THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

PUBHHMP6635- The US Mental Health Delivery and Financing System
3 credits – Spring, 2026
Tuesday& Thursday/9:35-10:55 /Cunz Hall 330

Course Instructor
Tory Hogan, PhD, Administration- Health Services, The University of Alabama at Birmingham, 2016
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Instructor's Office Hours
Tuesdays, 11-12AM (Cunz Hall 200C)

Faculty Feedback & Response Time
The following gives you an idea of my intended availability during the course:
- **Grading:** You can generally expect feedback within 10 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 48 hours on school days (Mon-Fri).
- **Course Adjustments and Announcements:** The instructor will utilize Carmen announcements to make course reminders, announcements or modifications to deliverable due dates. Announcements will also be addressed at the start of in person class sessions.

Course Description
This course is designed to provide students with an understanding of the significant issues and trends in behavioral health delivery systems in America. This graduate course covers the organization, financing, and delivery of behavioral health (including mental health and substance abuse) services in the United States and offers a detailed overview of the US mental health delivery system. Students will explore various organizations, including inpatient psychiatric hospitals, outpatient clinics, community mental health centers, residential treatment facilities, and crisis intervention services, focusing on their functions, services, business models and populations served.

Prerequisites
Graduate standing or permission of instructor.

Course Learning Objectives

1) Comprehensively describe the <u>various types of organizations that provide mental health delivery</u> within the US mental health system, including their functions, services provided, and the populations served. This will include an understanding of inpatient psychiatric hospitals, outpatient clinics, community mental health centers, residential treatment facilities, and crisis intervention services.

2) Identify and describe the <u>various providers</u> within the US mental health delivery system, including psychiatrists, psychologists, social workers, psychiatric nurses, license professional counselors, peer support specialists, case managers, and advance practice providers. Additionally, students will be able to analyze and discuss the unique challenges faced by these professionals, such as burnout, ethical dilemmas, and barriers to providing care.

3) Critically analyze and explain the <u>financing system</u> for mental health services in the United States. This includes understanding critical public policies which relate to public funding sources, private funding sources, insurance coverage, reimbursement mechanisms, and the economic challenges of mental health service delivery.

4) Articulate the <u>historical evolution of mental health delivery and financing</u> in the United States, including key policies & legislation and shifts in treatment approached and care settings.

5) Evaluate and analyze <u>current innovations and challenges</u> facing the US mental health delivery organizations which <u>may</u> include: telehealth and digital therapies, integration of mental health and primary care, early detection and prevention and the increasing demand for services.

Competencies:

MPH Degree Foundational Public Health Competencies
22. Apply systems thinking tools to visually represent a public health issue in a format other than standard narrative
16. Apply leadership and/or management principles to address a relevant issue

MHA Professional Degree Competencies
2. Health Care Issues and Trends. Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.
4. Collaboration and Working in Teams. Work cooperatively with others, create, participate on, and lead teams, including inter-professional.

Competencies & Objectives linked to Learning Objectives: By the end of this course, students will be able to:

Learning Objective	MPH Competencies	MHA Competencies
1) Comprehensively describe the <u>various types of organizations that provide mental health delivery</u> within the US mental health system, including their functions, services provided, and the populations served. This will include an understanding of inpatient psychiatric hospitals, outpatient clinics, community mental health centers, residential treatment facilities, and crisis intervention services.	22, 16	2,4

2) Identify and describe the <u>various providers</u> within the US mental health delivery system, including psychiatrists, psychologists, social workers, psychiatric nurses, license professional counselors, peer support specialists, case managers, and advance practice providers. Additionally, students will be able to analyze and discuss the unique challenges faced by these professionals, such as burnout, ethical dilemmas, and barriers to providing care.	22, 16	2
3) Critically analyze and explain the <u>financing system</u> for mental health services in the United States. This includes understanding critical public policies which relate to public funding sources, private funding sources, insurance coverage, reimbursement mechanisms, and the economic challenges of mental health service delivery.	22, 16	2
4) Articulate the <u>historical evolution of mental health delivery and financing</u> in the United States, including key policies & legislation and shifts in treatment approached and care settings.	22, 16	2
5) Evaluate and analyze <u>current innovations and challenges</u> facing the US mental health delivery organizations which <u>may</u> include: telehealth and digital therapies, integration of mental health and primary care, early detection and prevention and the increasing demand for services.	16	2

Text/Readings:
Readings will come from the literature and students should see the course outline & Carmen page for details.

Carmen
There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** This course meets in-person two times per week and attendance is required. The course also requires reading and other work through the Carmen website. Student's will complete significant reading, studying, and collaborative group work outside of class time.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., lectures, guest speakers, in class discussions) in addition to 9 hours of homework/active learning activities (e.g., readings, listening to podcasts) to receive a grade of (C) average.
- **Attendance and participation requirements:** Attendance is required and students should notify the instructor when they will not be in class. Please review the class participation section of the rubric for more details

Course Technology

Technology skills needed for this course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment
- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software
- **Microsoft 365 Copilot (formerly Office 365)**
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support
For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Exams: 40% (two total, 20% each)
You will take two exams. Exam I will cover material from the start of the course to that point in the semester, and Exam II will be comprehensive. Exams will cover the lectures, including guest speakers and class discussions, cases and all assigned readings regardless of whether explicitly discussed in class. The format of the exams will be essays and short answer. You are responsible for all material covered in class, even if you miss a class and have an absence excused. The exam will be completed in class, using hand-written exam document provided by the professor.   Students will be able to bring in outside notes and materials (not electronic) to class. Exam format, procedures, and ground rules will be discussed in class prior to each exam.

There will be no exam make-ups except those planned with the professor in advance of the testing day/time.

Class Debate: 10%
This assignment is a wonderful way for students to understand the complexity of mental health delivery in the US. Students will be assigned to one of two teams. Each team will develop a case to support their assigned perspective with supporting evidence. Each team will have present their argument, and then will have develop a rebuttal response in class following the counter arguments presentation and will present that in class, as well as a closing argument. Groups will submit copies of their power point assignment that align with their arguments.

The Carmen Assignment page will include a scoring rubric outlining grading criteria and additional details and expectations.

Class Participation: 20%
  Participating in class positively affects students learning in the following ways:
  - helps students retain and remember information
  - confirms what they have already learned
  - provides clarification of prior learning
  - deepens their understanding of concepts

Due to the importance of class participation in student learning, this course relies heavily on student's active participation. Active participation requires a classroom community conducive to learning. To encourage a positive learning environment conducive to active participation, this course relies heavily on a community of learners, which means that we will depend on each other to create and maintain a positive learning environment, conducive to everyone's learning and growing. A positive learning community includes **students** who are:
  I.   Engaged
  II.   actively listening
  III. prepared
  IV.   Exhibiting behaviors supportive of a positive learning community

Furthermore, a positive learning environment includes a **professor** who is
I. Prepared for class lectures
II. Respectful of students' contributions to class
III. Engaging students and eliciting student cooperation
IV. Appropriately addressing issues that may compromise the development or maintenance of a positive learning environment

Since everyone is different, everyone will have different perceptions of what is a positive learning environment. If something someone is doing (professor, classmate), is interfering with your ability to learn, please let Dr. Hogan know (carmen message or during office hours). It is the professor's intention to ensure this classroom is a safe place for all to learn. Please help me to do that!

Students contribution to the positive learning community will be evaluated for their participation grade. Students will be evaluated based on different periods throughout the course and their grade will be the culmination of such evaluations. Specifically, participation grades will be based on the rubric, evaluating performance in four areas: 1) level of engagement, 2) listening skills, 3) preparation and 4) exhibiting classroom behavior supportive of a positive classroom environment.

Guest Speaker Reflections: 20%

These assignments will provide students with an opportunity to evaluate the role of specific types of behavioral health delivery organizations. Students will prepare a 2-page reflection of the organization based on guest speakers that speak in our class. Within the course, there will be 5 guest speakers, and students can choose two guest speakers to complete their reflection on. The guest speakers will represent an array of organizations within the behavioral health space.

The Format will be essay style following a series of prompts provided by the professor on the Assignment page. The Carmen Assignment page will include a scoring rubric outlining grading criteria and expectations.

Mental Health Case Project: 20%

As part of a group, students will identify a solution to a mental health delivery system case of a real life challenge facing communities in Ohio. As a part of this assignment students will identify the important and relevant systemic barriers impacting the case and identify a solution and implementation strategy for their solution. Students will have an opportunity to work during class on the assignment and are also expected to work as a group outside of the course to complete the assignment.

The entire group will receive the same grade for the presentation and slides. More details regarding grading and content will be provided during the course. More details regarding grading and content will be provided during the course, specifically following the first exam.

There will be no mental health case project make-ups except those planned with the professor in advance of the presentation day/time.

Grading

Item	Weight (%)
Exams	30
Class Debate	10
Class Participation	20
Guest Speaker Reflections	20
Mental Health Case Project	20

Grading Scale

A	**94 to 100**	Outstanding work that reflects mastery of the material and the ability to apply it
A-	**90 to <94**	Excellent work that reflects mastery of the material
B+	**87 to <90**	Good work that reflects mastery of most of the material
B	**83 to <87**	Good work that reflects mastery of some of the material
B-	**80 to <83**	Good work that reflects mastery of a few aspects of the material
C+	**77 to <80**	Mediocre work that reflects familiarity with, but not mastery of the material
C	**73 to <77**	Mediocre work that reflects familiarity with most of the material
C-	**70 to <73**	Mediocre work that reflects little familiarity with the material
D+	**67 to <70**	
D	**60 to <67**	
E	**Below 60**	

Copyright Statement

This syllabus and all course materials (e.g., assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class, the use of generative artificial intelligence (GenAI) tools such as [such as Copilot, ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate] is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity (opens in new window) policy and Code of Student Conduct(opens in new window) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct.

Office of Student Life: Disability Services
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the

date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Intellectual Diversity
Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems
A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Course Outline

Week	Date	Topics	Readings
1	Jan 13	Introduction	
	Jan 15	Unit 1:	See "Unit 1" in carmen course page for links to course readings (all publicly available through OSU library)
2	Jan 20	Unit 1: Mental Health Basics & History of Mental Health in the US	
	Jan 22	Guest Speaker	
3	Jan 27	Unit 1: Overview & History of Mental Health in the US & Unit 2: The US Mental Health System	See "Unit 2" in carmen course page for links to course readings (all publicly available through OSU library)
	Jan 29	Unit 2: The US Mental Health System	
4	Feb 3	Unit 2: The US Mental Health System	
	Feb 5	Unit 2: The US Mental Health System	
5	Feb 10	Class Debate	
	Feb 12	Guest Speaker	
6	Feb 17	Unit 2: The US Mental Health System	
	Feb 19	Unit 2: The US Mental Health System	
7	Feb 24	Exam Review	
	Feb 26	Exam 1	
8	Mar 3	Unit 3: Mental Health Financing System	See Unit 3 in Carmen course page for links to course readings (all publicly available through OSU library)
	Mar 5	Unit 3: Mental Health Financing System	
9	Mar 10	Unit 3: Mental Health Financing System	
	Mar 12	Unit 3: Mental Health Financing System	
10	Mar 17	NO CLASS: SPRING BREAK	
	Mar 19	NO CLASS: SPRING BREAK	
11	Mar 24	Unit 4: Innovations in Mental Health	See Unit 4 in Carmen course page for links to course readings (all publicly available through OSU library)
	Mar 26	Innovations in Mental Health	
12	Mar 31	Unit 4: Innovations in Mental Health	
	Apr 2	Unit 4: Innovations in Mental Health	
13	Apr 7	Unit 4: Innovations in Mental Health	
	Apr 9	Unit 4: Innovations in Mental Health	
14	Apr 14	Guest Speaker & Exam Review	
	Apr 16	Exam 2	
15	Apr 21	Workday for presentations	

Week	Date	Topics	Readings
	Apr 23	Presentations: Mental Health Case Project	

Alignment of Competencies with Assessments

Competencies	Exams	Class Debate	Class Participation	Guest Speaker Reflections	Mental Health Case Project
MPH 22. Apply systems thinking tools to visually represent a public health issue in a format other than standard narrative		x	x		x
MPH 16. Apply leadership and/or management principles to address a relevant issue	x	x			
MHA 2. Health Care Issues and Trends. Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.	x	x	x	x	x
MHA 4. Collaboration and Working in Teams. Work cooperatively with others, create, participate on, and lead teams, including inter-professional.		x			x