

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: PHC 6041 Landmarks in Psychiatric Epidemiology (credits 2)
Summer 2021
Delivery Format: Online, asynchronous <https://ufl.instructure.com/courses>

Instructor Name: Catherine Striley PhD, MPE, MSW (ACSW)
Office Number: CTRB 2004 Mowry Road, Room 4237
Phone Number: 352-273-5359
Mobile for urgent calls: 314-761-5984
Email Address: cstriley@ufl.edu
Office Hours: Friday noon or by appointment. Zoom meeting 978 7573 9720. Password 773 690
Preferred Course Communications: Email

Prerequisites: Enrollment in the Certificate of Psychiatric Epidemiology, or permission of the instructor

PURPOSE AND OUTCOME

Course Overview

Landmarks in psychiatric epidemiology, including mental health and substance use disorders, are reviewed with emphasis on student discovery. The focus is on findings, methodology, and historical development of methods in case finding and diagnosis; cohort discovery; and geographical, social, and community risk factors. Topics include relevance to current methodological challenges.

Relation to Program Outcomes

Course covers critical historical development and methodological development in the field of psychiatric epidemiology. Students develop expertise in identifying, describing and explaining foundational aspects of landmark studies, diagnostic instruments and commonly used methods through this course, which they will apply in Psychiatric Epidemiology and in submission of their own papers and presentations for dissemination of research.

Goal:

After successfully completing the Landmarks in Psychiatric Epidemiology course, students will be able to evaluate the impacts of selected seminal research studies upon the field of Psychiatric Epidemiology, characterizing their historical significance, their influence upon common models and methodological approaches, their roots in socio-ecological or medically-centered paradigms, and their impact upon discipline-forming decisions, concept development, and key professional collaborations that have laid the foundation for the field of Psychiatric Epidemiology.

Learning Objectives:

Landmarks in Psychiatric Epidemiology students will be able to:

1. Appraise the impacts of selected seminal research studies upon the field of Psychiatric Epidemiology so that historical significance, influence upon common models and methodological approaches, roots in socio-ecological or medically-centered paradigms, and impacts upon discipline-forming decisions, concept development, and key professional collaborations are addressed. (Evaluation)
 - A. Characterize the historical significance of selected seminal research studies so that their methodological contributions, departures from previous paradigms, impacts upon the human condition, and notable effects upon the field of Psychiatric Epidemiology are addressed. (Analysis)
 - i. Summarize the findings of selected seminal research studies so that historical implications are addressed. (Comprehension)

B. Distinguish the psychological, sociological and ecological models that shaped seminal research studies and the influence of those studies on theoretical models and methodological approaches. (Analysis)

- i. Discuss the strengths and weaknesses of selected seminal research study designs so that validity, ethical considerations, and interpretation of findings are addressed. (Comprehension)
- ii. Discuss the psychological, sociological and ecological models that shaped seminal research studies. (Comprehension)
- iii. Determine the influence of chosen models upon the methodology of selected seminal research studies. (Comprehension)

C. Distinguish the influence that selected seminal research studies have had upon discipline-forming decisions so that developments such as DSM and ICD criteria, theoretical model formation, etiological breakthroughs, integration of bio-statistical methods, advances in detection of neurobiological substrates, and the polarization of approaches to research are addressed. (Analysis)

- i. Trace the formation of concepts such as multimorbidity and comorbidity, present-state-examination, structured diagnostic interviewing and diagnosis to the work done in selected seminal research studies in Psychiatric Epidemiology. (Comprehension)
- ii. Describe the impact made upon the discipline from key professional collaborations that occurred within or as a result of selected seminal research studies in Psychiatric Epidemiology. (Comprehension)

Instructional Methods

This course is taught online using a combination of work individually before the assigned on-line time, group work, student presentations and other active learning exercises and discussions. Please see below for more information on the “standard” content of each session. **Class size given current format is limited to 10 students.**

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

| Week | Date(s) | Topic(s) | Common Readings | Presentation Readings | Individual Assignments | Group Assignments |
|---------|-----------|---|-----------------|-----------------------|---|---|
| 1 | 5/10-5/16 | Introduction to course and overview. Introduction to Voice Thread and Canvas discussions and other resources | None | None | Post a video introduction of yourself to the class | Read class as a whole posts; you will all be responding to at least 2 posts |
| 1 cont. | 5/10-5/16 | Faris & Dunham | Faris Ch. 1-2 | Faris Ch. 3-5 | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. | You will watch other student presentation on chapters you haven't read to learn more about the study. |

| Week | Date(s) | Topic(s) | Common Readings | Presentation Readings | Individual Assignments | Group Assignments |
|-------------|----------------|------------------------|-------------------------------|------------------------------|---|---|
| 2 | 5/17-5/23 | Hollingshead & Redlich | Hollingshead Ch. 1-2; Mollica | Hollingshead Ch. 6,7,8,11,12 | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |
| 2 cont. | 5/17-5/23 | Hagnel | Hagnel pgs. 9-31 | Hagnel Ch. 4-7 | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |
| 3 | 5/24-5/30 | Helgason | Helgason Ch. 4-5 | Helgason Ch. 6-11,13 | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |

| Week | Date(s) | Topic(s) | Common Readings | Presentation Readings | Individual Assignments | Group Assignments |
|-------------|----------------|---------------------------------|-----------------------------------|--|---|---|
| 3 cont. | 5/24- 5/30 | Stirling County | Leighton Ch. 2 | Leighton Ch. 4,5,9,13 | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |
| 4 | 5/31- 6/6 | Midtown Manhattan | Srole pgs 3- 36, Appendix E | Srole Ch. 8,10,11,12 | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |
| 4 cont. | 5/31- 6/6 | Deviant Children Grown Up | Robins (1966) pg 13-41 | Robins (1966) Ch. 3,4,5,6,7,8,9,10 | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |

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|-------------|-------------------------|------------------------------|---|---|---|---|
| 5 | 6/7-6/13 | Epidemiologic Catchment Area | Robins (1991) Ch. 1,2 | Robins (1991) Ch. 3,4,5,6 | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |
| 5 cont. | 6/7-6/13 | Epidemiologic Catchment Area | Robins (1991) Ch. 13 | Robins (1991) Ch. 7,8,9,10 | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |
| 6 | 6/14-6/18 SHORT WEEK | Vietnam Era Twin Study | Ramakrishan et al 1992; True et al 1997 | Romeis et al 2000, 1991, 1988; Eisen et al 1987; Goldberg 1987; Henderson 1990, | Read common reading, Review slides from past students; post a 1 – 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |

| Week | Date(s) | Topic(s) | Common Readings | Presentation Readings | Individual Assignments | Group Assignments |
|------------|--------------------------------|---|---------------------------------------|-----------------------|--|---|
| 6 cont. | 6/14- 6/18 SHORT WEEK | WHO Collaborative Study on Psychological Problems in General Healthcare | Ormel et al., 1994; Ustun, 1994 | None | Read common reading, Review slides from past students; post a 1– 3 page essay on why the study qualifies as a landmark study. Include in your answer some critical comments about some of the chapters in the presentations. Post a narrated 2 slide presentation on one of the two studies this week. | You will watch other student presentation on chapters you haven't read to learn more about the study. |

Course Materials and Technology

You will need access to the internet, a webcam, and a microphone (can be the built in computer microphone) for this course and some method of recording presentations.

All readings will be provided in e-learning. Additional journal articles by the authors or collaborators are available for additional reading.

1. Eisen SA, True WR, Goldberg J, Henderson WG, Robinette CD. The Vietnam era twin (VET) registry: Method of construction. *Acta Geneticae Medical ET Gemellologiae/Twin Research* 1987, 36(1), 61-66.
2. Faris REL, Dunham HW. *Mental Disorders in Urban Areas: An Ecological Study of Schizophrenia and Other Psychosis*. Chicago: University of Chicago Press, Second Ed, 1967.
3. Goldberg J, True W, Eisen S, Henderson W, Robinette CD. The Vietnam era twin (VET) registry: Ascertainment Bias. *Acta Geneticae Medical ET Gemellologiae/Twin Research*, 36(1), 67-78.
4. Hagnell O. *A Prospective Study of the Incidence of Mental Disorder*. Lund: Scandinavian University Books, 1966.
5. Helgason T. *Epidemiology of Mental Disorders in Iceland*. Copenhagen: Munksgaard, 1964.
6. Henderson WG, Eisen SA, Goldberg J, True WR, Barnes JB, Vitek ME. The Vietnam era twin (VET) registry: A resource for medical research. *Public Health Reports*, 1990, 105(4):368-373.
7. Hollingshead AB, Redlich FC. *Social Class and Mental Illness: A Community Study*. New York: John Wiley & Sons. 1958.
8. Leighton DC, Harding JS, Macklin DB, Macmillan AM, Leighton AH. *The Character of Danger: Psychiatric Symptoms in Selected Communities*. The Stirling Country Study of Psychiatric Disorder and Sociocultural Environment Volume III. New York: Basic Books, 1963.
9. Mollica RF, Milic M. Social class and psychiatric practice: A revision of the Hollingshead and Redlich model. *Am J Psychiatry* 1986; 143:12-17.
10. Ormel J, vonKorff M, Ustun TB, Pini S, Korten A, Oldehinkel T. Common Mental Disorders and Disability Across Cultures: Results from the WHO Collaborative Study on Psychological Problems in General Health Care. *JAMA*. 1994;272(22):1741-1748.
11. Ramakrishnan V, Goldberg J, Henderson, WG, Eisen SA, True W, Lyons MJ, Tsuang MT. Elementary methods for the analysis of dichotomous outcomes in unselected samples of twins. *Gen Epi*, 1992, 9:273-287.
12. Robins L. *Deviant Children Grown Up*. Baltimore: Williams & Wilkins Company, 1966.
13. Robins L, Regier D, Eds. *Psychiatric Disorders in America: The Epidemiological Catchment Area Study*. New York: The Free Press, 1991.

14. Romeis JC, Gillespie KN, Coe RM. Older veterans' future use of VA health care services. *Med Care*, 1988, 26(9):854-866.
15. Romeis JC, Gillespie KN, Thorman KE. Female veterans' use of health care services. *Med Care*, 1988, 26(6):589-595.
16. Romeis JC, Gillespie KN, Virgo KS, Thorman KE. Female veterans' and nonveterans' use of health care services. *Med Care*, 1991, 29(9):932-935.
17. Romeis JC, Scherrer JF, Xian H, Eisen SA, Bucholz K, Heath AC, Goldberg J, Lyons MJ, Henderson WG, True WR. Heritability of self-reported health. *Health Serv Res*. 2000, 35(5 Pt 1):995-1010.
18. Srole L, Langner TS, Michael ST, Opler MK, Rennie TAC. *Mental Health in the Metropolis: The Midtown Manhattan Study*. New York: McGraw Hill, 1962.
19. True WR, Romeis JC, Heath AC, Flick LH, Shaw L, Eisen SA, Goldberg J, Lyons MJ. Genetic and environmental contributions to healthcare need and utilization: a twin analysis. *Health Serv Res*. 1997,32(1):37-53.
20. Terris M, Editor. *Goldberger on Pellagra*. Baton Rouge: Louisiana State University Press, 1964.
21. Ustun TB. WHO Collaborative Study: An epidemiological survey of psychological problems in general health care in 15 centers worldwide. *Int Rev Psychiatry*. 1994, 6(4):357-363.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Weekly Reading

Assignment 1

Each week you will be responsible for reading the common reading for the class that will provide you with the study methodology and background when provided.

You will also watch presentations from past students on other chapters in the study.

Accountability for completing the reading and watching presentations will be accomplished through discussion posts and through Assignment 2, the Papers due each week.

Each discussion will be worth 5 points a week. Points will be assigned as follows,, with the exception of the introduction, which is 10 points for posting: 1 pt for timely posting; 2 points for content reflecting study; 2 points for critical comment on the methods of the study, a limitation or an implication of the study. It is always appropriate to talk about what the study was able to implement versus how this might need to be done in 2021.

Assignment 2

Within three days of the closing of the module each week, post a 1 to 3 page summary and reflection piece on the study, clearly describing how the study fits the criteria for a landmark study (or doesn't) and what the historical importance of the study has proven to be, incorporating critical thinking based on presentations from past students. A rubric will be provided.

Assignment 3

By Wednesday of the week, post one to five slides (one is sufficient) to highlight one of the readings (not the common reading) and post which chapter or reading you will additionally read in the "Week-to-Week" Discussion. First come first served. This is NOT a presentation that covers the chapter – although it can be if you want to do so. It is sufficient to provide a cover slide with your name and what you read, and you can cut or paste content like a table from the reading. But you do need to provide audio or video narration of the slide and post on voicethread so other students can learn from you. Points: 5 for posting a presentation on a specific chapter with at least one content slide and narration.

Schedule & Grading

| Assignment | Due Date | Points |
|--|--|--------|
| Assignment 1: Class Reading and Watching of Content resulting in Discussion Posts for Each Study | Weekly on Wednesday of module (10 points Week 1) | 5 |
| Assignment 2: Summary and Reflection Paper | Weekly on Wednesday following module | 20 |
| Assignment 3: Presentation of a Reading on one study per week, except Week 1 | Weekly on Wednesday of module | 5 |
| Total Points Per Week | | 30 |
| Total Points Per Course | | 180 |

This course will be graded satisfactory/unsatisfactory following the policies described here <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

This course is graded Satisfactory (S) or Unsatisfactory (U). Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. Those with 144 points or more will be graded “satisfactory” and those with 143 or fewer points will be graded “unsatisfactory.”

Exam Policy

There are no exams in this course.

Policy Related to Make up Exams or Other Work

If you cannot submit either the discussion question/response or the video on time it is your job to communicate that information ahead of time to Dr. Striley. Late work will be accepted on a case-by-case basis.

Please note: Any requests for make-ups due to technical issues MUST be communicated to me via email within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

This is an online course, but you are expected to remain active and engaged in the material throughout the semester.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

As previously stated, students are expected to be engaged, active learners throughout the duration of the course.

Communication Guidelines

Active communication is not only encouraged, but expected for this course. In all communications with both the professor and other students courteous and respectful discourse is expected.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#academic-integrity>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
