed Mental Health Care*
  - Frank, Richard G., and Thomas G. McGuire. "Economics and mental health." *Handbook of Health Economics* 1 (2000): 894-912; 925-945.

*Date: Monday, March 12, 2018*

## **Spring Break**

*Date: Monday, March 19, 2018*

## **People with Serious Mental Illness: Service Needs, Policy Responses and Policy Resistance**

- *Class Overview:*
  - Low rates of treatment and high unmet need persists among adults with serious mental illness. Attention will be given to policy efforts that have reduced structural barriers (e.g., behavioral health service integration, cost and insurance coverage), attitudinal barriers, and address the needs of treatment-refractory populations.
- *Assigned Lecture/ Quiz/ Readings Due (before class):*
  - *Online Lectures and Quiz*
  - Walker, Elizabeth Reisinger, Janet R. Cummings, Jason M. Hockenberry, and Benjamin G. Druss. "Insurance Status, Use of Mental Health Services, and Unmet Need for Mental Health Care in the United States." *Psychiatric Services* (2015).
  - Spaulding, William D., Mary E. Sullivan, Jeffrey S. Poland, and A. Jocelyn Ritchie. "State Psychiatric Institutions and the Left-Behinds of Mental Health Reform." *American Journal of Orthopsychiatry* 80, no. 3 (2010): 327-333.
- *Assignment Due:*
  - Mental Health Policy Analysis Paper 2: Description and analysis of response, submit assignment at beginning of class.
- *Handout*
  - Mental Health Policy Analysis Paper 3: Analysis & assessment of alternatives

*Date: Monday, March 26, 2018*

## **Disparities in Mental Health Care among Racial and Ethnic Minorities**

- *Class Overview:*
  - Multiple scholars have documented a "race paradox in mental health;" this suggests similar or better mental health outcomes among many racial and ethnic minorities as compared to white counterparts. Notably, there are exceptions to this general hypothesis that we will discuss.

- At the same time, most research comparing mental health care across groups finds evidence of racial/ethnic disparities in access, mental health service utilization (when needed), and quality care (when treated).
- We will explore, in this class, how these findings inform policy responses and recommendations for addressing racial and ethnic disparities in mental health policy.
- **Assigned Lecture/ Quiz/ Readings Due (before class):**
  - Online Lectures and Quiz
  - McGuire, Thomas G., and Jeanne Miranda. "New evidence regarding racial and ethnic disparities in mental health: Policy implications." *Health Affairs* 27, no. 2 (2008): 393-403.
  - Chen, Jie, and John Rizzo. "Racial and ethnic disparities in use of psychotherapy: evidence from US national survey data." *Psychiatric Services* 61, no. 4 (2010): 364-372.

*Date: April 2, 2018*

## **Children and Adolescents: Adverse Childhood Experiences, Mental Health Need, and Policy Responses**

- **Class Overview:**
  - Research has suggested that half of all mental illness begins by age 14, and that despite availability of effective treatments, there are long delays between first onset of symptoms and receipt of treatment. In this session, we will focus on the mental health needs of children and adolescents, social correlates, and potential policy responses.
- **Assigned Lecture/ Quiz/ Readings Due (before class):**
  - Online Lectures and Quiz
  - Hoagwood, Kimberly, Barbara J. Burns, Laurel Kiser, Heather Ringeisen, and Sonja K. Schoenwald. "Evidence-based practice in child and adolescent mental health services." *Psychiatric Services* (2001).
  - Knitzer, Jane, and Janice Cooper. "Beyond integration: Challenges for children's mental health." *Health Affairs* 25, no. 3 (2006): 670-679.
  - Crystal, Stephen, Mark Olfson, Cecilia Huang, Harold Pincus, and Tobias Gerhard. "Broadened use of atypical antipsychotics: safety, effectiveness, and policy challenges." *Health Affairs* 28, no. 5 (2009): w770-w781.
  - VIDEO: Dr. Nadine Burke Harris: How childhood trauma affects across a lifetime, <https://www.youtube.com/watch?v=95ovlJ3dsNk> and related information on the Adverse Childhood Experience Study, <http://www.cdc.gov/violenceprevention/acestudy/>
- **Assignment Due:**
  - *Mental Health Policy Analysis Paper 3: Analysis & assessment of alternatives*

*Date: Monday, April 9, 2018*

## **Older Adults with Mental Illness: Mental Health Needs, Service Utilization, and Policy Responses**

- **Class overview:**
  - As the number of older adults in this country rapidly increases, the needs for long-term mental health services and supports has also increased. We will provide particular attention to challenges and promising policy solutions in

addressing barriers to community integration, safety concerns in psychopharmacology, and inadequate public financing for services.

- **Assigned Lecture/ Quiz/ Readings Due (before class):**
  - Online Lectures and Quiz
  - O'Connor, Darlene, Faith Little, and Richard McManus. "Elders with serious mental illness: Lost opportunities and new policy options." *Journal of aging & social policy* 21, no. 2 (2009): 144-158.
  - Community Integration for Older Adults with Mental Illnesses: Overcoming Barriers and Seizing Opportunities. DHHS Pub. No. (SMA) 05-4018. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, 2004.

Date: Monday, April 16, 2018

## **Contextualizing US Mental Health Policy Globally**

- **Class overview:**
  - While considerable progress has been made in the enactment of policies in other countries, it remains challenging to find national mental health systems that are performing well. In this class, we will consider the lessons that can be learned from other countries and consider the unique challenges and promising policy solutions in low-income countries.
- **Assigned Lecture/ Quiz/ Readings Due (before class):**
  - Online Lectures and Quiz
  - Lurie, Steve. "Comparative mental health policy: Are there lessons to be learned?" *International Review of Psychiatry* 17, no. 2 (2005): 97-101.
  - Jenkins, Rachel, Florence Baingana, Raheelah Ahmad, David McDaid, and Rifat Atun. "International and national policy challenges in mental health." *Mental Health in Family Medicine* 8, no. 2 (2011): 101.
  - Prince, Martin, Vikram Patel, Shekhar Saxena, Mario Maj, Joanna Maselko, Michael R. Phillips, and Atif Rahman. "No health without mental health." *The lancet* 370, no. 9590 (2007): 859-877.

Date: Monday, April 23, 2018

## **US Mental Health Policy: Looking Ahead**

- **Class overview:**
  - Taken together the Affordable Care Act and the Mental Health Parity and Addiction Equity Act of 2008 are estimated to stimulate demand for behavioral health services by providing mental health care and substance abuse treatment benefits to an estimated 62 million additional Americans. We will look, in this class, to the implication of this expansion and consider the role for the next generation of public health practitioners and researchers.
- **Assigned Lecture/ Quiz/ Readings Due (before class):**
  - Online Lectures and Quiz
  - "Health Policy Brief: Mental Health Parity," *Health Affairs*, April 3, 2014.
  - Frank, Richard G., Howard H. Goldman, and Thomas G. McGuire. "Trends in mental health cost growth: an expanded role for management?" *Health affairs* 28, no. 3 (2009): 649-659.
  - Seibert, Julie, Suzanne Fields, Catherine Anne Fullerton, Tami L. Mark, Sabrina Malkani, Christine Walsh, Emily Ehrlich, Melina Imshaug, and Maryam Tabrizi. "Use of Quality Measures for Medicaid Behavioral Health Services by State

- Agencies: Implications for Health Care Reform." *Psychiatric Services* (2015): 585-591.
- Green, Carla A., Sue E. Estroff, B. J. Yarborough, Mark Spofford, Michele R. Solloway, Rachel S. Kitson, and Nancy A. Perrin. "Directions for future patient-centered and comparative effectiveness research for people with serious mental illness in a learning mental health care system." *Schizophr Bull* 40, no. Suppl 1 (2014): S1-12.

*Date: Monday, April 30, 2018*

## **Class Presentations on Health Policy Analysis Paper**

- **Assignment due:**
  - *Mental Health Policy Analysis Final Paper*, submit assignment at beginning of class.

**Learning Management System:** Moodle will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Moodle and check it regularly. If you have difficulties accessing Moodle, please inform the instructor and Moodle Support ([moodlehelp@ca.rutgers.edu](mailto:moodlehelp@ca.rutgers.edu)). Moodle is accessible at [moodle.rutgers.edu](http://moodle.rutgers.edu).

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the student bulletin ([sph.rutgers.edu/academics/catalog/index.html](http://sph.rutgers.edu/academics/catalog/index.html)). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must Apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at [ods.rutgers.edu](http://ods.rutgers.edu). The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: [sph.rutgers.edu/student\\_life/computer\\_requirements.html](http://sph.rutgers.edu/student_life/computer_requirements.html)

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without processing an [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the



School of Public Health

School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at:  
[sph.rutgers.edu/academics/registration/school\\_calendars.html](http://sph.rutgers.edu/academics/registration/school_calendars.html)